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PrismaticServices.com

To: Children's Trust of  
Alachua County

*Listening Project*

*ITN #2022-05*

*Due: July 15, 2022 at 3:00 pm*







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July 14, 2022

Children's Trust of Alachua County (CTAC)  
802 NW 5<sup>th</sup> Avenue, Suite 100  
Gainesville, FL 32601



Dear Sir/Madam,

On behalf of Prismatic Services, Inc., I am pleased to submit our response to your ITN for a CTAC Listening Project. We have prepared a comprehensive proposal to complete the work and believe we can offer CTAC the best combination of experience, effectiveness, and efficiency.

Prismatic proposes to provide CTAC with a rigorous, structured process of stakeholder engagement that includes: initial and follow-up multilingual surveys of parents, teenagers, and providers; multilingual focus groups with families; and, surveys and interviews of partners and key informants. Input will be sought from all corners of the county, using carefully selected questions to elicit thoughtful responses, but also leaving space and time for stakeholders to point the study into new areas of exploration. Prismatic will compile, analyze, and synthesize the resulting body of input into actionable recommendations that will assist CTAC in bridging gaps, meeting needs, and maximizing impact.

We believe you will not find another firm that works as hard as we do to help our clients and their programs be successful. Key differences between us and our likely competitors for this project include:

- ▶ **We have extensive experience consulting in Florida**, including: the school districts of Osceola, Hillsborough, Polk, and Miami-Dade; North Florida College; and, the Orange County ELC. We are headquartered in North Carolina but also have employees based in Florida.
- ▶ **Our team has a proven track record of distinctive success.** As a firm, we have been in business since 2007. As individuals, we have had extensive careers for decades prior to joining Prismatic.
- ▶ We are truly **external and independent**. We also do not currently have any relationships with CTAC or in Alachua County that might cause us to be in a position of evaluating our own previous efforts.
- ▶ We are not housed within a university or large consulting firm, which means **more attention**. Time and again, clients tell us, after working with only mildly interested professors or having their work pieced out to graduate students, that we provide a higher level of attention and service than universities provide. Former clients of large consulting firms, where their projects were just a tiny fraction of the workload, say the same thing. Prismatic is proudly a small consulting firm, because that allows us to provide clients with the level of service they deserve.

Prismatic have never had a contract terminated for default. If you have any questions, please do not hesitate to reach out. Thank you for your consideration of Prismatic.

Sincerely,

A handwritten signature in blue ink, appearing to read "Tatia Prieto", is written over a faint, light blue circular watermark or background.

Tatia Prieto, Ed.D., MBA, PMP  
President



# Record of Past Experience



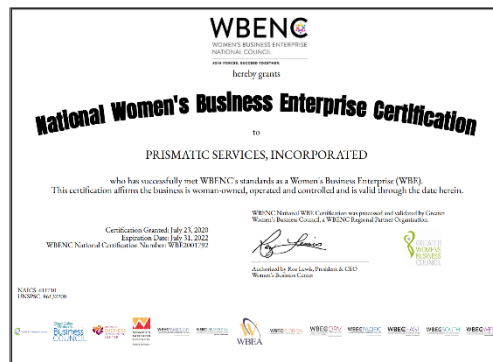




## Record of Past Experience

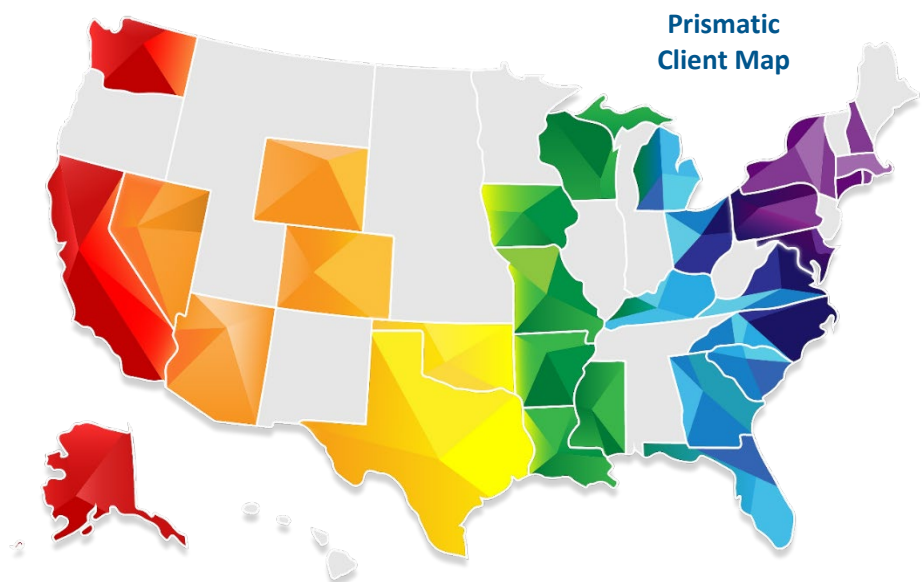
### Prismatic's Background

Company Ownership	S-Corporation, Founded 2014
W-2 Employees	11, located in: North Carolina, Georgia, Florida, and Washington DC
1099 Contractor Consultants	50+, located nationally
FEIN	26-4031414



