
SAN MATEO-FOSTER CITY SCHOOL DISTRICT

PROJECT PROPOSAL: EQUITY-FOCUSED CONSULTATIVE SERVICES FOR DISTRICT
LEADERSHIP TEAM AND SUPPORT FOR COMMUNITY-BASED SCHOOL DESIGN TEAM
FOR NEW ELEMENTARY SCHOOL IN NORTH CENTRAL SAN MATEO

Attention: Dr. Diego Ochoa, Superintendent

Pedro A Noguera, Ph.D. | PAN LTD

October 25, 2021

OUR APPROACH TO EQUITY IN EDUCATION

For schools, districts, and educators across the United States, the call for equity in education is premised upon a recognition that because all children are different, there must be a commitment to meet the needs of every child to ensure that they each receive what they need to succeed. This does not suggest that what is required of us to ensure that every student receives what they need is simple. On the contrary, traditional schooling models in the United States were not originally designed to be responsive to the needs of all students. And so, equity calls for a paradigm shift, and a move away from outdated understandings of student intelligence and achievement, as well as barriers and opportunities to learning.

Foundational to the new paradigm are new learnings in child development, neuroscience, and the significance of environmental influences on human development and student learning. We now know that the starting point for equity is creating communities where the needs of each student are thoroughly known, and adults possess the skills, knowledge, and understandings necessary to get to know their students so that they can cultivate their talents and build on their potential. In essence, schools and districts must be reorganized into community responsive institutions that forge collaborative relationships with community stakeholders and those they serve, build the capacity of educators based on knowledge and familiarity with families and the community, and strategically work to meet the developmental and academic needs of students.

By creating community responsive school environments that center relationships and humanizing practices, schools can foster healthy relationships, demonstrate that student and family knowledge is valued, and that the school takes the work of systematically and courageously addressing inequities, both cultural and structural, seriously. We believe that by doing so, schools can create the conditions that enable students to engage in deep thinking and critical learning – which are key to addressing school-level equity issues.

To do this, we must be willing to look at practices and behaviors that support or limit the success of the students and families we serve. Often, the barriers have been normalized in the systems, structures, practices, and processes that shape everyday experiences in schools, and these norms have been internalized by stakeholders. Eliminating them is not only a matter of rewriting policy, hiring new people, or adopting a new curriculum. Those are decisions that may contribute to a solution but being willing to look first at the root causes of the problem(s) is essential to building a culture of equity, rather than offering short term, symptomatic solutions.

Research from the University of Chicago on ‘the five essentials’ of school transformation (Bryk, 2010) highlight the need for (1) a coherent instructional guidance system, (2) a clear plan for professional capacity building, (3) strong parent-community-school ties, (4) a student-centered learning climate, and (5) leadership that drives change. We use these five essential factors for promoting sustainable school change to ground transformation efforts in districts and schools who seek to make equitable change.

OUR EXPERIENCE

For 30 years PAN Ltd has worked with schools and districts to devise strategic solutions to the complex challenges they face. For each project we take on, we create teams by bringing together educators and researchers that are skilled, knowledgeable, and experienced with the issues our clients must confront. Our team of consultants come from a wide range of backgrounds, and each person on a team is selected for their ability to support critical equity needs of the schools and districts we serve. By tailoring the makeup of our teams to the specific needs of each project, we ensure that our teams have the expertise (skills, knowledge, and understandings) necessary to support technical and adaptive change within a learning system.

DISTRICT REQUEST FOR SUPPORT

In June 2021, PAN Ltd presented the findings of a study we carried out during the same year on the needs of the North Central San Mateo (NCSM) community. Under the leadership of former Superintendent Joan Rosas, PAN led a mixed method study that looked at what kind of school NCSM stakeholders want and need. In addition to surveying community stakeholders, interviews and focus groups were conducted with community stakeholders as well as district teachers and leaders, and our team was asked to review existing literature on school models that have shown success in serving communities of a similar racial/ethnic and socioeconomic demographic. We found that the community wanted a culturally and linguistically responsive community school, and stakeholders were clear that the future school should also be equipped with wrap-around services. Participants in our study also helped us to recognize vast equity needs within the district, which forced us to report the need for district-wide equity-driven change in addition to the characteristics of the future NC school. It became clear to us that without district-wide capacity building for equity, the promise and sustainability of the future NCSM school would be limited. Thus, PAN recommended both the creation of a new school and a district-wide equity effort.

