01/25/21
DPS District-Wide Engagement Selection Team

Dear Selection Team,

The Civic Consulting Collaborative (CCC) is delighted to submit the following proposal for partnering with DPS on a comprehensive and robust community engagement strategy that will impact the selection of DPS’ next Superintendent.

What an exciting time for DPS! The opportunities that come with new leadership are endless and can create a sense of hope and community for all DPS stakeholders. We would be thrilled to partner with DPS on this incredibly important process.

The Civic Consulting Collaborative is a consortium of deeply experienced independent Colorado facilitators and consultants with a shared mission to collectively support clients in making a meaningful impact. The benefit to clients is that our consultants are principal level, ensuring unparalleled delivery throughout any project. We work to pool the knowledge of our 55-person consortium to develop tools and processes that will best meet our client’s needs and choose consultants from the group who are the best fit for the project at hand. Our team has deep expertise in K-12 and early childhood education (traditional, charter, and innovation), equity, large and small scale community engagement strategies that are culturally responsive, multilingual, and multimodal, project management, and communications. Many of us are DPS graduates and families, and some have worked for DPS in a variety of capacities, both as employees and as consultants.

The consultants highlighted for this work have dozens of years of combined experience, a research-based approach to strategic planning and implementation, and proven processes for facilitating groups of diverse stakeholders. We all bring a track record of successful strategic facilitation and authentic community engagement - even in a virtual setting.

We understand we probably got some things right in the proposal ahead and not other things. We would welcome the opportunity to discuss any changes you’d like to see to better fit your intended scope of work and/or budget.

Many thanks!

Marisol Rodriguez
Founder of Insignia Partners and Founding member of the Civic Consulting Collaborative
marisol@insignia-partners.com
303.886.4653
Engagement

We have outlined three main engagement groupings: board, community and the FACE Office. Each of these engagement groupings, along with potential strategies and timelines, are listed in the paragraphs that follow.

Board Engagement

Our team will work with the full Board to develop a strategy that speaks to the overall vision of engagement as community-led and district-supported. We believe time will need to be spent developing an understanding of the full Board’s priorities, values and vision to inform and drive this process. Through facilitated conversations, we will uncover and coalesce around commonalities while incorporating each Board Member’s the unique knowledge on effective engagement in their District. We want to recognize the community engagement that occurred in 2018 and create a process that leverages the findings in the Community Engagement Report, instead of duplicating them.

In particular, we will dedicate one member of the team to work with the Board of Directors and serve as a contact person. This person will be responsible for engaging and communicating regularly with the Board members throughout the process, including to:

- Develop a process to define a collective values-driven vision for the Superintendent search and measures of success.
- Review and refreshing the findings from the 2018 Community Engagement Report to determine the best timing and use of a robust and equitable community engagement process.
- Identify measures of success for district-wide engagement.
- Establish clear roles and responsibilities for Board members throughout the process, means to check in with a Board liaison, and a public update process (which should include a social media strategy).
- Assist the Board in designing a selection process and rubric that includes and possibly weights community priorities.

FACE Engagement

Collaborating with the Denver Public Schools Family and Community Engagement team will be critical to the overall success of the project. Over the years, this department has worked to build strong partnerships and strengthen trust within the DPS community and between the school district and various key constituent groups. An inside/outside partnership between the CCC and the FACE team will be a huge strength of our process and allow us to reach and engage the diverse voices and perspectives that make up DPS.

Specifically, we believe using the FACE team’s meeting “in a box toolkit” will be an additional asset to the engagement work, as it has already gone through a substantial co-creation process with community members. We will work with the FACE team to partner and communicate effectively. Beginning with assessing the capacity for support that currently exists within the district team, we will then establish clear roles and responsibilities and common goals. Then together we can use appropriate, existing communication and project management tools for
collaborating with the FACE network, including working closely with liaisons at schools across DPS.

We will have a single point of contact to lead with project management with FACE leadership. This will likely be the same person serving as overall project lead. Depending on the extent of the FACE team involvement, we may have managers, directors and others connect directly with other members of our team.

Community Engagement
A member of our team will manage and coordinate with a variety of other team members to plan and execute specific aspects of the community engagement process. Our team lead will coordinate directly with the Board, FACE, and overall project leads to ensure consistent and effective feedback and project alignment throughout the process.

Community engagement will be a large and crucial aspect of the initiative. Denver has a large education ecosystem with a deep investment and interest in having a voice in the selection process. This includes, but is not limited to:

- Students,
- District staff,
- School leaders,
- Educators,
- Families,
- Student and family organizations,
- Faith community,
- Organizers,
- Alumni, and
- Research and advocacy groups.