Since its founding in 2007, Prismatic's focus has been on serving children, typically within the preK-12 education market. Unlike other firms, we do not consult in any other sectors. This has given us an extraordinary depth of understanding of the challenges that agencies face when seeking to improve the lives of children. We have been the external evaluator of the Homeless student assistance program of Hillsborough County Schools (FL) since 2016. We worked in Osceola County on that county's 5-year Wraparound program to provide mental health supports to children. **To date, we have completed more than 200 projects for clients in 38 states and the District of Columbia.** We are proud that most of our clients are repeat customers and return to us to assist with new problems after providing workable recommendations to solve their initial challenges.

Our mission is to support **positive change** in child-serving organizations by **providing information, insight, and actionable items** through research, data collection, and advanced data analyses. We work with all sizes of government agencies and are confident we can meet the needs of CTAC. In all our efforts, we remember the most important customers – children.



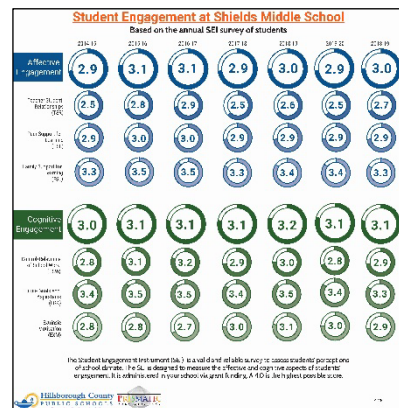
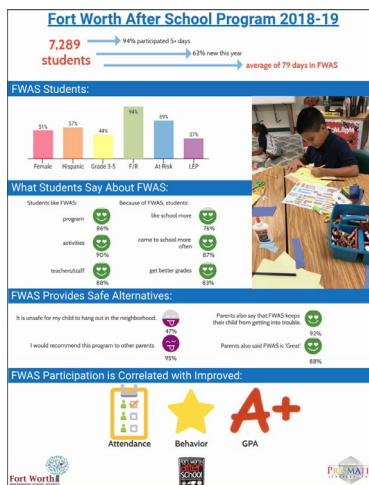
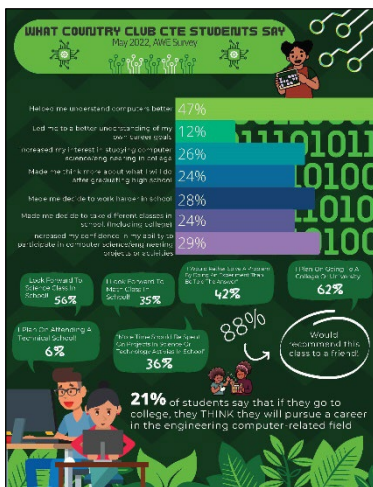
Prismatic provides services exclusively to governmental agencies that serve children, typically school districts and educational agencies, focusing on the operational and support programs that make them successful. Our primary categories of consulting are:

- Comprehensive Management, Performance, and Efficiency Reviews
- Operational and Equity Audits
- Strategic Planning
- Federal Grant Evaluations
- Performance Audits (to Yellow Book standards)
- Process improvement studies
- Organizational Assessments
- Survey Research and Community Forums
- Central Office Reorganizations
- Operational Reviews (human resources, food services, transportation, facilities)

What ties all of these consulting areas together? **Listening to stakeholders. Listening to stakeholders is the beginning and the end of every project we undertake.**

Examples of how we listen to agency stakeholders include:

- **Surveys** – We use stakeholder surveying on almost every project we undertake. We have both designed surveys to elicit stakeholder input and identified valid and reliable existing survey tools in the research literature that are suitable for the project at hand. We now typically administer surveys via an online, confidential application, but have in the recent past complemented online surveys with hardcopy options for harder-to-reach stakeholder groups. We have thus far fielded surveys in English, Spanish, Haitian-Creole, Chinese, Russian, Marshallese, and Korean. In addition to the typical descriptive statistical analyses, we have worked with clients to publish infographics to communicate the most critical results of the survey work. For a number of clients, we have completed longitudinal analyses of annual surveys. For example, for one project in Hillsborough County Public Schools, we conducted annual surveys of students in 80 schools to measure improvements in student engagement.



- **Focus Groups** – We often employ focus groups as a data collection technique. For focus groups, we typically use a semi-structured format to allow a free flow of ideas and an open atmosphere

of conversation. This process better reveals novel points of interest and provides a forum for stakeholders to voice their concerns and questions. We have conducted focus groups with elementary, middle, and high school student groups, staff implementers of various programs, parents, school social workers, school principals, local business leaders, community agency heads, etc.