The findings and recommendations of our study were shared amid leadership change within the San Mateo-Foster City School District (SMFCSD) district. However, the new superintendent, Diego Ochoa, invited PAN to submit proposals to support both the design of a new culturally and linguistically responsive community school with wrap-around services and district-wide equity change. The following scope of work reflects our desire to support SMFCSD to make district-wide change toward equity and to build a community-responsive school for the students and families of NCSM.

PROPOSED SCOPE OF WORK

The proposed scope of work for 2021-2022, responds to two requests for support.

PROPOSAL 1

A consultative contract with Superintendent Ochoa and senior management to implement actions that respond to 2021-2022 student needs.

Goals:

1. Facilitate Process Mapping (e.g. literacy - English learners, NC parent engagement)
2. Design and implement collaborative District Equity Review
3. Utilize both processes to inform district-wide actions to address student needs and inform strategic action planning efforts

Support for District Leadership Team Deliverables:

1. Greater clarity of the problem. Our initial study revealed various equity issues in the district. Equity-informed process mapping and analysis will produce a representation of the known processes that shape issues of concern. This is also the starting point for intervention. By establishing the current context of the factors shaping the issue of concern, we can more intentionally examine and manipulate the known variables in the process, and narrow our focus from issues to specific and recognizable problems.
2. The collaborative district equity review will result in clear priority areas to focus development and improvement or strategic planning efforts. The collaborative review process also helps to establish shared understandings of critical growth areas and mobilize leadership teams.

PROCESS MAPPING

Utilize process mapping to interrogate practice and narrow the scope from issues to problems - focus on problems of practice and analysis of high-leverage practices, begin to build out short- and long-term solutions to the most pressing issues. The process is intended to examine what happens now, who does what, and where (in the system) there are opportunities for variable outcomes. This practice enables concentration on specific areas of the system where there are breakdowns in the quality or quantity of services/performance, providing a better view and position for intervention. The work is also helpful for showing others how a process is done, improving communication between those involved with the same process, determining how or where to improve, and informing planning.

COLLABORATIVE DISTRICT EQUITY REVIEW AND STRATEGIC PLANNING

The purpose of the Collaborative District Equity Review is to understand the District's capacity to address equity needs and identify priority areas for growth and improvement and ensure senior leaders, school leaders, and community leaders establish a shared vocabulary and priorities around addressing equity.

PAN Ltd will analyze patterns and trends in district-wide and site-specific data, examine mechanisms for change, support, and accountability, and gain a greater understanding of the context of a district-wide

focus on equity, including current and past priorities for development and improvement, efforts to address school culture or school systems, structures, practices, and processes, and the gaps that may exist between intentions and impact.

Qualitative examination of organizational systems, structures, practices, and processes that shape important patterns and trends in the experiences, perceptions, and outcomes of students and other community stakeholders. The process is intended to determine strengths and growth areas and can aid in establishing shared understandings of critical issues as well as new and common language for discussing community needs and determining strategic intervention.

In addition to the analysis of equity-relevant data on students and schools across the district, the Review will engage district staff and leaders through interviews and focus groups to learn about roles and responsibilities and understand perceptions and experiences of district strengths and needs.

Findings from the Review will inform the lens through which PAN will analyze the efforts, strengths and needs of the district team regarding their efforts to support the development of a new school in the North Central community and implications for district-level change needed to support the success of that school implementation. SMFCSD leaders will be supported to analyze, reflect upon, discuss, and distil these priorities until they have agreed on the key priorities for action that they determine will make the biggest positive difference. With the support of the PAN team, the district team will produce priorities, strategies, and actions to guide their work in addressing Equity districtwide and creating the conditions that will enable the new school to thrive.

