



Manitowoc Public School District

October 28, 2021

[REDACTED]  
Dear Mr. Vlastelica

The District is in receipt of your request for records under Wisconsin's Public Records Law. Your request for records seeks the following:

Where can I find details of the work the MPSD has been doing with Derute Consulting Cooperative?

Specifically I would like to know:

1. The content of this training

*The information related to the content of the training is included in Derute's Championship Guidebook.*

2. How much it costs

*The Contract agreement with the Derute consulting company is included.*

3. Who authorized it

*The Superintendent of Schools authorizes directly or indirectly all district expenditures.*

4. How many administrators and teachers have been trained

*The initial training included 30 MPSD employees.*

5. Get a copy of any contract or agreement between the MPSD and Derute consulting

*A copy of the agreement is included in the documents.*

Please recognize that a separate cost of \$.20 per page for copies of documents will apply. Your cost for the copies will be \$3.80.

Sincerely,

MANITOWOC PUBLIC SCHOOL DISTRICT

Mark Holzman, Superintendent

ADMINISTRATION OFFICE • 2902 Lindbergh Drive • Post Office Box 1657 • Manitowoc, WI 54221-1657  
920.686.4777 • Fax 920.686.4780 • [www.manitowocpublicschools.org](http://www.manitowocpublicschools.org)

# PROPOSAL

**Client: Manitowoc Public School District**

**P.O. Box 510513  
Milwaukee, WI 53202  
Phone: (414) 502-6735  
Email:  
EmeryPetchauer@dureconsulting.com**

**Submitted: July 29, 2020**



## PROJECT BACKGROUND AND NEED

Manitowoc Public School district leaders have been undertaking an effort to look closely at student and school data and have identified racial gaps and disproportionality issues that need to

be addressed in the following areas:

- Academic achievement
- Discipline practices
- Special education referrals and processes

The district is currently working with the PBIS model, but describes limited success with this framework. They are also focusing on “character education” in schools, family and community engagement, and social-emotional learning and support, and describe wanting to move beyond behavior management towards an approach that encompasses equity and uses data to develop student focused policies and practices. To this end the district would like to engage teacher leaders, specifically the Deans of Students and Student Support Leaders (SSLs), in professional development that takes a racial equity lens in thinking about school policies and practices and building supportive relationships with students. There are four professional development days already scheduled during the 2020-2021 school year.

**PROPOSAL OVERVIEW: ACTIVITIES AND OUTCOMES** The plan outlined below has potential for deep learning, engagement, collaboration, and capacity building. The specific content and format of each session remains flexible and will be determined by the goals of district leaders and teacher leader participants, as well as the experiences and prior knowledge of participants, participants’ level of engagement, and the developing situation in communities related to the Covid-19 pandemic. In general, we envision interactive, application focused sessions with collaborative follow-up work aimed at increasing teacher leaders’ understanding of and capacity for addressing the racial equity issues facing the district. The main activities for Year 1 of this plan (2020-2021 school year) will take place during the four professional development sessions planned for the Deans and SSLs. We also provide an outline of how the work during this year could scale out across school buildings and the district as a whole in the 2021-22 and 2022-23 school years. In this plan, Year 1 focuses on building the racial equity skills and capacities of the Deans and SSLs (up to 25 people). Year 2 focuses on their racial equity work in respective buildings. Year 3 focuses on extending this work into the public/community sphere.

<p><b>Year 2020-21 Goal</b></p>	<p>Leaders have a framework for seeing, understanding, and talking about race and racism in their own school policies and practices.</p> <ul style="list-style-type: none"> <li>• Skill/practice: Use race-specific language and equity coaching tools to analyze school/classroom data and identify root causes of school inequality.</li> <li>• Capacity: Build affective stamina to persist through white racial discomfort while addressing racial inequities.</li> </ul>
<p><b>Year 2021-22 Goal</b></p>	<p>Leaders leverage their equity coaching skills and knowledge of race-based policy and practices to extend equity work to classroom teachers and building staff.</p> <ul style="list-style-type: none"> <li>• Skill: Use coaching, racial equity knowledge, and spheres of influence to engage teachers and staff in racial equity work in their buildings.</li> <li>• Capacity: Cultivate spaces of white racial courage and discomfort in coaching conversations at the building level.</li> </ul>
<p><b>Year 2022-23 Goal</b></p>	<p>Act upon courage, capacity, and skill to publicly (school board, community, parents, police, etc.) explain and defend policies and practices explicitly designed to benefit students of color.</p> <ul style="list-style-type: none"> <li>• Skills: Leverage the power of data and race specific language to support and defend policies and practices that center racial equity.</li> <li>• Capacity: Cultivate the conviction to uphold evidence-supported racial equity policy and practice when confronted with white backlash.</li> </ul>

We would meet these goals through the following actions with leaders:

1. Facilitated learning about key concepts and practices such as: Whiteness and the ways whiteness influences school policies and practices (i.e. white cultural practices and perspectives; white racial discomfort); deficit models and perspectives; using race-specific language; equity coaching; and root-cause analysis;
2. Structured opportunities for applying these concepts and practices to current school/district policies and district/school level data;
3. Structured opportunities for critically reflecting on teacher leaders' own racial identities, perspectives, and implications;
4. Scaffolded introduction of equity coaching tools and practices;
5. Facilitated wellness practices embedded throughout the activities that grow the stamina of participants to sit with racial discomfort.

**SUMMARY OF ACTIVITIES AND INVESTMENT REQUIREMENTS**

We propose the following activities to move Deans and SSLs toward the Year 1 goal. We have taken an inquiry approach to this design, facilitating equity learning and action around pressing questions leaders co-generate at the start of the year. Our design also incorporates post-session application activities that participants will complete in their specific work contexts and ongoing support/communication/availability from Derute consultants between sessions. Finally, we infuse intergroup support protocols (what we call “championing”) and attention to white racial wellness toward the ultimate goal of this leadership team sustaining high-quality racial equity work on their own without the support of external consultants.