We believe that significant time will need to be dedicated to engagement and change management with the various and often divergent groups that comprise this rich ecosystem to ensure the process is co-created appropriately along the way. Ensuring that participants, at all levels, feel seen and heard during meetings will be a focus. We will work to ensure meaningful yet structured opportunities to see and interact with the Board of Education Members and Senior DPS leaders by offering opportunities for authentic engagement and feedback.

Our proposal incorporates an end-to-end process, from the front end of the process that explores community interests to the back end once finalists are selected. However, we look forward to discussing the best approach. It will be critical to reflect on the 2018 Community Engagement Report and determine if the following community engagement approach should be executed on the front end. It may be the more beneficial to work with the Board on the front end to refresh and synthesize the 2018 findings and then engage the community once finalists have been identified. On the other hand, many things have changed in our society and DPS has faced new challenges since 2018. This is why our proposal includes robust community engagement on the front end as priorities may have shifted significantly in the past two and a half years. Either way, the following approach and strategies can be deployed, and we believe we can run a process that sets up the next DPS Superintendent and the current Board for
Our specific engagement approach includes:

- Leveraging existing district-led groups, like the Student Board of Education, to play a role in supporting the process to build confidence and authentic voice into the process.
- Understanding and working closely with Collaborative School Committee (CSC) structures and other existing school governance groups who understand and have relationships within each school community and region of the city.
- Involving school leaders in meaningful ways to ensure schools are able to conduct engagement with their students and families in ways that are complementary to the overall process.
- Working with community advocates to ensure we are building on existing infrastructure. Many groups, such as SBOE, TEN, STAND, OVOS, and many others, have strong student and parent/family/guardian participation that we should build from and not compete with.

Our specific engagement strategies include designing and executing the following:

- **Survey** - Although not helpful for deep engagement, surveys still provide valuable information and serve as an engagement tool, as they can reach every student, school leader, educator, and family. A survey also supports our outreach and ensures access into at least all 9 Consent Decree languages. It will also elevate opportunities for themes that emerge and follow up conversations or affinity groups that may require additional focus.

- **Meetings in a Box** - These meetings leverage networks of existing organized groups that are already meeting and equip them with the tools they need. Members of our team may join some of these to listen in or invite Board or other DPS members to join in. We will ensure key stakeholders, including the BIPOC, LGBTQI+, immigrant, and marginalized communities are encouraged to participate as often their voices are not heard in processes such as this.

- **Virtual Regional Meetings** - These meetings will be hosted by Board members and/or school leaders and facilitated by our team of experts. The regional meetings allow for large-scale engagement, providing consistent communication and education to the community at large. They will be designed to be highly interactive, engaging, and inclusive.

- **Affinity Groups** - The primary difference between Meetings in a Box and affinity groups is that a professional facilitator facilitates affinity groups. This allows for a more focused conversation, but still enables a small group with shared interests to collectively share their thoughts and concerns. We have found that large public meetings, surveys, and even focus groups can lead to a lack of engagement, especially by marginalized communities. On the contrary, small groups made up of similar types of people (i.e., Spanish-speaking individuals, youth, or those from a specific neighborhood) lead to deep insights, active engagement, and increased buy-in.
Engagement Reporting
The initial kick off with the FACE office and work with the Board of Education members will answer critical questions around timing and ensure appropriate coordination with the DPS human resources internal systems and the overall candidate search process. We propose the following engagement reporting aspects to ensure continued alignment and coordination:

- Weekly or biweekly check-ins with a Board liaison and senior DPS/FACE leadership
- Monthly public-facing report to the Board
- 1-2 in-person reports to the Board during a Working Group meeting

We believe this is a great opportunity to be creative in how we are reporting to the public about both the intentional outreach and engagement process and the progress of hiring the next superintendent of Denver Public Schools. This should be an exciting opportunity and we want to convey that in our ongoing communication strategy. We believe that while written communication will be provided, additional community-responsive reporting methods will include:

- Short videos to post to the Superintendent Search website and social media to make information accessible.
- Suggested social media content that Board members and DPS can customize to provide updates, and that can be shared with other partners.
- Newsletter content that can be distributed by DPS through its normal weekly updates and/or search-specific regular updates.
- Updates for school leaders and administrators that include content to be shared with wider school communities through their distribution channel of choice (Thursday folders, school websites, social media, etc.).
- Periodic updates for media through press releases, direct email, Twitter and other methods in conjunction with the Board and DPS with a specific focus on student engagement.
- Regular updates to non-school based district staff and critical district partners, such as (but not limited to) DCTA, community partners, the Denver Public Schools Foundation, external funders, and local elected leaders and other key stakeholders.