- **Interviews** – As with focus groups, we typically use a semi-structured format. Our team members have experience in conducting interviews with a wide range of stakeholders. In Osceola County, we fielded a bi-lingual team to gather highly personal information from the parents of children with mental health challenges every six months. In several other Florida school districts, we conduct mid-year and end-of-year onsite interviews with the leaders and implementers of a variety of educational and student support programs.

As dictated by the needs of the project, we have engaged in classic focus group/interview analyses, including recording, transcription, thematic coding, and contextual grounding.

- **Data Parties** – We do not consider data analysis complete until we have collaboratively reviewed it with the client. These discussions often lead to deeper insights and more complete analysis.

We often use all of these elements in an individual project. For example, in our work with San Francisco Unified School District, the Prismatic team visited 44 schools, completed 75 interviews, completed 9 focus groups, and collected multi-lingual survey data from over 3,000 stakeholders. We then worked with the client to collaboratively analyze the data and develop a report, presentation, and infographics that communicated the findings and recommendations.

At Prismatic, we work hard to develop reports that stakeholders will not have to work hard to understand. We do not believe in sacrificing rigor of analysis, but we also do not believe that the best product of a project is a long, jargon-filled report. Instead, **we believe that the best product is an easily understood, succinct, graphic-heavy report that is actually read by stakeholders and used by leaders to drive decisions.**

## References

All projects have been completed on-time and within budget. Our clients can all attest to our ability to manage consulting engagements and fully satisfy client expectations. Please feel free to contact us if you would like additional references. Letters of recommendation follow.

Project	Contact Person
Multiple US DOE Grant Evaluations, including School Climate Transformation Grant, Project PREVENT Grant, YMHFA Grant, Learning for Life Grant. Annual evaluation and implementation assistance projects for Homeless and English Language Learner programs. Continuous client since 2014	Samantha Hooper Coordinator, Assessment and Accountability <b>Hillsborough County Public Schools</b> 901 East Kennedy Blvd, Tampa, FL 33602 813-272-4350 Samantha.Hooper@hcps.net

Project	Contact Person
<p>Evaluation of the Fort Worth After School Program, which has 79 sites. Annual work includes stakeholder surveys, focus groups, interviews, and program observations. Continuous client since 2016.</p>	<p>Miguel Garcia            Director, FWAS  <b>Fort Worth Independent School District</b>            100 N. University, Fort Worth, TX 76107            817-815-2953            Miguel.Garcia24@fwisd.org</p>
<p>Evaluation of the System of Care “Wraparound” Initiative in Osceola County, funded by SAMHSA. The evaluation included mixed methods, formative/summative work. Prismatic hired a team of local, bilingual interviewers to multiple sets of data from participating families. Prismatic created several data collection tools, including semi-annual fidelity of implementation stakeholder surveys and return on investment (ROI) framework. Client 2018-21.</p>	<p>Elizabeth Lane            Coordinator of Student Services (retired)  <b>School District of Osceola County</b>            1200 Vermont Ave, St. Cloud, FL 34769            813-298-3160 (personal cell)</p>
<p>Evaluation of the district’s 3-year Perkins modernization and innovation grant, funded by US DOE. Work included development and fielding of student surveys. Client since 2018. Prismatic has also worked on two other projects for the district.</p>	<p>Dr. Lupe Diaz            Executive Director, CTE  <b>Miami-Dade County Public Schools</b>            10151 N. W. 19th Ave, Miami, FL 33147            305-693-3030            lupediaz@dadeschools.net</p>
<p>Evaluation of the district’s K-2 Nonviolent Suspension ban. Project included gathering stakeholder input via surveys and interviews, and review of multiple years of student discipline data. Report included 5 actionable recommendations to reduce suspension disproportionality and improve outcomes for elementary children. Prismatic also completed projects for Dr. Dwyer while he was with Pinellas and Hillsborough school districts in Florida.</p>	<p>Dr. Ted Dwyer            Chief Accountability Officer  <b>Pittsburgh Public Schools</b>            341 S. Bellefield Ave, Pittsburgh, PA 15213            412-529-3335            TDwyer1@pghschools.org</p>
<p>School Performance Review for Mid-Del Public Schools, which included surveys, focus groups, and interviews with for students, staff, and parents. Completed performance gap analysis and made 71 actionable recommendations for improvements in operations and stakeholder accountability.</p>	<p>Dr. Rick Cobb            Superintendent  <b>Mid-Del Public Schools</b>            7217 SE 15<sup>th</sup> St, Midwest City, OK 73110            405-737-4461, Ext. 1233            rcobb@mid-del.net</p>
<p>Evaluation of a Truancy Magistrate Program designed to keep students in school and out of the juvenile justice system. Completed program observations; administered stakeholder surveys. Client 2014-19.</p>	<p>Michelle Ardabilly            Chief Deputy Court Administrator  <b>Sixth Judicial Circuit</b>            Pasco and Pinellas Counties            14250 49th St N, Clearwater, FL 33762            727-453-7035            mardabilly@jud6.org</p>

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Chris Farkas  
Chief of Schools, Administration  
Harrison Peters  
General Manager  
Office of Strategy Management  
Joe Cochran

February 18, 2020

To Whom It May Concern:

On behalf of the Office of Strategy Management, I am writing to provide my highest recommendation of Prismatic Services.