Deliverables	Proposed Activities	Post session activities	Investment
<p><b>Year One Goal:</b> Develop foundational knowledge for seeing, understanding, and talking about race and racism in school politics and practice.</p> <ul style="list-style-type: none"> <li>● Skill/practice: Use race-specific language and equity coaching tools to analyze school/classroom data and identify root causes of school inequality.</li> <li>● Capacity: Build affective stamina to persist through white racial discomfort while addressing racial inequities</li> </ul>			
<p>August 25, 2020, 8-11:30 CST facilitation</p>	<ol style="list-style-type: none"> <li>1. Co-develop racial equity inquiry questions with leaders to direct learning across the year in 3 key areas (e.g., character education, special education referrals, etc.)</li> <li>2. Facilitate leaders identifying data sources needed to provide insights in response to these questions</li> <li>3. Launch/model “champion” protocols for ongoing internal support and intention of racial discomfort and stamina</li> </ol>	<ol style="list-style-type: none"> <li>1. Leaders collect/secure data identified in session</li> <li>2. Leaders champion one another using structured champion protocol</li> </ol>	<p>August planning meeting with MPSD leadership: 1 hour *                  \$250/hr * 2 consultants = <b>\$500</b></p> <p>Design, administration, and analysis of needs assessment for leadership team: 4 hours *                  \$250/hr = <b>\$1,000</b></p> <p>Planning and</p>

			design: 9 hours *
--	--	--	-------------------

			\$250/hr = <b>\$2,250</b> Half-day facilitation = <b>\$5,000</b> <b>Session 1 total: \$8,750</b>
Between sessions support	<ol style="list-style-type: none"><li>1. Provide ongoing communication with Deans, SSLs, and district leaders as needs arise.</li><li>2. Provide ongoing support through data analysis, concept clarification, meeting with Deans/SSL champion groups, etc.</li></ol>	NA	10 hours * \$250/hr = <b>\$2,500</b>

<p>October 30, 2020 Session, 8-11:30 CST facilitation</p>	<ol style="list-style-type: none"> <li>1. Introduction of race-specific talk as an analytical and sense making tool</li> <li>2. Facilitate root analysis of data with race-specific talk to generate insights in response to racial equity inquiry questions</li> <li>3. Identify silences within equity inquiry questions and necessary empathy work with students /school community members most adversely impacted by policies and practices</li> <li>4. Refining of champion protocols with attention to racial discomfort</li> </ol>	<ol style="list-style-type: none"> <li>1. Leaders complete empathy work in response to silences</li> <li>2. Leaders champion one another using structured protocol</li> </ol>	<p>October planning meeting with MPSD leadership: 1 hour * \$250/hr * 2 consultants = <b>\$500</b></p> <p>Planning and design: 9 hours * \$250/hr = <b>\$2,250</b></p> <p>Half-day facilitation = <b>\$5,000</b></p> <p><b>Session 2 total: \$7,750</b></p>
<p>Between sessions</p>	<ol style="list-style-type: none"> <li>3. Provide ongoing communication with Deans,</li> </ol>	<p>NA</p>	<p>10 hours * \$250/hr =</p>
<p>support</p>	<p>SSLs, and district leaders as needs arise.</p> <ol style="list-style-type: none"> <li>4. Provide ongoing support through data analysis, concept clarification, meeting with Deans/SSL champion groups, etc.</li> </ol>		<p><b>\$2,500</b></p>

<p>January 25, 2021, 8-11:30 CST facilitation</p>	<ol style="list-style-type: none"> <li>1. Introduction of white cultural practices as an analytical and sense making tool</li> <li>2. Conduct root analysis of empathy data to generate insights in response to racial equity inquiry questions</li> <li>3. Refining of champion protocols with attention to racial discomfort</li> </ol>	<ol style="list-style-type: none"> <li>1. Leaders practice identifying and challenging white cultural practices using structured protocol</li> <li>2. Leaders champion one another using structured protocol</li> </ol>	<p>January planning meeting with MPSD leadership: 1 hour * \$250/hr * 2 consultants = <b>\$500</b></p> <p>Planning and design: 9 hours * \$250/hr = <b>\$2,250</b></p> <p>Half-day facilitation = <b>\$5,000</b></p> <p><b>Session 3 total: \$7,750</b></p>
<p>Between sessions support</p>	<ol style="list-style-type: none"> <li>5. Provide ongoing communication with Deans, SSLs, and district leaders as needs arise.</li> <li>6. Provide ongoing support through data analysis, concept clarification, meeting with Deans/SSL champion groups, etc.</li> </ol>	<p>NA</p>	<p>10 hours * \$250/hr = <b>\$2,500</b></p>
<p>March 19, 2021, 8-11:30 CST</p>	<ol style="list-style-type: none"> <li>1. Insights, decision making, and actions in response to racial equity inquiry questions</li> </ol>	<p>NA</p>	<p>March planning meeting with MPSD</p>



facilitation	2. Forming plans and champion support across summer months		leadership: 1 hour * $\$250/\text{hr} * 2$ consultants = <b>\$500</b>  Planning and design: 9 hours * $\$250/\text{hr} =$ <b>\$2,250</b>  Half-day facilitation = <b>\$5,000</b>  <b>Session 4 total: \$7,750</b>
Summative items/report	Summative insights, artifacts, and plan based upon 2020-21 work to propel the district into 2021-20 focus and goals.	NA	10 hours * $\$250/\text{hr} =$ <b>\$2,500</b>

**Total Investment: \$42,000**

*Please Note:* We have planned all Year 1 activities with the assumption that all sessions will be virtual. Investment amounts do not include travel or lodging costs associated with in-person workshops. Should circumstances change and face-to-face sessions become viable, investments will be adjusted.

### **FACILITATION TEAM**

The following Derute consultants will design and facilitate this project. (Please click on names for backgrounds and expertises.) Since we function as a cooperative, different member pairs or trios will "lead" different portions of the proposed activities, with all members remaining part of the design and communication team throughout the year.

[Emery Petchauer, Ed.D.](#)

[Elizabeth Drame, Ph.D.](#)

[Katie Elliott, Ph.D.](#)

[Jackie Robinson-Hunsicker, Ph.D.](#)

Cindy Clough, Ph.D.

## INVESTMENT SCHEDULE AND PROMPT PAYMENT TERMS

The Consultant, Derute Consulting Cooperative (hereafter Derute) shall be paid as follows by Manitowoc Public School District (hereafter Client). This shall include Client's obligation to reimburse Derute for business expenses incurred in relation to the work called for in this Contract.

### Investment Schedule

Payment to Derute will be made in four installments according to the invoice schedule below. Payments are due 30 days from the date of invoice.

Invoice Number	Invoice Date	Invoice Amount
Invoice 1	September 1st, 2020	\$11,250
Invoice 2	November 1st, 2020	\$10,250
Invoice 3	February 1st, 2020	\$10,250
Invoice 4	April 1st, 2020	\$10,250
<b>Total Investment \$42,000</b>		

Payment on Invoices sent to the Client shall be paid according to the Payment Schedule stated above and shall be paid within 30 calendar days from the date of the Invoice. If full payment is not made by this deadline, then Client agrees that a late fee equal to 8% of the unpaid amount shall be added onto the amount owed, and shall also be immediately due by the Client. If Client fails to make payment in full by 45 calendar days from the invoice date, Derute may send the Client a Notice of Default which provides a date which shall be no less than 10 calendar days to resolve the Default. If Client gets in touch with Derute within this time period and explains their circumstances and is then able to reach a payment plan, or modification plan with Derute, that shall constitute resolving the Default. If the Default is not resolved by this deadline, Derute has the right to give 20 days' Notice of Termination of this Contract. Client may have the Contract continue if it resolves the Default in full prior to the Termination Date, but shall not be entitled to resolve after that date without Derute's written agreement, which may be withheld at Derute's sole discretion. Partial payments or statement of excuses does not constitute resolving a Default of non-payment, unless agreed upon in writing by Derute, which may be withheld at Derute's sole discretion.