Proposed Timeline of Activities

<table>
<thead>
<tr>
<th>Month</th>
<th>Action</th>
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| February | Project Kick Off (establish timeline, communication, and main points of contact).  
|         | Analyze work completed in 2018 around the characteristics of a superintendent to leverage and not duplicate.  
|         | Conduct visioning session with Board to understand priorities.  
|         | Develop and rollout a timeline and clear communication to community.  
|         | Establish and set regular check in and communication strategy with the board members and any other key DPS internal staff.  
|         | Conduct a survey leveraging DPS’s current systems. |
| March   | Hold Meetings in a Box and Affinity Groups throughout the community.  
|         | Execute a social media strategy specifically to reach students. |
Civic Consulting Collaborative

- Continue to coordinate and communicate community priorities and help inform the search process.

| April | • Work with the board on establishing a rubric responsive to community feedback.  
       | • Hold regional community meetings with superintendent finalist(s), hosted by board member and/or principals. |
|-------|--------------------------------------------------------------------------------------------------------------------------|
| May   | • In collaboration with the search firm and board, assist in final selection based on regional community meeting results. |
| June  | • Assist with follow up community communication (including via social media channels) and any other high touch needs. |

CCC’s Background, Team Capabilities, & Relevant Experience

Background
Established in 2018, the Civic Consulting Collaborative (CCC) is a consortium of independent consultants with a shared mission and values to collectively support clients in making a meaningful impact. Our values - authenticity, community, equity, growth, impact, and integrity - drive our processes for collaboration as consultants as well as with our clients. The benefit to our clients is that each consultant brings the level of skill and experience of a principal consultant, ensuring unparalleled delivery throughout the project. We work to pool the knowledge of our 55+ person consortium to develop tools and processes that will best meet our client’s needs and choose members who will be the best fit for the project at hand. Our expertise ranges from K-12 education to health care systems, from early childhood to climate change. We offer facilitation, evaluation, strategic planning, organizational change management, research, public relations, engagement, and a variety of other services to state and local government, foundations, nonprofits, and social enterprises.

As facilitators, we pay special attention to Inclusion, Diversity, Equity and Access (IDEA), focusing not only on the concepts, but also the intended result of access that drives systemic change. We use the IDEA framework to open the doors of access for parents, students, and community to become partners in replacing structural inequities with meaningful values, policies, practices, and human capital grounded in social justice. When these things are committed to by leadership through every part of the organization (including physical spaces), partners see, hear, and feel the value their diversity brings, the practices that include them, and the equity that is produced. Partnerships are established with respect and trust and produce long-term sustainability of true collaboration and progress towards shared goals.

Currently, CCC is going through the legal incorporation process. In the meantime, for this project, Insignia Partners, led by Marisol Rodriguez, will be the operating entity on behalf of the CCC. Established in 2012, Insignia Partners is inspired by the power of teams to change the world for the better. And we know that, for mission-driven organizations, including CCC, their people are their number-one investment. That's why we partner with non-profit and education
leaders to develop strategies that are aligned to results, cultivate highly effective leaders, and foster a thriving culture. Teams then realize their potential for greatness and power of their purpose. We are proud to be the lead organization for this important work.

Principles and Values

Our process design and working agreements for facilitation are guided by our organizational principles including:

- **Meeting the Needs of Participants**: We do whatever it takes to make sure the needs of participants are met so that they can be fully present during any facilitated session we conduct. This has included everything from taking phone calls from kids to finding a soda to turning up the heat. We also excel at adult-learning experiences and use a variety of facilitation techniques to keep participants active and engaged.

- **Ensuring All Voices Are Heard**: We know there are louder voices in every room we enter. There is also history among organizations or people that we may, or may not, be privy to. Thus, all of our facilitations include individual, pairs, small group, and large group discussions. We buy stock in sticky notes as they are one of the surest ways to ensure all voices are heard. We also take time to build trust and create a space where disagreement is allowed, encouraged, and discussed.

- **Creating and Holding True to Ground Rules**: We know that people often dread long planning sessions and end up using the time to check Facebook and check out. We think that is a waste of time, money, and human capital. We believe people tend to believe in things they help create. Thus, we establish ground rules up front and hold participants accountable to them. From technology to attitude, ensuring that there are clear rules of engagement from the beginning is critical to success and sustained participation.

- **Building Relational Capacity**: Given that all of our brains are wired for connection, we strive to develop deep relationships with our clients and participants. We infuse our facilitated sessions with opportunities to build relational capacity amongst participants as to build trust. In-person facilitated working sessions provide the space to develop genuine human connections. Once you are forced to get to know someone, you can disagree with them, but it becomes harder to blatantly disrespect them. If we can start difficult conversations from a baseline of respecting each other as humans, we have a greater chance of moving forward with solutions. Sometimes simply knowing someone on a personal level helps break down walls, find common ground between participants, and allows for grace in moments of conflict.