We have worked with Prismatic on many large grant evaluation projects over the past several years. Their services and performance have proven to be highly professional, accurate, flexible, and responsive. We have come to expect only excellence in their products and other deliverables.

Several of the grant projects under their scope of evaluation services are large federal and state projects demanding coordination and sensitivity to many internal and external stakeholders' agendas and concerns. Their professionalism and efficiency is furthered by open communication, clarity of purpose and their constancy of energetic, ongoing engagement in the project process and flow. They continuously provide services beyond what is expected, in a timely manner with excellence.

Prismatic's ability and willingness to adjust their work in compliance with federal and state project officer guidance adjustments and project regulation changes continue to be a great asset to us. Currently, we have Prismatic as our designated contractor for multiple external district grant evaluation projects.

I highly recommend Prismatic Services for their quality and professionalism.

Sincerely,

Julie McLeod, Manager  
Strategic Data and Evaluation  
Office of Strategy Management

Raymond O. Shelton School Administrative Center • 901 East Kennedy Boulevard • Tampa, Florida 33602  
School District Main Office: 813-272-4000 • P.O. Box 3408 • Tampa, Florida 33601 • website: [www.sdhc.k12.fl.us](http://www.sdhc.k12.fl.us)  
Office of Strategy Management

## The School District of Osceola County, Florida

### Student Services

1200 Vermont Avenue • St. Cloud • Florida 34769-3674  
Phone: 407-870-4897 • Fax: 407-870-4629 • [www.osceolaschools.net/departments/student\\_services](http://www.osceolaschools.net/departments/student_services)



March 3, 2022

Director  
Daryla R. Bungo

Coordinator  
Elizabeth Lane

Re: Prismatic Services  
20460 Chartwell Center Drive, Suite 1  
Cornelius, NC 34744-4492

To Whom It May Concern:

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Supervisor of Health  
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Supervisor of Social  
Services  
Antonia "Toni" Rapinesi

Supervisor of Psychological  
Services  
Angela "Angie" Burdue

It is my pleasure to write a letter of recommendation for Prismatic Services Inc. In 2017 The School District of Osceola County was awarded a federal grant from Substance Abuse and Mental Health Services (SAMHSA) to provide wrap around services for families in our community. In the beginning we contracted with a local university, but it soon became evident our goals were not the same. For our second year, we contracted with Prismatic Services and continued with them through December 29, 2021 when our final report was due.

As a pre-K – 12 public school system, it is essential that our evaluators understand the requirements of the grant, how to post information on the governmental databases and what processes are required in the writing of reports. Tatia Prieto and her staff proved beyond capable for the responsibilities and requirements. They began the job immediately, setting up evaluators for our parents, acquiring NOMS information, providing much needed guidance and bringing a structure to the data we were assimilating. Ms. Prieto and her staff were available for monthly calls with SAMHSA, provided findings in person to our community stakeholders and consulted with regards to requirements, results and reactions. Although Ms. Prieto's home office is out of state, she was available in person when needed and scheduled regular meetings just to check in. Data was posted on government websites in a timely fashion and reports were turned in when due without reminders.

Prismatic Services is an excellent resource as an evaluation company. I have no reservations in recommending them and would not hesitate to hire them again should I have need of their services. Please feel free to contact me if you have any questions.

Regards,

Elizabeth Lane  
Coordinator  
[Elizabeth.Lane@osceolaschools.net](mailto:Elizabeth.Lane@osceolaschools.net)

Student Achievement – Our Number One Priority  
Districtwide Accreditation by the AdvanceED Accreditation Commission  
School District Main Office: 817 Bill Beck Boulevard • Kissimmee • Florida • 34744-4492 • Phone: 407-870-4600 • [www.osceolaschools.net](http://www.osceolaschools.net)  
An Equal Opportunity Agency



Neither Prismatic nor any prospective subcontractors has contracted with the CTAC during the past 24 months. Neither Prismatic nor any prospective subcontractors has a staff member who was an employee of the CTAC during the past 24 months, or is currently a CTAC employee.

Prismatic has never had a contract terminated for default.

# Project Plan







## Project Plan

Listening can be hard. It's not the same as merely hearing. It's deeper than writing down and summarizing what was said. For this project, "listening" will require **understanding** what was said as well as what wasn't said, contextualizing both, then organizing all the input of stakeholders into actionable recommendations to CTAC.