Should Client be in Default, and fail to resolve by the resolution date, and Derute terminates the Contract, and hires an attorney to pursue collection of unpaid amounts due, Client shall also be obligated to reimburse Derute for all its attorney fees and litigation costs incurred in the effort to collect unpaid compensation.

**Cooperation Between the Parties:**

Derute and the Client each promise each other that they shall cooperate with each other in their efforts to accomplish the objectives of this Contract. They shall each work with their own staff and other contractors to do their best to ensure that those individuals do not obstruct the activities contemplated by this Contract, and that they take steps necessary to provide information, materials, and data collection needed by Derute so as to accomplish the goals of this Contract.

**Protecting Intellectual Property:**

All materials created for the Client pursuant to this Contract shall remain the property of Derute. Client is free to use them within their organization or business, but shall not share them with third parties without Derute's prior approval in writing.

Derute agrees that if and when Derute uses any materials it creates for this project, in conjunction with other work performed by Derute for other clients or other purposes, it will modify or redact those materials so that Client's identity is not shown. However, if specifically agreed upon otherwise by Derute and Client, specifically identified materials could be used including language which identifies the Client. Any such individualized permission shall be in writing signed by both Derute and the Client.

If Client desires that certain materials created by Derute pursuant to this Contract would become the Intellectual Property of the Client, the Client must make those desires known to Derute, and negotiate the terms and conditions for such modification of Ownership. Client must enter into a written Agreement with Derute, either as part of this Contract or a follow up Amendment, prior to Derute personnel investing substantial time into the creation of the product at issue. A failure to do so shall mean that Derute is under no obligation to agree to the transfer of Ownership to Client.

**Non-Disclosure and Confidentiality Agreement:**

Derute shall agree to maintain data, information and documentation provided to it by the Client, in strict confidence, and to refrain from disclosing it to any third parties, under the following circumstances. This shall only apply to information provided to Derute which is not already publicly available. Client shall, prior to or at the time of transferring said data, information or documentation to Derute, make known in writing what items it requests remain confidential. A failure by the Client to make these requests known, means that Derute is under no obligation to maintain confidentiality of such materials. If the Client has given such timely notice, but Derute believes that such confidentiality unreasonably impairs its ability to perform the tasks called for in this Contract it shall make that position known to the Client prior to undertaking substantial work on that part of the project. A failure by Derute to do so, shall thereupon obligate Derute to comply with the Client's request for non-disclosure of the matters identified as needing confidentiality by Client.

Derute may desire to use samples of materials prepared for its clients to show future clients what may be created for them. If Client has provided data or information which it has requested remain confidential, and if Derute desires to use the materials it will create using that data or information for its purposes with third parties, Derute shall provide Client with specific examples of how it

proposes to use the materials in a manner which will remove or redact the Client's confidential information, and Client agrees to not unreasonably withhold permission for Derute to use examples in the proposed manner, and agrees to work with Derute to find ways to allow Derute to make its proposed use, though it is not required to agree.

If Client wishes to require Derute to refrain from making public that it works with Client on the general topic which is the purpose of this Contract, Client shall make that desire known. If such limitation is not specifically stated in this Contract, then until such time as some Amendment is agreed upon by the parties in writing, Derute is fully authorized to make public that it is working with Client on the general subject of this Contract. If Client has very specific requested limitations, such as no press releases, no statements in public forums like a radio talk show, Client must make those desires known and have them included in writing in this Contract or a subsequent Amendment. Until such time as such limitations are included in writing, signed by all parties, Derute is in no way limited from publicly stating that it is working with Client on the general topic of this Contract.

Any alleged breach of these terms by either party shall be considered a Default under this Contract. However, if either party believes that the other party has committed a breach, it shall first, before any other actions are taken, provide written Notice to the allegedly breaching party of the actions or inactions which constitute the breach, and also provide no less than 10 business days for the allegedly breaching party to successfully resolve the breach. Initiating satisfactory actions to resolve within the resolve period shall constitute a resolution, so long as those actions are diligently followed through to completion of the resolution.

If Client requires Derute to use particular methods to maintain confidentiality of data or information that it provides to Derute, Client must provide specific instructions about what it requires so that it is included in this Contract, or a subsequent Amendment. Until such time as such methods are agreed upon between the parties, Derute is not in default in any way for using its own methods and procedures to maintain confidentiality of materials provided by Client, which Derute has agreed to keep confidential, and such methods shall be presumed adequate unless clearly proven to be otherwise.

#### **Modifications or Amendments:**

The terms of this Contract express the full extent of the terms of the Agreement between Derute and Client, and it is agreed that no other documents or writings or verbal statements express portions of the Agreement unless specifically referenced herein or attached and incorporated herein.

Should either party wish to amend any of the terms of this Contract they shall inform the other party in writing. The parties agree to work cooperatively together to find mutually acceptable terms for desired Amendments, but neither party is under any obligation to agree or accept modifications, though they will not unreasonably refuse or delay such agreement.

10/6/21, 2:39 PM

No purported modification shall be effective unless and until it shall be put into written form, referencing this Contract, and be signed and dated by both parties.

**Termination for Defaults other than as to Payment:**

These terms apply to any default other than as to payment. Either party may terminate this Contract because of a breach of any of the obligations of a party as set forth herein. However, prior to termination, the non-defaulting party shall serve a written notice to the other party setting forth the alleged default, and providing the allegedly defaulting party no less than 10 business days to resolve the default. The non-defaulting party may declare in writing that the Contract is terminated if the defaulting party has failed to resolve the default within the resolution period. In regard to defaults other than payment of fees, initiating reasonable and appropriate means of resolution within the resolution period shall constitute resolving, so long as those methods are diligently followed and promptly brought to conclusion.

**Independent Contractor Status:**

Derute is an independent contractor with Client, and this Contract does not result in Derute or any of its employees, officers or directors, becoming employees of the Client. Any and all supervision of Derute staff shall be performed by Derute, and Client has no authority to do so. Client does not have the right to determine the methods, details and means of performing the services, unless such conditions are stated in writing in this Contract or some amendment thereto. This shall apply to any subcontractors engaged by Derute as well.