DISTRICT LEADERSHIP CONSULTATION TIMELINES, OBJECTIVES, ACTIVITIES, AND DELIVERABLES

Timeline	Objective(s)	Key Activities	Deliverable(s)
Project Alignment			
November, 2021- June, 2022	<ul style="list-style-type: none"> ● Ensure alignment on product & process ● Engage in problem solving throughout the process 	<ul style="list-style-type: none"> ● Consistent team meetings ● Consistent communication and collaboration with SMFCSD Leaders 	<ul style="list-style-type: none"> ● On-going meeting agenda & project toolbox ● Updated project plan, as needed ● Confirmed meeting and collaborative work session timeframes following calendar consultation with SMFCSD leaders.
Process Mapping			
December, 2021- February, 2022	<ul style="list-style-type: none"> ● Overview development and improvement cycles for leadership, including governance, to examine what we are doing and why, guided by improvement science principles. ● Map the processes that shape the learning and teaching of literacy across SMFCSD in order to establish a context for intervention 	<ul style="list-style-type: none"> ● Equity-focused data gathering & analysis ● Leadership interviews ● Craft process charts for key areas of work to isolate the problems related to the issue (of literacy, for example) ● Analyze and identify points in the processes with greater potential for impact ● Finalize Process Mapping Analysis 	<ul style="list-style-type: none"> ● Process Map Analysis for 1 or more critical equity issues ● Guidance for either intervention in the practices shaping the issue or more targeted inquiry into the specific problems shaping the issue
Collaborative District Equity Review			
March-April, 2022	<ul style="list-style-type: none"> ● Design/Conduct Collaborative District Equity Review, Analyze Findings, Produce Recommendations ● Document and share Review Team work products 	<ul style="list-style-type: none"> ● Identify SMFCSD Review Team Members ● Co-Create Review Rubric and Protocols ● Carry out Equity Review ● Develop Equity Review Recommendations, in collaboration with SMFCSD leaders 	<ul style="list-style-type: none"> ● Collaborative Equity Review Process & Rubric ● Board or District Stakeholder presentation by District Leaders/Review Team
Strategic Action Planning			
May-June, 2022	<ul style="list-style-type: none"> ● Facilitate Action Planning built on the recommendations of the Review and with reference to the Process Mapping Analysis 	<ul style="list-style-type: none"> ● Prioritize actions to address identified equity issues ● Focus on actions for Summer 2022 and SY 2022-2023 	<ul style="list-style-type: none"> ● Prioritized Strategic Actions to address equity and support the development of the new school for North Central San Mateo

PROPOSAL 2

A consultative contract with SMFCSD Leadership Team (composed of individuals from groups selected by PAN) to develop a community-based school design for NCSM. This would presume use of the current site of College Park with \$23 million for new facilities.

Goals:

1. Recruit, Develop, and Build Capacity of School Design Team/Design Community
2. Facilitate the development of a School Framework by the Design Team/Design Community

Support for School Design Team Deliverables:

1. Develop school design team; build team capacity to develop and carry out a multi-year plan to open a culturally and linguistically responsive community school.
2. Develop school vision and mission, program details, and begin the work of establishing school partnerships.

PROJECT LEADERSHIP: STRATEGIC SUPPORT FOR SCHOOL DESIGN TEAM

The PAN team will collaborate with senior leaders to develop and engage a high capacity, community based design team. We will facilitate learning about wrap-around school models and explore and identify high quality linguistically focused, community school models with the design team. Together, we will prototype, endorse, and propose a mission, vision, graduate profile/outcomes, and initial programmatic framework for a new NC school. We will close this portion of support by developing and recommending a work plan for the next phase of school design.