As noted in the ITN, the results of this project will be used "to identify and characterize ways to support all of Alachua County's children and to determine how CTAC resources can be invested wisely to achieve collective community impact." The ITN outlined CTAC's four planned uses for this project, as well as three goals/objectives:

- *Ensure that CTAC's various stakeholders have meaningful input into CTAC's strategic planning.*
- *Reveal findings that will allow the CTAC to develop priorities and strategies to address the identified needs and gaps while utilizing and mobilizing existing community strengths and resources.*
- *Maximize the impact of CTAC resources in addressing the needs of Alachua County children.*

Prismatic is both ready and qualified to help CTAC **truly listen** on this project.

## Work Plan

In reviewing the ITN, it is apparent that CTAC has a strong sense of how this project should be implemented and paced. Rather than try to shoehorn this work into some template as many other firms do, Prismatic proposes to meet you where you are and complete the project in the manner you wish, complemented by our vast expertise in making projects successful and useful.

With that in mind, Prismatic's project approach includes seven tasks, each with built-in flexibility to meet your specific needs. In that plan, we include as our first step in working with you a full review of our project approach and modification, if necessary, to meet project needs.



## TASK 1 Initiate Project



We will begin this project with an onsite visit with CTAC leadership and staff for the purpose of discussing and finalizing our proposed team, work approach, and timeline, as well as handling contractual details. During the project initiation teleconference, we will discuss:

- overall correspondence between Prismatic’s proposed approach and goals of CTAC;
- initial perceptions of current CTAC service gaps, county population, and capacity of service providers;
- methods of data transfer;
- project meeting dates and schedule;
- draft data collection list;
- draft stakeholder survey instruments; and
- other areas desired by CTAC.

Prismatic knows that projects are made better through regular, sustained communications with the client. We typically propose to schedule at least **monthly “check-in” calls** via Zoom/videoconference or phone. We typically set these for the same day of week and time for the life of the project to help establish a systematic communication flow. These check-ins would have a set agenda so they can be completed efficiently. This agenda is usually:

- discussion of activities completed in the previous month
- review of challenges or changes in project progress since the last call
- review of activities scheduled to occur in the upcoming month
- review of upcoming project products and their deadlines

The monthly check-ins would be attended by the Prismatic project manager, at least one project support staff member, and one or more project consultants as needed based on the current activities and deliverables. Of course, Prismatic consultants are always available via email throughout the month between check-ins. Prismatic’s project manager will be regularly accessible via phone six days a week.

Our goal in this task is to get the project off to a fast and productive start.

Key Outcomes of Task 1:

- Contractual Arrangements
- Revised Work Approach, as necessary
- Revised Project Timeline, as necessary
- Review of Draft Stakeholder Survey Instruments

**TASK 2**  
**Field Stakeholder Surveys**



The ITN requires the development, fielding, and analysis of surveys. We use surveys in almost every project we undertake, as they often provide a wealth of opinion and information not available through any other method. For this project, we propose both the typical, initial survey to collect a wide variety of opinions but then also a **follow-up survey to a targeted selection of first-survey respondents**, in order to fully explore emerging themes. Prismatic’s process for developing and administering surveys includes seven subtasks.

	Survey Task	Activities
1	Survey Items Approval	<ul style="list-style-type: none"> <li>➤ Coordinate with client to review and cull a large bank of survey items into a survey that achieves client objectives. CTAC already included in the ITN a starting point for many survey items. We propose to build on that, the survey instruments used by CTAC in its other recent stakeholder input projects (such as <i>Ensuring Summer Thrive</i>) to develop a variety of input instruments.</li> </ul>
2	Translation of Survey	<ul style="list-style-type: none"> <li>➤ Translate survey into various languages. Based on Census data, we believe that a Spanish language translation for parent/caregiver and teenager instruments would be useful on this project. We could also accommodate additional survey translations, in needed.</li> </ul>
3	Launch of Survey	<ul style="list-style-type: none"> <li>➤ This process will vary, depending on the survey audience. For CTAC partners and providers, the survey would be launched by direct email contact, with a link to the secure survey site. For parents/caregivers, the survey would be launched via news release, sharing the survey link with program providers, posting it on the CTAC website, direct email/text to current CTAC program participants, etc.</li> <li>➤ Develop distribution methods in addition to online, if needed</li> <li>➤ Going live and receiving responses</li> <li>➤ Troubleshooting</li> </ul>
4	Monitoring Response	<ul style="list-style-type: none"> <li>➤ Emailing reminders</li> <li>➤ Follow-up emails for non-responders</li> </ul>
5	Close Survey	<ul style="list-style-type: none"> <li>➤ Review response rates along various dimensions to determine whether sufficient responses have been received. If not, conduct additional outreach efforts.</li> </ul>
6	Aggregate Survey Results	<ul style="list-style-type: none"> <li>➤ Outreach results</li> <li>➤ Response rates</li> <li>➤ Closed-ended responses</li> <li>➤ Demographic data</li> <li>➤ Develop aggregate draft analyses.</li> <li>➤ Hold data party with client to discuss initial analyses.</li> </ul>
7	Summarize Findings	<ul style="list-style-type: none"> <li>➤ Write narrative report, then discuss with client.</li> <li>➤ Prepare PowerPoint and other presentation materials.</li> <li>➤ Provide survey results in Excel to client.</li> <li>➤ Present result to the public.</li> </ul>

Key Outcomes of Task 2:

- Survey instruments
- Launch plan
- Survey monitoring
- Stakeholder Survey Results

**TASK 3**  
**Conduct Onsite Work**

The onsite work of the team is the heart of the entire listening process. Done well, the team will leave with a deep understanding of the challenges and successes CTAC faces, as well as solid ideas for driving future strategies.