**Indemnification:**

Derute shall maintain its own insurance to cover any injuries or damages to Derute staff working at Client's facility or performing duties pursuant to this Contract, and Derute indemnifies Client from liability for any such damages, or injuries, to the extent its own insurance covers any such claims, unless those occur due to Client's own negligent actions or inactions.

**We sign below as authorized representatives of the named parties, to acknowledge the agreement to all the terms stated here and to assure the other party that the party which we represent has authorized us to sign on its behalf and to fully bind it to all of these terms.**

Derute Consulting Cooperative

Dated: Aug 3, 2002 BY:

Print name: Emery Petchauer

Print title: Member, DCC

21, 2.39

Client

Dated: BY:

Print name:

Print title:

www.derute.com

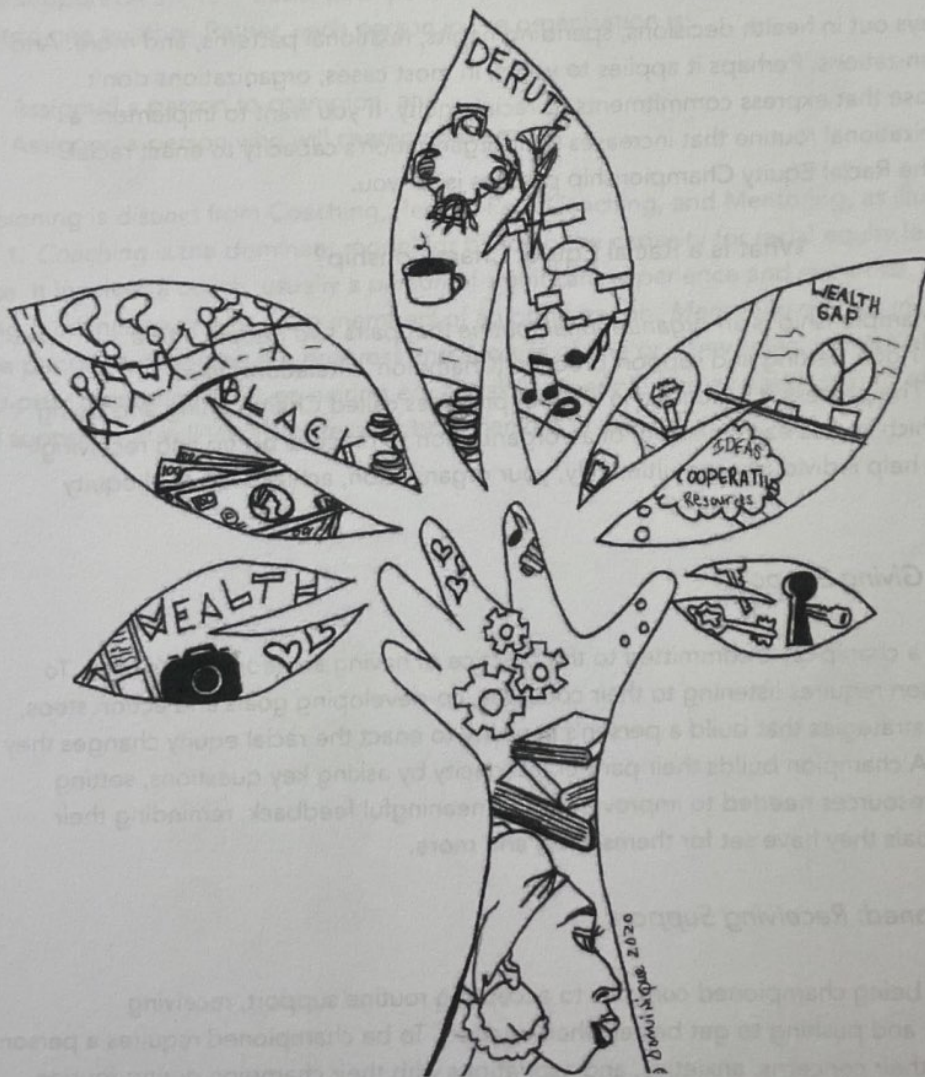
July 29, 2020



EMERGENCY AND NEED

# CHAMPIONSHIP GUIDEBOOK FOR RACIAL EQUITY IN SCHOOLS

## 2020-21



## RACIAL EQUITY CHAMPION GUIDEBOOK

You say you want to improve. You want people in your organization to improve. But you can't. Or they can't. It's not that you don't want to. It's that even if the commitment and desire to improve are real, the reality is that most people are not able to change their behaviors. Wanting to change and even having a compelling reason to do so is usually not enough to change behaviors. What is required is both a compelling reason *and* support to do so.

This principle plays out in health decisions, spending habits, relational patterns, and more. And it applies to organizations. Perhaps it applies to yours. In most cases, organizations don't change, even those that express commitments to racial equity. If you want to implement a systematic organizational routine that increases your organization's capacity to enact racial equity change, the Racial Equity Championship process is for you.

### What is a Racial Equity Championship?

A racial equity championship is an *organizational routine* that pairs two people into a continuous 1-to-1 goal setting and support process. (Champion + Relationship = Championship). The process is grounded in a set of practices called Championing and Being Championed, which invites each member of an organization to practice giving and receiving support that will help individuals and ultimately, your organization, achieve its racial equity goals.

#### *Championing: Giving Support*

A person who is a champion is committed to the practice of having someone else's back. To champion a person requires listening to their concerns, co-developing goals and action steps, and developing strategies that build a person's capacity to enact the racial equity changes they desire to make. A champion builds their partner's capacity by asking key questions, setting goals, securing resources needed to improve, giving meaningful feedback, reminding their partner of the goals they have set for themselves, and more.

#### *Being Championed: Receiving Support*

A person who is being championed commits to accepting routine support, receiving encouragement, and pushing to get better when needed. To be championed requires a person to openly share their concerns, anxieties, and aspirations with their champion during routine conversations called "champion check-ins." It requires being vulnerable with your failures and acknowledging your successes. It requires asking for help or being receptive to support when



offered. During champion check-ins, a person being championed develops goals and strategies that build their capacity to enact the racial equity changes they desire to make.

### Championing and Being Championed: Giving and Receiving

The power of a Racial Equity Championship is not only that it allows individuals to give or receive support on a 1-to-1 basis. Each partner participates in both roles, receiving and giving, but not to one another. Rather, each person in the organization is:

- Assigned a person to champion, and
- Assigned a person who will champion them

Championing is distinct from Coaching, Peer-to-Peer Coaching, and Mentoring, as illustrated in Figure 1. *Coaching* is the dominant model for building the capacity for racial equity leadership practice. It involves a coach, usually a person of significant experience and expertise, providing ongoing guidance to one or more members of an organization. *Mentoring* models involve one or more people focusing on the progress and success of one or a few select individuals. *Peer-to-peer mentoring* involves pairing equally skilled people into a relationship to offer mutual support that will lead progress for both persons involved.