SUPPORT FOR SCHOOL DESIGN TEAM TIMELINES, OBJECTIVES, ACTIVITIES, AND DELIVERABLES

Timeline	Objective(s)	Key Activities	Deliverable(s)
Project Alignment			
November, 2021 - June, 2022	<ul style="list-style-type: none"> ● Ensure alignment on product & process ● Engage in problem solving throughout the process 	<ul style="list-style-type: none"> ● Consistent team meetings ● Consistent communication and collaboration with SMFCSD Leaders 	<ul style="list-style-type: none"> ● On-going meeting agenda & project toolbox ● Updated project plan, as needed ● Confirmed meeting and collaborative work session timeframes following calendar consultation with SMFCSD leaders.
Inquiry Phase			
November, 2021-, January, 2022	<ul style="list-style-type: none"> ● Solidify understanding about the current strengths, weaknesses, opportunities, and threats that the SMFCSD and the North Central Community faces relative to the design of a new school. 	<ul style="list-style-type: none"> ● Design and conduct 10 1:1 interviews ● Design and conduct 3 focus groups ● Identify potential design team members 	<ul style="list-style-type: none"> ● Recommendations for design team formation and participants, how they will work, and what they will accomplish after the 2021-22 school year.
Design Team & Community Formation			
December-January, 2022	<ul style="list-style-type: none"> ● Recruit and on-board a Design Team and/or Design Community 	<ul style="list-style-type: none"> ● Define roles and responsibilities ● Recruit leaders and members ● Plan and facilitate a Design Team Retreat to build community and a shared sense of context 	<ul style="list-style-type: none"> ● Team Rosters ● Session Agendas and Materials
Foundational Design Phase			
February-May, 2022	<ul style="list-style-type: none"> ● Support the Design Team and Community to explore and identify high quality linguistically focused, community school models ● Facilitate the Design Team and Community to prototype, endorse, and propose a mission, vision, graduate profile/outcomes, and initial programmatic framework for the new school 	<ul style="list-style-type: none"> ● School visits/study trips ● Recruit leaders and members ● Plan, facilitate, and document 9 Design Team Meetings/Sessions ● Plan, facilitate, and document 3 Design Community Meetings/Sessions 	<ul style="list-style-type: none"> ● Session Agendas and Materials ● Initial mission, vision, graduate profile/outcomes, and programmatic framework for the new school ● Board or District Stakeholder Presentation by Design Team/Community
Recommendations for Next Steps			
June, 2022	<ul style="list-style-type: none"> ● Document and share Design Team/Community work products 	<ul style="list-style-type: none"> ● Finalize and publish school framework ● Develop and share recommendations memo 	<ul style="list-style-type: none"> ● School Framework ● New School Next Steps & Recommendations Memo

BUDGET

WORKSCOPE & TIMEFRAME	ACTIVITY DETAIL	COST
Project Design, Management & Materials November, 2021- June, 2022	<ul style="list-style-type: none"> Initial meetings with district leadership <ul style="list-style-type: none"> Present project design & teams Establish calendar and communication agreements Initial data collection Ongoing communication with Superintendent Ochoa & district leadership team Ensure alignment across the project through effective communication and coordination Process planning and design, team analyses, and communication, meeting materials 	
Project Management Subtotal		\$22,000
PROPOSAL 1: DISTRICT LEADERSHIP CONSULTATION. NOVEMBER, 2021-JUNE, 2022		
Process Mapping December, 2021- February, 2022	Activity: <ul style="list-style-type: none"> 1 Process Introduction Presentation 6 PAN-Facilitated Process Mapping Sessions with SMFCSD leadership (2 meetings/month x 3 months) 2 PAN-Facilitated SMFCSD leadership discussions of analysis & generation of prioritized actions Deliverable: Multi-Process Analysis (To inform the Collaborative Review)	
Collaborative District Equity Review March-April, 2022	Activity: <ul style="list-style-type: none"> 1 Process Introduction Presentation Collaborative Development of Review Rubric and Process (Half Day Working Session) 4 Day Collaborative Review, 1 Day Collaborative Analysis (PAN team + SMFCSD Leaders) Collaborative Review of Findings & Recommendations (Half Day Working Session) Deliverable: Review Findings & Recommendations (To inform the Strategic Planning)	
Strategic Action Planning May-June, 2022	Activity <ul style="list-style-type: none"> 1 Process Introduction Presentation 4 PAN-Facilitated SMFCSD Leadership Strategic Planning Sessions 2 PAN-Facilitated SMFCSD Leadership Analysis Sessions: Generation of Prioritized Actions (End of Strategic Planning cycle) Deliverable: Prioritized Strategic Actions (To address equity and support the development of the new school for North Central San Mateo)	
Proposal 1 Subtotal		\$103,000

PROPOSAL 2: SUPPORT FOR SCHOOL DESIGN TEAM. NOVEMBER 2021-JUNE 2022		
Inquiry November, 2021- January, 2022	Activity: <ul style="list-style-type: none"> ● Design and conduct up to 10 1:1 interviews ● Design and conduct up to 4 focus groups Deliverables: Summative Memo (Recommendations for formation of Design Team/Community)	
Design Team & Community Formation December, 2021- January, 2022	Activity: <ul style="list-style-type: none"> ● Recruit members and launch Design Team ● Design Team Retreat Deliverables: Team Rosters, Session Agendas and Materials	
Foundational Design & Next Steps February-June, 2022	Activity: <ul style="list-style-type: none"> ● Recruit Design Team Leaders ● 9 Design Team Meetings ● 3 Design Community Meetings ● Translation of 8 Design Community Materials & Interpretation at 3 Design Community Meetings ● School visits/study trips (local or reliant on outside funding for travel costs) ● Board or District Stakeholder Presentation by Design Team/Community Deliverables: School Framework & Recommendation Memo	
Proposal 2 Subtotal		\$99,000
Total Proposal Budget*		\$224,000

*Proposed costs include all remote activities.