**We know this project will require substantial boots on-the-ground work.** As noted in Chapter 1 of this proposal, Prismatic will complete data collection via surveys, focus groups/community meetings, and interviews.

Data Collection Method	Stakeholder Group					
	CTAC Staff	CTAC Partners	Provider Agencies	Key Informants	Parents & Caregivers	Teenagers
Survey		X	X	X	X	X
Focus Group/Community Meeting		X	X	X	X	X
Targeted Interview	X	X		X	X	X

Selection of participants for stakeholder input will done along multiple dimensions:

- Ages: Parents to provide input for Birth-5 and elementary-aged children, while teenagers will be asked to provide input for middle/high school-aged children;
- CTAC involvement: Prismatic will begin with those currently accessing CTAC programs, then reach out to those not currently accessing them, typically by contacting those who inquired about programs but ultimately did not enroll or remain enrolled;
- Geography: Prismatic will endeavor to obtain substantive input from a cross-section of county municipalities and regions (Alachua, Archer, Gainesville, Hawthorne, High Springs, La Crosse, Micanopy, Newberry, and Waldo), weighted by population;
- Vulnerable populations – immigrants, victims of domestic violence, housing insecure, juvenile justice involvement, pregnant women/new mothers, special needs
- At risk/at promise communities – those who have historically not had a voice or have not trusted institutions
- Past Input Providers: It is almost always useful to seek ongoing input from stakeholders.

As all of Prismatic’s work is focused on improving outcomes for children, we are well-versed in maintain data privacy. We routinely comply with *FERPA* as well as federal grant data privacy/management requirements.

To ensure the widest possible listening work, we propose an iterative process here, leaving open the possibility for additional focus groups with various stakeholders as the project progresses. This will allow for deeper exploration as insights are developed as well as provide for any necessary course corrections.

Key Outcomes of Task 3:

- Customized Interview and Focus Group Guides
- Selection of/invitation of cross-section of representatives from larger stakeholder groups
- Completion of Onsite Listening Activities

**TASK 4**  
**Develop Preliminary Issues**

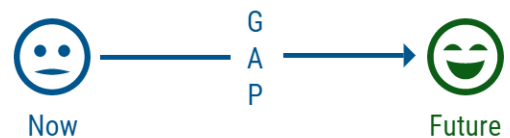


In this task we will work closely with CTAC leadership to review emerging themes. We will draw together the initial results of the surveys, focus groups and interviews. We emphasize that these are initial results. We believe in a truly collaborative approach with clients. That means that all of our initial conclusions and recommendations will be discussed with you thoroughly prior to development of reports and infographics



We will develop a SWOT analysis, identifying the Strengths, Weaknesses, Opportunities, and Threats of the work of CTAC and its partners in serving all Alachua County children. It is important to emphasize the organization’s current status in this task; sometimes, yesterday’s programmatic strengths have attenuated into weaknesses or become a weakness due to a change in the operational environment. It is also important to approach this task with sensitivity – we recognize that no organization is perfect, but that it can also be difficult for an organization to acknowledge its weaknesses.

We will then undertake an analysis of the gaps between the current state and the future state to determine what needs to be done to move toward an improved future state. To accompany this analysis, we will identify risks associated with each potential future state. With any change, there is risk. Even well-laid plans and solid execution do not guarantee future success. However, a careful assessment of risks associated with each future state scenario should point to key factors for success as well as identify areas in which leaders should attempt to mitigate known risks.



Key Outcome of Task 4:

- List of Preliminary Issues by Area

- SWOT and Gap Analyses

## **TASK 5**

### **Develop Multiple Drafts**

This task comprises an iterative process between the Prismatic project manager and CTAC project sponsor. We have no interest in developing a heavily footnoted, esoteric, academic report that will immediately begin to gather dust on the client's shelves. We do want to provide clients with understandable and actionable reports and infographics that help drive organizational improvement.



We anticipate that the main report will include collective county-level results, as well as extensive geographic and key stakeholder groups breakdowns. All Prismatic reports are heavy on data graphics, as we find this method is typically most accessible to most audiences.

Once a draft product is submitted, Prismatic expects that the project manager and project sponsor will discuss it. As needed, changes to content, format, and tone will be made, until the product meets all client expectations.