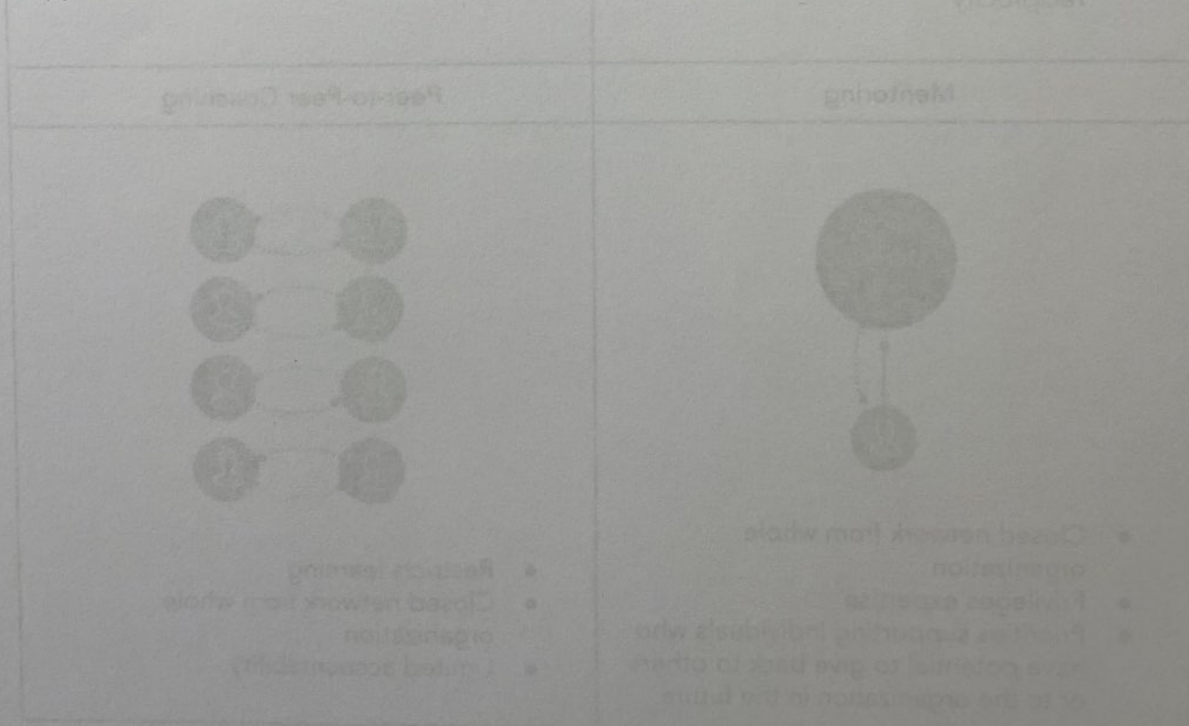
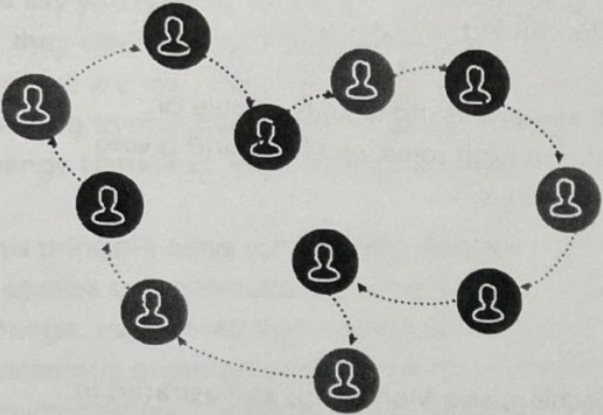
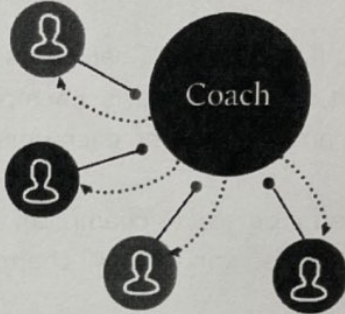

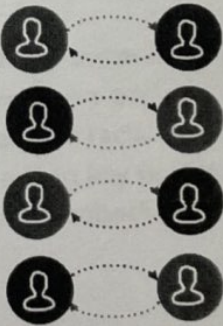


Figure 1. Differences between coaching, mentoring, peer-to-peer coaching, and championing.

Championing	Coaching
 <ul style="list-style-type: none"> <li>• Privileges <i>recognition</i> of assets   human capacity to learn</li> <li>• Equitable distribution of time and emotional labor across organization</li> <li>• Prioritizes organizational development</li> <li>• Guiding principle is collective reciprocity</li> </ul>	 <ul style="list-style-type: none"> <li>• Privileges expertise</li> <li>• Guiding principle is pay it forward (each one teach one)</li> <li>• Interaction is unidirectional</li> <li>• Inequitable distribution of time and emotional labor across organization</li> </ul>
Mentoring	Peer-to-Peer Coaching
 <ul style="list-style-type: none"> <li>• Closed network from whole organization</li> <li>• Privileges expertise</li> <li>• Priorities supporting individuals who have potential to give back to others or to the organization in the future</li> </ul>	 <ul style="list-style-type: none"> <li>• Restricts learning</li> <li>• Closed network from whole organization</li> <li>• Limited accountability</li> </ul>

A Racial Equity Championship model operates on the principle of reciprocity as the primary benefit and the full organization as a beneficiary equal to that of individuals. The model assumes that championing is learned and that every member of an organization has some basic capacity (albeit at different levels) to support at least one colleague in their racial equity goals. Racial Equity Championships invite organizational members to commit to lending their capacity to benefit the organization. But champions need support too. And that's why the model ensures each champion is also championed. Racial Equity Championships set into motion a process of cyclical and reciprocal capacity building that creates organizational resilience to ensure continuity and equity of racial learning opportunities and change.

• Championing is a learned skill that can be taught and practiced. It is not an innate trait.

• Championing is a reciprocal process. It requires both the champion and the championed to engage in a mutual exchange of support and resources.

• Championing is a cyclical process. It involves a continuous loop of support and learning that builds capacity over time.

• Championing is a collective process. It requires the support and participation of the entire organization to create a culture of reciprocity and mutual aid.

• Championing is a process of capacity building. It involves identifying and leveraging the strengths and skills of all organizational members to support racial equity goals.

• Championing is a process of organizational change. It involves challenging existing norms and practices that perpetuate racial inequity and creating new structures and processes that promote equity and justice.