- **Ending with Feedback**: We fully understand the definition of insanity - doing the same thing and expecting a different result; thus, feedback is essential to us as facilitators. To that end, we end every facilitated session with a like/change/questions exercise. We then document that feedback and make adjustments as appropriate during the next session, including addressing any questions from the previous session to ensure everyone is on the same page. We find this gives participants a chance to shape their time moving forward.
The Civic Consulting Network is grounded in a set of shared values that we hold ourselves and each other accountable to ensuring the highest quality of both process and product for meaningful impact. A few of the values that drive our work and engagement with both our clients and community most relevant to this project are:

**Community**
- We collaborate on work that will have a positive impact on the community
- We leverage or create systems to collaborate
- We collaborate on projects, sharing any potential conflicts of interest
- We operate in the spirit of abundance versus the fear of scarcity

**Equity**
- We consider who has an interest and actively include them
- We meaningfully engage stakeholders, particularly those who have traditionally been excluded
- We amplify marginalized voices in our work, and do our best to lower barriers for their participation
- We regularly reflect on and improve our equity practices
- We have honest conversations about how time and resources are often at odds with an inclusive process, and consider those tradeoffs when designing projects

**Impact**
- We have a reputation for making a positive impact on the communities we serve
- We build capacity in communities to address the challenges they face
- We hold ourselves accountable to the outcomes we say we will help achieve

**Team Member Capabilities and Staffing Model**
The Civic Consulting Collaborative, operated by Insignia Partners, envisions a diverse and experienced team of CCC members taking a lead or support role with each of the engagement strategies. Insignia Partners will coordinate the preparation, approach, and outcomes for each consultant, ensuring consistency in process and final product. Insignia Partners' Founder, Marisol Rodriguez, will also serve as the primary point person for the FACE Office, streamlining all communication and ensuring consistency. The benefit of our staffing model is that we are part of a larger network of over 55 consultants who, at any time, can step in if a team member is sick or additional support becomes necessary. Each CCC member has a variety of other clients and projects we are currently involved in. However, our team will ensure that those processes do not hinder this important work. The final team selected has no conflict of interest. For transparency, we will note that Jack Becker has an immediate relative that works in the FACE Office (Theresa Becker).

Resumes of each proposed core team member can be found in Appendix A.

Proposed core team members include:
- **Marisol Rodriguez**, project lead and fiscal sponsor, is a master facilitator and an expert in organizational development with experience advising the strategic growth of countless organizations throughout the public sector. Marisol specializes in strategic
planning, and is inspired by the synergy between strategy and highly effective leaders and teams. Clients count on Marisol’s uncommon ability to help teams comprised of individuals with diverse skills, styles and perspectives come together in alignment around a shared path forward. Marisol is an education-sector veteran, conducting community engagement and strategic planning processes for districts, charters schools, and cities throughout the country. She founded Insignia Partners in 2012. Marisol holds a Bachelor’s of Arts degree in Political Science and C.L.E.G. (Communications, Legal Institutions, Economics and Government) and a Master’s of Public Administration with a concentration in Nonprofit Management, both from American University.

- **Jack Becker**, community engagement lead, works across sectors to deliver change management, strategy, community engagement, and capacity building services in Education, Public Health, Development and Transportation. He serves as Senior Partner with CREA Results, a cultural broker building the assets of the Latino Community by increasing health equity and economic security. Jack brings a wealth of K-12 experience throughout Colorado, including recent work with Adams K-12, Lyra Colorado, Cañon City School District and Denver Public Schools. He is a former DPS employee (2014-2018) where he worked as a school authorizer and as a member of the FACE Change Management and Regional Community Engagement team leading major change initiatives pertaining to new schools, school consolidation, new school boundaries, facility changes, leadership hiring and other regional engagement initiatives. Jack holds deep relationships throughout DPS, during his time there he trained over 100 principals and instructional superintendents in conflict management and de-escalation and has represented the District in over 100 community meetings. Jack holds an M.P.A. from the Maxwell School of Public Affairs.