Key Outcomes of Task 5:

- First Draft Product
- Additional drafts, as needed

## **TASK 6**

### **Develop Final Report**

We understand that final products become seen as CTAC products. As such, they should adhere to standards of quality and consistency established by CTAC. We are committed to following those standards.



In the final main report, we will:

- *Identify and focus CTAC efforts on priority issues impacting all children birth to 18 in Alachua County.*
- *Make recommendations for an overarching framework and key strategies to address priority issues.*
- *Make recommendations for a strategic plan for the use of CTAC funds.*

As desired, we will prepare and provide targeted presentations to stakeholder groups. In these, we will highlight the major findings, commendations, and recommendations of the final report. Our presenter will be prepared to answer questions in detail and to discuss possible avenues for recommendation implementation

Key Outcomes of Task 6:

- Final Report and Products

- Project Presentation(s)

## TASK 7

### Submit Work Papers

Prismatic understands that once the final products have been completed and presentation(s) made, CTAC will begin implementing Listening Project recommendations. To that end, CTAC must have a well-organized set of work papers of which to refer in the future. We will ensure proper documentation and records for all information collected (i.e., transcripts, materials used to conduct listening sessions, surveys, video recordings, etc.) are retained and submitted to CTAC. We have the capability to submit the work papers to the cloud server venue of CTAC's choosing, including iCloud, ShareFile, FTP, Dropbox, Onebox, etc.



Key Outcome of Task 7:

- Organized electronic work papers

### Project Management Capabilities

**Management can make or break a project.** One survey found that more than two-thirds of US Federal government managers said that only one in five of their projects finish within budget and on time.<sup>1</sup>



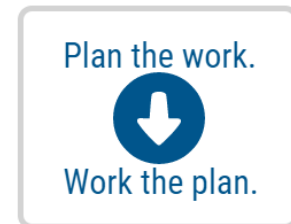
Only 1 in 5 projects finish on time and on budget

Often projects fail to meet all their objectives, suffer from scope creep, or exceed their budgets. Those projects that do succeed share some common characteristics, including effective project management.

Effective project management requires efficient use of knowledge, skills, tools, and techniques to accomplish

objectives. Prismatic's team is well-versed and seasoned in project management, bringing to the table experience in successfully managing a wide variety of consulting projects.

Our Project Manager for this engagement is a Project Management Professional, certified through PMI. We understand and utilize the project management processes and standards supported by PMI. This includes adherence to the Code of Ethics and Professional Standards required by PMI. Prismatic is committed to doing what is right and honorable and requires responsibility, respect, fairness, and honesty (PMI's four foundational values) of all its team members.



From the beginning of our work together, we will emphasize meeting all your requirements. In our first meeting, we would review in detail our proposed project work approach to determine its degree of fit with your expectations. If the fit is not perfect, we will adjust our work approach accordingly. Once we have planned the work to our mutual satisfaction, we will rigorously work the plan.

<sup>1</sup> PM Network magazine, March 2008.

## Proposed Prismatic Team

Key differences in the way Prismatic builds a project team include:

- ▶ **We build a team specific to your project.** This project will require extensive on-the-ground work. For that reason, we don't plan to staff it with our analyst based in Washington, DC. Instead, we plan to manage it from our headquarters in North Carolina, then staff it with a combination of consultants based in North Carolina, analysts based in Florida, and local subcontractors in the area. On our recently completed multi-year project in Osceola County, we developed a team of multilingual family interviewers. We plan to deploy several of those interviewers again for this project.
- ▶ **We do not bait and switch.** We do not advertise using senior, experienced professionals and then have someone else do the work. The team members we propose are the people you will actually work with, face-to-face.
- ▶ **We are flexible.** If, during our project initiation task, our work approach review indicates we need more expertise in a particular area than we originally proposed, we will add to or adjust our team. We do not believe the team is decided upon until after we (Prismatic and the client) completely agree on the scope of work.

Resumes for our initial proposed leadership team for this project are provided in the appendix. The team includes:

- ▶ **Tatia Prieto**, Ed.D, MBA, PMP – Prismatic's president, Dr. Prieto has directed nearly every one of Prismatic's projects, including all of the firm's Florida projects.
- ▶ **Stacy Williams**, Ed.D, MA – A former school district administrator, principal, and teacher, Dr. Williams had spent her career focused on improving outcomes for children.
- ▶ **Jerrelle Williams**, MSW – In addition to working as a Mr. Williams was one of the primary family interviewers for the Osceola project.





# Subcontracting







## Subcontracting

Prismatic has a team of 11 staff, including 5 full-time professionals and could complete this project without subcontractors, if desired. Our staff includes members with native literacy in the English, Spanish, Turkish, and Albanian languages. A total of 1.25 FTE staff are based in Orlando; we anticipate using them to conduct some of the onsite activities. Major focus groups and interviews would be conducted by Prismatic's president, Dr. Tatia Prieto. If desired due to convenience or COVID precautions, some focus groups and interviews would be conducted remotely via Zoom by Prismatic's senior consultant, Dr. Stacy Williams. Drs. Prieto and Williams are both based in Charlotte, North Carolina.