• Championing is a process of resilience building. It involves creating a support network that can withstand challenges and setbacks, ensuring that the work of racial equity is sustained over time.

• Championing is a process of leadership development. It involves identifying and nurturing leaders who are committed to racial equity and who can inspire and motivate others to join the work.

• Championing is a process of accountability. It involves setting clear goals and expectations and holding individuals and the organization accountable for progress.

• Championing is a process of celebration. It involves recognizing and celebrating the successes and achievements of individuals and the organization, reinforcing the value of the work.

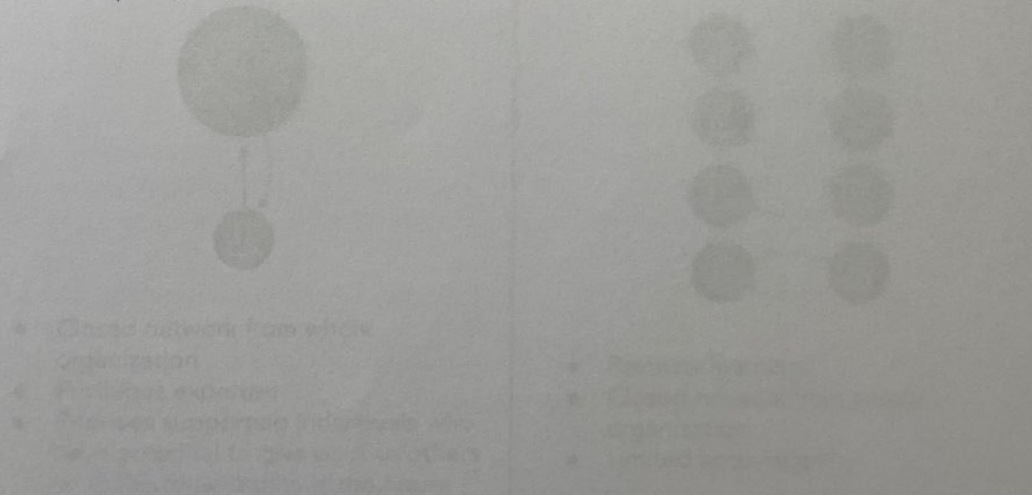
## Championship Guidebook

We designed the Championship Guidebook for Racial Equity to support schools that have developed, or are developing, a commitment to racial equity and want to take action, but find it difficult to adapt and change their behaviors to get better. This guidebook addresses both sides of the Championship: the person giving the support and the person receiving the support. The Championship Guidebook for Racial Equity facilitates the relational process of support and capacity building that is required to help individuals, teams, and ultimately organizations meet their racial equity goals. It contains the following features:

- Championship goal setting framework and forms
- Championship conversational protocols
- Championship support resources

Integrating these three tools as a part of an organizational routine creates the capacity for individuals to achieve the personal behavioral changes that create more racially equitable organizations. In the Guidebook, we advise partners on setting priorities, including establishing regular check-in times (e.g. monthly, quarterly), identify suitable champion partners, and provide resources that illuminate the types of conversation exchanges that actually lead to achieving goals and organizational behavioral change.

If you use this Guidebook, you strengthen the capacity to champion people and change your behaviors toward racial equity because you'll understand how to ask for help and receive it from your champion. Your champion will understand how to support and advocate for you. Since every member in your organization will both give and receive champion support, the overall capacity of your organization to enact racial equity goals will increase.



## CHAMPION CHECK-IN PROTOCOL

Step 1. Habari Gani (informal update from both members).

Step 2. Championship pair reviews racial equity goals silently.

Step 3. Championship pair reviews improvement cycle stages together.

Step 4a. Champion facilitates check-in conversation around racial equity goals. There are a few approaches to go about this conversation. Use the approach that feels best for your pair.

- a. *Broad strokes approach*: "What have you been up to? And how does it connect to each of your goals?" OR
- b. *Goal-by-goal approach*: "Let's go goal by goal? Let's start with you telling me about your progress toward goal 1."
- c. *Direct and specific approach*:
  - o What recent steps have you taken to meet this goal?
  - o What went well?
  - o What didn't go well?
  - o What did you learn since your last goal check in?
  - o What are you going to do with what you learned?

Step 4b. Champion listens in order to discern which stage(s) of improvement their partner is at with respect to each goal. Champion populates the improvement cycle grid with relevant information they hear to help their partner understand which stages they are in.

Step 5. Revisit and adjust goals if needed. Champion may ask: "How are you feeling about this goal now? Are there any tweaks or adjustments to it you feel compelled to make?" Write revised or ongoing goals in designated space.

Step 6. Discuss and document next steps the person being championed will take and support needed from the champion. Champion asks: "What do you need me to do to make sure you make progress toward this goal? What specific steps or actions do I need to take?" Document these in the designated spaces.

Step 7. Establish date for next check-in.

Step 8. Person being championed completes Post Check-in Journal.

## OCTOBER CHAMPION CHECK-IN

### INITIAL GOAL SETTING

This first session is focused on identifying racial equity goals related to wellness, relationships, learning and leadership. As you engage in discussion, your champion will help you to clarify your goals, the intentions behind your goals, and the improvement cycle stage your goals align with.

RACIAL EQUITY GOAL CHECK-IN GRID				
Champion:  Being Championed:  Check in date:	<b>Wellness Goal:</b>  <i>What personal, creative, or self work will make me feel more whole as a racial being?</i>	<b>Relational Goal:</b>  <i>What relationship(s), established or strengthened, will help advance my racial equity goals?</i>  OR  <i>What relationships do I need to establish or strengthen to advance racial equity?</i>	<b>Learning Goal:</b>  <i>What do I need to learn to do or better understand in order to take specific actions toward racial equity?</i>	<b>Racial Equity Teaching/ Leading Goal:</b>  <i>What teacher or leadership practice do I want to develop that would ensure greater racial equity for students and families of color?</i>
<b>Improvement Cycle Stages</b>				
1. Analyzing the causes and conditions that require this goal.				
2. Engaging in learning to deepen my understanding of how to improve toward this goal.				
3. Strategizing and planning to implement new practices.				

4. Enacting these practices.				
5. Reflecting and assessing impact. What changed as a result of my actions? How do I know?				
<i>Goal revising and adjusting</i>	<b>Wellness Goal:</b>	<b>Relational Goal:</b>	<b>Learning Goal:</b>	<b>Teaching /Leading Goal:</b>
Next steps/actions for person being championed:				
Supports champion will provide:				
Next check-in date:				

**POST CHECK-IN JOURNAL**

What did I learn during the check-in? What am I going to do with what I learned?

## NOVEMBER CHAMPION CHECK-IN

### GETTING INTENTIONAL

This session is focused on getting intentional about making progress toward your goals. As you engage in discussion, your champion will help you think about how you need to ask for and receive support from them, and how you move between the improvement cycle stages for each goal (e.g. making progress, staying in place, going backwards, sprinting ahead).