- **Kelli Pfaff**, board lead, has over 20 years of experience in the education and positive youth development field. Kelli has spent her time working as an informal and formal educator, coach, facilitator, trainer and community and school district leader. Working at DPS for 17 years, Kelli served in a variety of roles, including the Office of School Culture, the Office of Postsecondary Readiness and finally the Tiered Support/Impact Office - she worked across all departments and schools throughout the system to build interconnections. Kelli’s expertise includes strategic planning and organizational culture change, influencing school and non-profit policy, developing large multi-million-dollar public/private initiatives, and engaging in designing and supporting authentic community engagement efforts in a variety of contexts, including working across each region in DPS. As a facilitator, Kelli is known for her dynamic and engaging style and holds several workplace certifications including being a DISC work style assessment Certified Trainer, Technology of Participation consensus building trained facilitator, Prosci Change Management Certified Practitioner and 4 Team Zones for Team and Leadership Effectiveness. A proud DPS graduate, Kelli holds a M.A. from Stanford University and a B.A. and secondary teaching certificate from the University of Colorado, Boulder.
Kerri Drumm, brings bilingual (Spanish/English) experience guiding and supporting diverse stakeholders to develop and achieve shared goals. She has over twenty years’ experience in facilitation, outreach, governance, strategic planning and conflict resolution. Kerri regularly presents in Colorado and across the globe. She is also an instructor at the University of Denver where she teaches MA-level courses in human resources and change management. Kerri holds an MA in Conflict Resolution and is a certified mediator, skills she regularly calls upon in her consulting practice. She began her career as a classroom teacher and is a proud DPS graduate.

Illana Poley is a strategic communications expert, assisting clients with a public purpose facing strategic development, public policy and communications challenges. She has over 15 years of experience working on issues such as K-12 education, health care and advocacy, and her work ranges from the highly strategic to the extremely tactical. A parent of two DPS students, she recently concluded 12 years of service on the board of the Odyssey School of Denver where she was involved in two Executive Director searches and led multiple community engagement processes.

References
Similar Project Scope References
Climate Team Manager at Denver’s Office of Climate Action, Sustainability, and Resiliency
Elizabeth Babcock
e: [email protected]

Former Public Affairs Director at Denver Public Schools
Gregory Hatcher
e: [email protected]

President and CEO, Denver Public Schools Foundation and Former Chief Office, FACE
Verónica Figoli
e: [email protected]

Evidence of Engaging Diverse Communities References
The Civic Canopy
Bill Fulton
e: [email protected]

Former Denver City Council President
Jolon Clark
e: [email protected]

Principal Planner, Planning & Development Services Department, City of Aurora
Karen Hancock
e: [email protected]
## Relevant Experience

<table>
<thead>
<tr>
<th>Project</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td><strong>City and County of Denver Climate Action Plan</strong></td>
<td>The CCC designed and led a process to help Denver develop a plan to strengthen Denver’s work to address climate change equitably. The work included facilitating bi-monthly task force meetings where 26 different organizations, perspectives, and agendas were present. Working with the Mayor’s Office and City Council to ensure political support and alignment. Additionally, a large-scale community engagement process was executed, which included smaller community meetings, affinity groups, site visits, and large-scale public meetings, all aimed at increasing stakeholder engagement and buy-in. The project led to a successful ballot measure passed by Denver voters in 2020 to fund the plan and the Office of Climate Action, Sustainability, and Resiliency. The Office is currently recruiting and selecting community members to fill their newly revamped Community Advisory Council which had over 300 applicants.</td>
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<tr>
<td><strong>Denver Public Schools Far Northeast Education Commission</strong></td>
<td>Assisted in the design and execution of an initiative aimed at engaging the Far Northeast community. In addition to designing and facilitating large-scale community convenings, we also assisted in the design and execution of more than 16 school and community-based meetings in Montbello and Green Valley Ranch. The process was designed to share district updates, gather community priorities and help frame new district initiatives. Work included deep process design and alignment with district staff, including the Superintendent. The FNE Education Commission became a champion for the needs of the FNE community, calling for a number of changes within DPS. The community remains activated and engaged and are vocal advocates for their students.</td>
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<tr>
<td><strong>Denver Public Schools Greenlee Community Review Board Facilitation</strong></td>
<td>Served as the neutral facilitator of the Community Review Board’s review and recommendation of a new provider for Greenlee Elementary School. Coordinated with DPS staff, documented discussions and decision points, and submitted a final report that ensured transparency in the process. The process included community engagement and the collection and analysis of the community’s priorities. The CRB made a unanimous recommendation to the DPS Board regarding the operator selected, to which the Board approved and the operator is now running The Center of Talent Development at Greenlee Elementary.</td>
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Denver Public Schools
One George Initiative

Coordinated and facilitated a large-scale community redesign at George Washington High School through extensive outreach and engagement, organizing and engaging multiple committees that involved over 60 representatives (students, parents, educators, district leaders, and community partners) and of the school community. Through intentional inside/outside working groups, there were significant shifts across the building including selecting a new school leader, increasing access to underrepresented students to the IB program, and the formation of a school-wide parent organization. The formation of working groups continued over multiple years leading to sustainable changes that reflect equity-based decision making.