*Travel costs to be determined separately, based on identification of required in-person activities

*Optional, but recommended, additional program costs outlined below

ADDITIONAL SCHOOL DESIGN TEAM PROGRAM COSTS
(ESTIMATED. NOT INCLUDED IN PAN PROPOSAL BUDGET)

Activity/Item	Detail	Cost
Design Team Stipends	\$100 per member x 10 (estimated) members x 9 Design Team Meetings and 3 Community Meetings	\$12,000
Community Meetings (Space, Food, Childcare)	\$1,500 per meeting x 3 Community Meetings	\$4,500
Design Team & Community Study Trip Travel Costs	Design Team (10 Team Members, 2 PAN Facilitators) 1 Study Trip Travel Costs= \$930/person Airfare @ \$500 Lodging @ \$250 Transportation @ \$30 Meals @ \$150	\$11,160
	Estimated School Design Team Program Costs Total	\$24,660

OUR TEAM

Joaquin Noguera

Joaquin Noguera has a PhD in Social Science and Comparative Education with a specialization in race, ethnic, and cultural studies. He is a former school leader and teacher, and has worked as a consultant to schools, districts, and other learning organizations for the past ten years. As a consultant and coach, he works in a variety of capacities to support the development and improvement of learning systems, structures, practices and processes – through strategic planning, vision and mission development and alignment, leadership coaching, in-class engagement support, evaluation and organizational review, curriculum design, workshops and trainings, and as a thinking partner - typically with a focus on equity, culturally sustaining/revitalizing practices, social justice, and healing. As a researcher, Dr. Noguera's work examines education and schooling as mechanisms of social and cultural reproduction, and their potential to support transformation, healing, and revitalization. His most recent study examines how a school that was deliberately designed to counter the adverse conditions in a low-income Black and Brown community meets the social-emotional and academic needs of students while working to revitalize the broader community and support individual and collective healing.

Miguel Casar

Miguel Casar is a PhD candidate at the University of California Los Angeles, an adjunct professor at California State University Dominguez Hills, and a doctoral researcher at the Center for the Transformation of Schools at UCLA. Miguel has worked with school districts, educators, and school communities for more than 9 years. His work, which is grounded in participatory and action-oriented principles, focusses on the role of building power, voice, and participation in marginalized communities to reshape the discourses, practices, and policies around school improvement and school transformation. As a consultant, he has led and supported projects of multiple scopes and scales across the country, including district, school, and community quality review and assessment processes; strategic planning and implementation projects; and capacity building and professional development around family and community engagement and partnerships, culturally sustaining pedagogies and practices, and Youth Participatory Action Research among others.

Isis Delgado

Isis Delgado is experienced in PK-12 program design, management, evaluation and policy-making. She has contributed to Equity-focused school and district improvement projects for PAN since 2015 and led reviews of schools, districts and educator preparation programs in California, New York, Washington, Alabama, Minnesota, and Louisiana. She previously served as Chief of Staff for the Division of Teaching and Learning and the Division of Community Engagement at NYC Department of Education (NYCDOE) where she also oversaw the development of the Empowering Boys of Color Initiative and managed the revision of the Promotion Policy. Before that, as Program/Policy Director for the NYCDOE Quality Review, she developed tools to analyze multi-stakeholder feedback, evaluate inter-rater reliability, and monitor outcomes to inform policy decisions while managing implementation of the Quality Review process citywide. As the Founding Director of an afterschool program in Pasadena, CA Isis focused on youth development, community engagement, and parent involvement. She holds a bachelor's degree in Social Welfare from University of California, Berkeley.

Amber Leage

Amber Leage, M.Ed., provides leadership for statewide initiatives, working alongside the Department of Education in Louisiana, Nevada, and Utah. Projects provide on the ground data collection to measure the impact of policy decisions and to inform future decision-making, resource allocation and collaboration. She has served as an educator and instructional leader in inner-city public, charter, bilingual, private, and international schools. Her work includes leading professional development, school reviews, and facilitating school improvement here in the states as well as in South America, Central America, and the Middle East. As a school leader her work led to three schools adopting the International Baccalaureate model, establishing a university partnership, and creating school improvement plans to drive student gains. She has guided schools to adopt new mission and vision statements, establish data-informed instructional programs, project-based learning, Reader and Writer's workshops and the Common Core.