RACIAL EQUITY GOAL CHECK-IN GRID				
Champion:  Being Championed:  Check in date:	<b>Wellness Goal:</b>  <i>What personal, creative, or self work will make me feel more whole as a racial being?</i>	<b>Relational Goal:</b>  <i>What relationship(s), established or strengthened will help advance my racial equity goals?</i>  OR  <i>What relationships do I need to establish or strengthen to advance racial equity?</i>	<b>Learning Goal:</b>  <i>What do I need to learn to do in order to take specific actions toward racial equity?</i>	<b>Racial Equity Teaching /Leading Goal:</b>  <i>What teacher or leadership practice do I want to develop that would ensure greater racial equity for students and families of color?</i>
<b>Improvement Cycle Stages</b>				
1. Analyzing the causes and conditions that require this goal.				
2. Engaging in learning to deepen my understanding of how to improve toward this goal.				
3. Strategizing				



and planning to implement new practices.				
4. Enacting these practices.				
5. Reflecting and assessing impact. What changed as a result of my actions? How do I know?				
<i>Goal revising and adjusting</i>	<b>Wellness Goal:</b>	<b>Relational Goal:</b>	<b>Learning Goal:</b>	<b>Teaching/ Leading Goal:</b>
Next steps/actions for person being championed:				
Supports champion will provide:				
Next check-in date:				

**POST CHECK-IN JOURNAL**

What did I learn during the check-in? What am I going to do with what I learned?

## DECEMBER CHAMPION CHECK-IN

### GETTING INTENTIONAL

This session is focused on getting intentional about making progress toward your goals. As you engage in discussion, your champion will help you think about how you need to ask for and receive support from them, and how you move between the improvement cycle stages for each goal (e.g. making progress, staying in place, going backwards, sprinting ahead).

RACIAL EQUITY GOAL CHECK-IN GRID				
Champion: Being Championed: Check in date:	Wellness Goal: <i>What personal, creative, or self work will make me feel more whole as a racial being?</i>	Relational Goal: <i>What relationship(s), established or strengthened will help advance my racial equity goals?</i>  <i>OR</i> <i>What relationships do I need to establish or strengthen to advance racial equity?</i>	Learning Goal: <i>What do I need to learn to do in order to take specific actions toward racial equity?</i>	Racial Equity Teaching/ Leading Goal:  <i>What teacher or leadership practice do I want to develop that would ensure greater racial equity for students and families of color?</i>
Improvement Cycle Stages				
1. Analyzing the causes and conditions that require this goal.				
2. Engaging in learning to deepen my understanding of how to improve toward this goal.				
3. Strategizing				

and planning to implement new practices.				
4. Enacting these practices.				
5. Reflecting and assessing impact. What changed as a result of my actions? How do I know?				
<i>Goal revising and adjusting</i>	<b>Wellness Goal:</b>	<b>Relational Goal:</b>	<b>Learning Goal:</b>	<b>Teaching/ Leading Goal:</b>
Next steps/actions for person being championed:				
Supports champion will provide:				
Next check-in date:				

**POST CHECK-IN JOURNAL**

What did I learn during the check-in? What am I going to do with what I learned?

## JANUARY CHAMPION CHECK-IN

### GETTING A SENSE OF PROGRESS

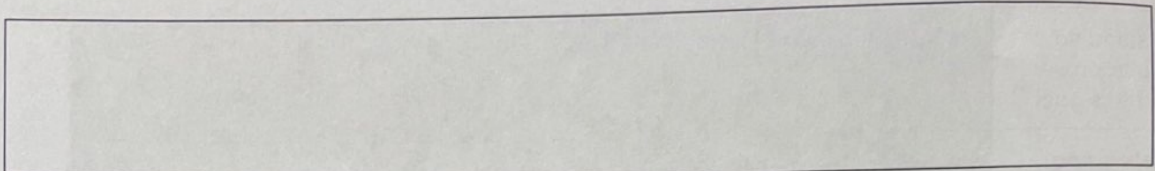
This session is focused on getting a sense of how you are making progress toward your goals, perhaps some more than others. Your champion will help you to understand what supports are working, which ones are not, and what new supports you might need. As always, goals may require revision as you work toward them, and understanding where you are in the improvement cycle stages is important.

RACIAL EQUITY GOAL CHECK-IN GRID				
Champion: Being Championed: Check in date:	<b>Wellness Goal:</b> <i>What personal, creative, or self work will make me feel more whole as a racial being?</i>	<b>Relational Goal:</b> <i>What relationship(s), established or strengthened will help advance my racial equity goals?</i>  <i>OR</i> <i>What relationships do I need to establish or strengthen to advance racial equity?</i>	<b>Learning Goal:</b> <i>What do I need to learn to do in order to take specific actions toward racial equity?</i>	<b>Racial Equity Teaching/ Leading Goal:</b> <i>What teacher or leadership practice do I want to develop that would ensure greater racial equity for students and families of color?</i>
Improvement Cycle Stages				
1. Analyzing the causes and conditions that require this goal.				
2. Engaging in learning to deepen my				

understanding of how to improve toward this goal.				
3. Strategizing and planning to implement new practices.				
4. Enacting these practices.				
5. Reflecting and assessing impact. What changed as a result of my actions? How do I know?				
<i>Goal revising and adjusting</i>	<b>Wellness Goal:</b>	<b>Relational Goal:</b>	<b>Learning Goal:</b>	<b>Teaching/ Leading Goal:</b>
Next steps/actions for person being championed:				
Supports champion will provide:				
Next check-in date:				

**POST CHECK-IN JOURNAL**

What did I learn during the check-in? What am I going to do with what I learned?



## FEBRUARY CHAMPION CHECK-IN

### GETTING A SENSE OF PROGRESS

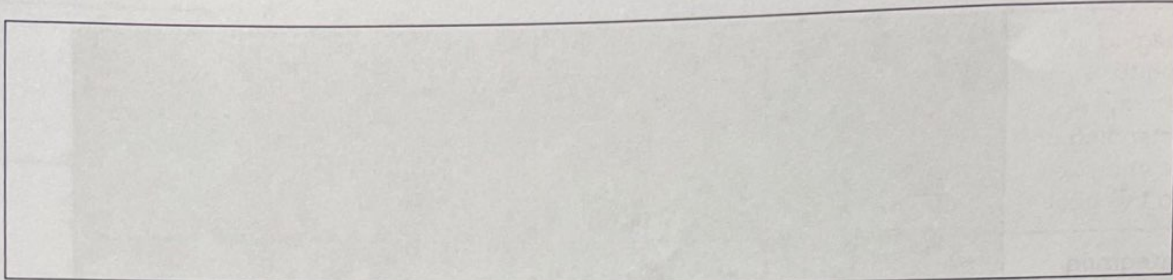
This session is focused on getting a sense of how you are making progress toward your goals, perhaps some more than others. Your champion will help you to understand what supports are working, which ones are not, and what new supports you might need. As always, goals may require revision as you work toward them, and understanding where you are in the improvement cycle stages is important.