Denver Public Schools
Principal Selection Processes

Worked in collaboration with FACE at DPS and the HR team to develop and design a principal selection process that expanded opportunities for authentic community voice and representation and updated processes. Worked on new tools to bring an objective industry-standard practice of assessment centers to DPS to evaluate skills and behaviors aligned to the LEAD framework. Implemented and tested new processes in five high stakes principal searches. Members or our team has run more than 15 principal selection processes for DPS over the years.

City of Aurora, 2020 Census Outreach and Engagement

Led outreach and engagement for the 2020 Census for Aurora, Colorado’s most diverse city and third largest by population. This was a broad and inclusive process that relied on stakeholder partnership, trusted partnerships with local individuals, a broad-based communications strategy, and hiring dozens of community outreach workers to meet people locally. Dozens of groups and individuals were engaged with specific linguistic expertise to speak with and assist residents in dozens of languages. Aurora surpassed their 2010 response rate of 68% with a completion of 72.2%, topping Colorado’s 2020 response rate by 2.2 percentage points.

Budget

The following table outlines our proposed budget and timeline for the steps outlined above based on our current thinking. This budget reflects a process with deep community engagement and project management from February through June. Recognizing the Board may choose to focus more on the front end or the back end and deemphasize certain needs, we can easily make components of the plan a la carte and anticipate this will be a component of the interview process and the co-creation of the final engagement design.

This budget also makes the following assumptions:
- Public meetings and affinity groups will be held virtually due to the pandemic.
- Weekly meetings/check ins will be held virtually.
- Interpretation and translation services will be provided by DPS.
- All printed materials will be delivered soft copy with DPS to print and distribute.
- Key identified DPS staff members will be assigned and have capacity to support and collaborate with the CCC team members.

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<thead>
<tr>
<th>Task</th>
<th>Details</th>
<th>Timeline</th>
<th>Total Cost</th>
</tr>
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<tbody>
<tr>
<td>Board Engagement</td>
<td>Upfront visioning</td>
<td>Feb.</td>
<td>$34,050</td>
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<tr>
<td></td>
<td>Liaison check ins</td>
<td>Ongoing</td>
<td></td>
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<tr>
<td></td>
<td>Presentations/updates</td>
<td>Monthly</td>
<td></td>
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<tr>
<td></td>
<td>Coordination for regional meetings and listening sessions</td>
<td>Feb/March/April</td>
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<td></td>
<td>Rubric creation and iteration</td>
<td>March/April</td>
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<td></td>
<td>Final selection assistance and community communication</td>
<td>May/June</td>
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<td>FACE Engagement</td>
<td>Kick off</td>
<td>Feb.</td>
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<td>Meetings in a Box co-creation</td>
<td>Feb/March</td>
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<td></td>
<td>Communication coordination (social media, survey, etc.)</td>
<td>Ongoing</td>
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<td></td>
<td>Weekly or bi-weekly check ins and coordination</td>
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<td>Community Engagement</td>
<td>Survey design, execution, and analysis</td>
<td>Feb/March</td>
<td>$97,250</td>
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<tr>
<td></td>
<td>Work with school leadership and existing groups/organizations</td>
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<tr>
<td></td>
<td>Meetings in a Box execution and analysis</td>
<td>March/April</td>
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<td></td>
<td>Community Liaisons</td>
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<td></td>
<td>Affinity Group facilitation</td>
<td>March/April</td>
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<td></td>
<td>Social media strategy and execution</td>
<td>March/April/May</td>
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<td></td>
<td>Regional meeting design and facilitation</td>
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<td>Project Management</td>
<td>Analysis of 2018 engagement</td>
<td>Feb.</td>
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<td>Coordinating and planning all aspects of the project</td>
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<td>Total</td>
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APPENDIX A – Team Resumes

Marisol Rodriguez
Project Lead

Professional Summary
Marisol is co-founder of Insignia Partners. She is a master facilitator and an expert in organizational development with experience advising the strategic growth of countless organizations throughout the public sector. Marisol specializes in strategic planning, and is inspired by the synergy between strategy and highly effective leaders and teams. Clients count on Marisol’s uncommon ability to help teams comprised of individuals with diverse skills, styles and perspectives come together in alignment around a shared path forward.

Selected Relevant Project Experience

Healthy Schools Collective Impact: Brought together representatives from 68 different organizations for a six-month strategic engagement to help improve the health of Colorado’s K-12 students. Facilitated four groups to consensus around initiatives, with a strong focus on equity. Also worked with the Steering Committee to develop an extensive selection process including criteria, timeline, and decision-making structures.

City and County of Denver’s Climate Action Taskforce: Co-led a stakeholder and community engagement process to create a plan to address climate change. Using a community first approach, we ensured authentic and meaningful engagement from the outset, including stakeholders and community members in determining the needs, opportunities, and solutions while tapping technical experts. The work included co-formation, design, and facilitation of a 26-member task force, which reached full consensus on climate-related mitigation, adaptation, resiliency, and funding policy and program recommendations over the course of five months.