Jo Cheadle

Jo holds a British Honors Degree in Education with a focus on culture and linguistics. From a position with the Office of Standards in Education for the UK DOE, Jo came to the US over 12 years ago and has developed her knowledge of what makes a great school as teacher, principal, chief academic officer and school improvement project lead. Jo is now the VP of Class Measures Inc, partnering with Dr. Pedro Noguera on many transformation projects. She is a passionate and knowledgeable educator with experience in over 20 states across the US. Jo specializes in school and district transformation, with a drive to ensuring equitable access for all students. She is confident and articulate and a builder of strong and effective teams. Jo's vision, strategy creation and divergent thinking motivate and drive change.

Carolyn Gramstorff

Carolyn earned master's degrees at UC Berkeley and the Harvard Graduate School of Education, and her undergraduate degree from Syracuse University where she was also a 4-year division I athlete. She began her teaching career in San Francisco at MLK Middle School and El Dorado Elementary School where she earned the SF Education Fund's Golden Apple Award for Teaching Excellence. Carolyn spent twenty years as a school, organizational, and systems leader in Oakland, CA. Most recently, she served as the Chief of Schools Strategy and Equitable Systems at Educate78, a city-based education non-profit. As a school leader, Carolyn also spent 14 years leading three different district and charter schools in Oakland, CA. As a principal and executive director she led teams and transformation strategies that tripled mathematics proficiency level for African American students and drove a 23 percentage point increase in ELA and Mathematics score for students of color; oversaw the three successful charter renewal and strategic planning processes; and developed effective systems to support all aspects of a non-profit charter organization including budget, student data, human resources, fundraising communications, external relations, and board development. Carolyn will bring her experience of guiding diverse organizations, teams, and community members through complex changes. Carolyn has strengths in team and systems building, operationalizing values, and building diverse, equitable, and inclusive schools and nonprofit organizations.

Yanira Canizales Wandera

Since graduating from UC Berkeley as a first-generation college student, Yanira Canizales Wandera has dedicated the past 20 years to creating more equitable outcomes for all students in Bay Area Public Schools, specifically in Hayward and Oakland. Her passion for advocacy began as a youth advocate with

La Familia Counseling where she participated in real-time justice movements, including local student walk-outs demanding school change as well as fighting statewide racist policies such as prop 187. As an adult, she has served in multiple roles in schools from the ground up, including beginning her career as an Instructional Aide, and then moving on as a Teacher, Assistant Principal, Head of School, and Founding Principal. As the founding principal of an innovative school model in Oakland focused on providing students/families/staff the conditions necessary for belonging and agency, her school was recognized within the first two years of opening its doors for accelerated growth in ELA and Math for underserved students. Yanira Canizales Wandra will contribute her decades-long experience of designing transformative schooling experiences “with” our community. She has both a micro and macro lens on the educational challenges and opportunities as a mother, former founding school leader and local educational advocate. Yanira has strengths in ensuring design processes shift power and disrupt systematically racist outcomes by moving beyond community engagement to community co-creation/liberatory design.

Mayra Canizales Cruz

Mayra Canizales Cruz is a Dual Language and English Language Learner expert and national award-winning instructional leader. Most recently serving as the principal of Oyster-Adams in DC Public Schools from 2014-2021 where she was an equity driven school leader, ultimately leading the school to be awarded a 2020 National Blue Ribbon in the Exemplary High Performing Schools category. In 2020, she was also recognized by the US Department of Education as a National Blue Ribbon principal, being awarded the coveted Terrel H. Bell awards for outstanding school leadership. Sra. Cruz has served the students of Washington, DC since 2009 and held roles of teacher, instructional coach, and Assistant Principal. In 2012, she was awarded the Excellence in Teaching Award by DCPS. Mayra will bring her 14-year experience of Dual Language and bilingual/multilingual education school models to help this community design their dreams of a culturally and linguistically affirming space for their children. As a former school leader, Mayra’s instructional expertise and deep knowledge of bilingual education will be an asset to help the community visualize their academic programming. Mayra has strengths in leadership development, diversity, equity and inclusion and powerful facilitation to hold difficult conversations in both Spanish and English.

Additional PAN team members will be engaged as required.

PROJECT CONTACTS

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