RACIAL EQUITY GOAL CHECK-IN GRID				
Champion: Being Championed: Check in date:	<b>Wellness Goal:</b> <i>What personal, creative, or self work will make me feel more whole as a racial being?</i>	<b>Relational Goal:</b> <i>What relationship(s), established or strengthened will help advance my racial equity goals?</i>  <i>OR</i> <i>What relationships do I need to establish or strengthen to advance racial equity?</i>	<b>Learning Goal:</b> <i>What do I need to learn to do in order to take specific actions toward racial equity?</i>	<b>Racial Equity Teaching/ Leading Goal:</b> <i>What teacher or leadership practice do I want to develop that would ensure greater racial equity for students and families of color?</i>
<b>Improvement Cycle Stages</b>				
1. Analyzing the causes and conditions that require this goal.				

2. Engaging in learning to deepen my understanding of how to improve toward this goal.				
3. Strategizing and planning to implement new practices.				
4. Enacting these practices.				
5. Reflecting and assessing impact. What changed as a result of my actions? How do I know?				
<i>Goal revising and adjusting</i>	<b>Wellness Goal:</b>	<b>Relational Goal:</b>	<b>Learning Goal:</b>	<b>Teaching/ Leading Goal:</b>
Next steps/actions for person being championed:				
Supports champion will provide:				
Next check-in date:				

POST CHECK-IN JOURNAL

What did I learn during the check-in? What am I going to do with what I learned?



## MARCH CHAMPION CHECK-IN

### GETTING A HANDLE ON MY SUCCESS

This session is focused on starting to understand what successes are coming into focus and how you have progressed into different improvement cycle stages. This is particularly important as the end of the year approaches and there are still opportunities to give and receive support toward your goals.

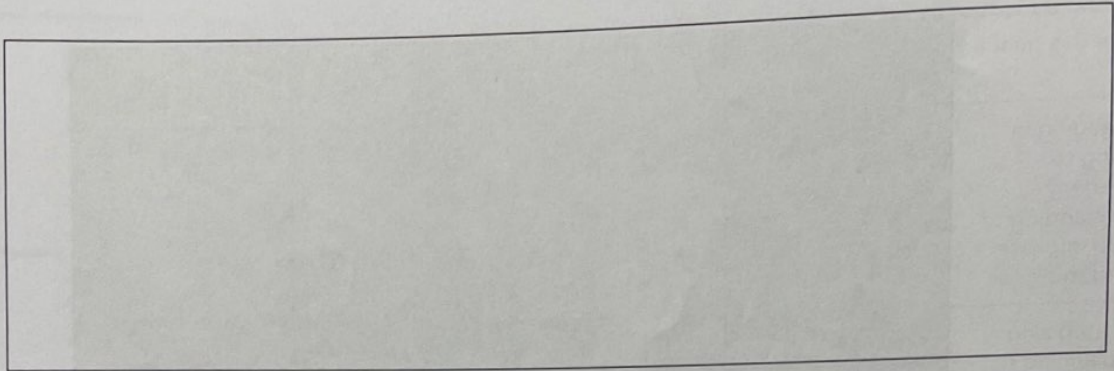
RACIAL EQUITY GOAL CHECK-IN GRID				
Champion:  Being Championed:  Check in date:	<b>Wellness Goal:</b>  <i>What personal, creative, or self work will make me feel more whole as a racial being?</i>	<b>Relational Goal:</b>  <i>What relationship(s), established or strengthened will help advance my racial equity goals?</i>  OR  <i>What relationships do I need to establish or strengthen to advance racial equity?</i>	<b>Learning Goal:</b>  <i>What do I need to learn to do in order to take specific actions toward racial equity?</i>	<b>Racial Equity Teaching/ Leading Goal:</b>  <i>What teacher or leadership practice do I want to develop that would ensure greater racial equity for students and families of color?</i>
<b>Improvement Cycle Stages</b>				
1. Analyzing the causes and conditions that				



require this goal.				
2. Engaging in learning to deepen my understanding of how to improve toward this goal.				
3. Strategizing and planning to implement new practices.				
4. Enacting these practices.				
5. Reflecting and assessing impact. What changed as a result of my actions? How do I know?				
<i>Goal revising and adjusting</i>	<b>Wellness Goal:</b>	<b>Relational Goal:</b>	<b>Learning Goal:</b>	<b>Teaching/ Leading Goal:</b>
Next steps/actions for person being championed:				
Supports champion will provide:				
Next check-in date:				

**POST CHECK-IN JOURNAL**

What did I learn during the check-in? What am I going to do with what I learned?



## APRIL CHAMPION CHECK-IN

### GETTING A HANDLE ON MY SUCCESS

This session is focused on starting to understand what successes are coming into focus and how you have progressed into different improvement cycle stages. This is particularly important as the end of the year approaches and there are still opportunities to give and receive support toward your goals.

RACIAL EQUITY GOAL CHECK-IN GRID				
Champion: Being Championed: Check in date:	<b>Wellness Goal:</b> <i>What personal, creative, or self work will make me feel more whole as a racial being?</i>	<b>Relational Goal:</b> <i>What relationship(s), established or strengthened will help advance my racial equity goals?</i>  <i>OR</i> <i>What relationships do I need to establish or strengthen to advance racial equity?</i>	<b>Learning Goal:</b> <i>What do I need to learn to do in order to take specific actions toward racial equity?</i>	<b>Racial Equity Teaching/ Leading Goal:</b> <i>What teacher or leadership practice do I want to develop that would ensure greater racial equity for students and families of color?</i>
<b>Improvement Cycle Stages</b>				
1. Analyzing the causes and conditions that require this goal.				
2. Engaging in learning to deepen my understanding of how to improve toward this goal.				
3. Strategizing				

and planning to implement new practices.				
4. Enacting these practices.				
5. Reflecting and assessing impact. What changed as a result of my actions? How do I know?				
<i>Goal revising and adjusting</i>	<b>Wellness Goal:</b>	<b>Relational Goal:</b>	<b>Learning Goal:</b>	<b>Teaching/ Leading Goal:</b>
Next steps/actions for person being championed:				
Supports champion will provide:				
Next check-in date:				

**POST CHECK-IN JOURNAL**

What did I learn during the check-in? What am I going to do with what I learned?