Denver Public School’s FNE Education Commission: Designed and executed monthly community meetings with over 50 individuals in the Far Northeast aimed at creating community priorities. Additionally, designed and executed more than 15 school-based meetings to ensure student voice was captured and included in the final priorities presented to the Denver School Board.

Denver Public Schools Community Review Board: Served as the neutral facilitator of the Community Review Board’s review and recommendation of a new provider for Greenlee Elementary School. Coordinated with DPS staff, documented discussions and decision points, and submitted a final report, that ensured transparency in the process.

The GrowHaus Strategic Planning: Led an extensive strategic planning process with the GrowHaus to determine future programs and services. Included leading focus groups with Elyria/Swansea residents to better understand the health, environmental, and educational issues facing these communities.
Jack Becker
Community Engagement Lead

Professional Summary
Jack Becker is the Founder of Grounded Solutions, LLC, an independent consultancy working across sectors to deliver change management strategy, community engagement and capacity building across public sectors. He serves as Senior Partner with CREA Results, a cultural broker building the assets of Latino communities around the world by increasing health equity and economic security through the Promotoras de Salud model.

Selected Relevant Project Experience

Denver Public Schools Northwest Planning Process: Led process design and facilitation for a 5-month, 32-person stakeholder group to re-boundary several Denver schools. Process design included the management of inter-neighborhood conflict, group and power dynamics of members across seven schools, and strategic consideration for Denver school board politics.

Rural Education Initiative: Engaged three rural school districts throughout Colorado to run an 8-month collective impact process around an existing local education effort. Districts engaged around: teacher recruitment and retention, adverse childhood experiences, and teen suicide. We utilized a four-phase sequence designed in partnership with Gates Family Foundation, Wend Ventures and The Civic Canopy to establish a foundation, understand and define the problem, review data, and organize for action.

Peer Navigator Program, City and County of Denver: Developed and implemented an 80-hour leadership-training program based on the community health worker/promotora de salud model of work designed to promote health equity in the Globeville, Elyria-Swansea neighborhoods of Denver, CO—one of the most polluted zip codes in the U.S. Project included management and stakeholder engagement of several dozen organizations, including several offices within the City and County of Denver.

Nonprofit Startup, Lyra Colorado: Lyra Colorado partners with schools and school districts to transform ideas from those closest to students into new policies that transform systems. Responsible for facilitating and designing conversations with Colorado Superintendents. Successfully helped stand up the nonprofit’s operating systems.

2020 Census Outreach: Led outreach and engagement for the 2020 Census for Aurora, Colorado’s most diverse city and third largest by population. This was a broad and inclusive process that relied on stakeholder partnership, trusted partnerships with local individuals, a broad-based communications strategy, and hiring dozens of community outreach workers to meet people locally (such as paying $250 to the neighborhood paleta to pass on information). Dozens of groups and individuals were engaged with specific linguistic expertise to speak with and assist residents in dozens of languages. Aurora surpassed their 2010 response rate of 68% with a completion of 72.2%, topping Colorado’s 2020 response rate by 2.2 percentage points.
Kelli Pfaff  
Board Engagement Lead

Professional Summary

A seasoned professional in the education and positive youth development field, Kelli has spent her time working as an informal and formal educator, coach, lead facilitator, trainer, non-profit director, and large school district leader. Kelli’s expertise includes strategic planning and large change management, influencing school and non-profit policy, developing large multi-million dollar public/private initiatives, and engaging in designing and supporting community partnerships in a variety of contexts.

Selected Relevant Project Experience

**Denver Public Schools - One George:** Coordinated large scale redesign at George Washington High School through extensive outreach and engagement, organizing and engaging multiple committees that involved over 60 representatives of the school community. Led to significant shifts across the building including selecting a new school leader, high impact parent organization and working groups over multiple years leading to sustainable changes to increase equity and access.

**Denver Public Schools Principal Selection Assessment Center:** Worked in collaboration with FACE at DPS and the Secondary Education/Postsecondary Readiness Team to develop and design a principal selection process that expanded opportunities for authentic community voice and representation. Worked on new tools to bring an objective industry-standard practice of assessment centers to DPS to evaluate skills and behaviors aligned to the LEAD framework. Implemented and tested new processes in five high stakes principal searches.

**Denver Public School - Student Board of Education:** Expanded and managed the growth of the DPS Student Board of Education to become a meaningful and authentic leadership and development and community asset for Denver Public Schools. Designed and implemented applied student leadership training for over 90 students annually and then hired and onboarded a new Director to bring a more intentional equity and inclusion lens to the work.

**Civic Canopy - Rural Communities Education Initiative:** Senior Project Lead responsible for a statewide collective impact pilot in three local communities. Facilitated sessions building to over 75 people in collective action planning around a local education issue. Primary liaison to funders of the initiative, managing the budget, organizing and leading a team to execute on project deliverables.

Years of Experience: 20+

Areas of Expertise
- Public education/school, district and state
- Positive Youth Development
- Project management
- Change management
- Systems level change
- Strategic Planning
- Team building and team dynamics
- Collective Impact
- Organizational culture

Education & Certifications
- M.A. Social Sciences in Education, Stanford University
- B.A. Humanities, University of Colorado
- Public Education and Business Coalition Fellow, Ohrid, Macedonia
- Coro Fellowship in Public Affairs, Coro Foundation
- Prosci *Change Management Certified
- The Loyalist TeamTM Assessment Certification
- DISCcertTM Workstyle Assessment Certified Trainer
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Kerri Drumm
Facilitator Bilingual Spanish/ English
Professional Summary

Kerri is the Principal Consultant and founder of Purpose Aligned Consulting. She brings over 20 years’ experience guiding and supporting diverse stakeholders to develop and achieve shared goals. Kerri specializes in facilitation, strategic planning, and conflict resolution. She has worked extensively in cross-cultural settings. Clients appreciate Kerri’s asset-based approach, systems thinking, and ability to build consensus. A former K-8 teacher, in addition to consulting Kerri also teaches in the Strategic Human Resources and the Organizational Leadership MA programs at the University of Denver.

Selected Relevant Project Experience

City of Westminster: Designed and executed an eight-month bilingual sustainability planning process. Engaged over 150 people including youth, parents and Westminster Public Schools through focus groups, interviews, surveys, and facilitated planning sessions. Co-created criteria for program continuation. Synthesized information to develop a three-year sustainability plan, including budget recommendations, sources of funding and program growth models.

City of Aurora, Aurora History Museum and Museum Foundation: Developed and implemented a six-month strategic planning process. The process brought together City staff, the philanthropy community, museum employees, community members and volunteers to give input on the Museum’s mission, vision and growth plan. Wrote and developed a three-year strategic plan, including action items, budget projections and success measures. Using the Museum’s framework, stakeholder interviews and additional facilitated sessions, wrote another plan for the Museum Foundation.

Conflict Audit and Resolution Process: Conducted interviews, community surveys and focus groups to understand the issues leading up to a mass resignation of members of a board of directors of a mid-sized nonprofit. Developed a series of recommendations to alleviate conflict, repair damaged relationships and improve internal processes.

Denver Kids, Inc. within Denver Public Schools: (as staff) Complete redesign of the Educational Counselor hiring and onboarding processes including recruitment, application processes, interviews, selection criteria and onboarding. Resulted in the hiring of 20 net-new counselor positions.

Co-created the parent engagement strategy for Denver Kids. Developed and provided an ongoing professional development for educational counselors.
Illana Poley
Communication Lead

Professional Summary

Illana founded her firm in 2013 to assist clients with a public purpose facing strategic development, public policy and communications challenges. She provides a full range of communications and organizational support services to help implement solutions that amplify her clients’ messages and further their public impact. Illana leads her clients through the use of best practices as well as qualitative and quantitative data to design and implement solutions that support effective policy and further their public impact. Illana has extensive experience working on issues related to education reform, health care and advocacy. Her clients include a variety of government organizations, nonprofits and foundations.

Selected Relevant Project Experience

**CareerWise Colorado:** Orchestrated the public launch of an innovative system of statewide apprenticeships, including implementing a new brand identity; establishing consistent messaging throughout local and national media; and serving as a liaison between Colorado’s gubernatorial administration, state and local agencies, local high schools and CareerWise executives to develop a consistent narrative about a paradigm-shifting apprenticeship model.

**Metro Denver Chamber of Commerce Health Care Cost Containment Tool Kits:** Identified best practices for employee engagement in health care decision making through a review of health care resources and literature and a series of focus groups with key business stakeholders. Created tool kits for self- and commercially insured employers and employees and help control health care costs.

**Get Smart Schools (now Catapult Leadership):** Led a strategic planning process with the board and key staff to update the organization’s goals and objectives, developing a comprehensive three-year plan.

Years of Experience: 15

Areas of Expertise
- Public policy
- Opinion research
- Qualitative data analysis
- Strategic communications
- Media relations
- Social media
- Collateral production
- Political engagement
- Community engagement
- Legislative strategy
- Facilitation
- Strategic planning
- Copywriting

Education & Certifications
- A.B. cum laude in Government from Harvard University