To round out the team, Prismatic proposes to potentially use a few individual subcontractors who are based in Florida and bring local lived experience to bear. The primary local interviewer would be Mr. Jerrelle Williams, who was also part of Prismatic's multilingual interview team for the Osceola project. Mr. Williams has given his agreement to participate in this project once it is awarded to Prismatic. Given our current knowledge of the project, we anticipate that Mr. Williams would complete approximately 10% of the planned work. Others from the Osceola team included professionals with native-language capabilities in Spanish and Haitian-Creole. They too could be included on this team, if needed.

All project activities would be completed by staff/subcontractors in North Carolina or Florida.

# Pricing





## Pricing

We hope that our proposal sufficiently outlined our understanding of and qualifications to meet the needs of CTAC on this Listening Project. We also hope that our enthusiasm for this work and our devotion to improving children’s outcomes were apparent.

For this evaluation, we estimate 1,025 hours of effort will be needed. This includes onsite days gathering data, holding focus groups/community events, completing interviews, and meeting with CTAC leadership/staff, as well as offsite days developing project instruments, compiling/analyzing data, and developing products.

	Hourly Rate	Hours	Total
Project Manager	\$145	175	\$25,375
Senior Consultant	\$100	250	\$25,000
Consultants/Analysts	\$75	300	\$22,500
Clerical/Technical	\$42	300	\$12,600
		1,025	\$85,475

Direct expenses are primarily for travel, based on average airfare and GSA mileage reimbursement rates, and then GSA lodging and per diem rates.

	Rate	Trips/Days	Total
Airfare for NC staff	\$600	6	\$ 3,600
Per diem for NC/FL staff	\$59	25	\$ 1,475
Loding for NC staff	\$113	25	\$ 2,825
Mileage for FL staff/subcontractors	\$0.58	1,000	\$ 580
Miscellaneous Office			\$750
		1,025	\$8,480

For the planned project hours, including both professional fees and estimated direct expenses, our total cost would be \$93,955.

Unlike many of our likely competitors for this project, Prismatic leverages technology and ongoing management to keep overhead costs low. We are not housed within a university or large consulting firm, which means lower overhead. Although they do not advertise it, many universities charge overhead of as much as 40 percent for projects like this. Other consulting firms charge overhead of as much as 50 percent. We keep our overhead below 10 percent, so you get more actual consulting work for every dollar you spend.

Prismatic understands that this would be a fixed fee contract and no additional monies beyond the initial contract would be sought in order to complete the proposed scope of work outlined in the ITN.

We welcome and encourage negotiation on our proposed pricing and are open to discussing adjustments to our proposed work to ensure that we best meet the needs of CTAC.

# Resumes







# Tatia Prieto

## Professional History

Prismatic Services, Inc.

President, 2007 – present

Evergreen Solutions, LLC

Vice President, 2006 – 07

Senior Manager, 2005 – 06

MGT of America, Inc.

Senior Consultant, 05

Independent Consultant, 1999-05

Consultant, 1998-99

Senior Analyst, 1997-98

Proposal Development Coordinator, 1996-97

Analyst, 1995-96

Research Associate, 1995

Continental Airlines, Inc.

Manager, 2004-05

Senior Financial Analyst, 2002-04

Senior Revenue Management Analyst, 2001-02

Intern, 2000

Cherry Communications

Technical Director, 1993-94

Monarch Constituent Services

Office Director, 1992-93

Rose Institute of State and Local Government

PC/GIS Director, 1990-92

Florida Army National Guard/U.S. Army Reserve

Captain, 1990-99

## Select Evaluator Experience

Evaluator of the **Perkins Innovation and Modernization Grant** awarded to **Miami-Dade County Public Schools (FL)** by the USDOE. The goal of the five-year grant was to implement a new CTE curriculum in partnership with LEGO and Microsoft, providing middle school students the opportunity for an expanded technology course sequence leading to industry certification. The evaluation was mixed methods and quasi-experimental in design. As part of the evaluation, developed a new CTE student engagement survey instrument.

Evaluator of the Reaching Underserved Residents with Accessible Learning (RURAL) **Institutional Resiliency Project** of **North Florida College**, which was funded through a USDOE grant. The goals of the grant were to

improve the college's capacity to provide high-quality online learning opportunities. The evaluation included formative and summative work and was mixed methods in nature. Data collected for the evaluation included: observations of online classrooms, self-efficacy pre/post surveys of online instructors, analysis of coaching/PD provided to online instructors, student course enrollments, and a student satisfaction survey.

Evaluator for multiple grants under the STOP School Violence Act of 2018 administered by **US Department of Justice** (DOJ-BJA):

- **Mental Health Awareness/Violence Prevention Program** for **Miami-Dade County Public Schools** (FL), which included a quasi-experimental component to assess impact of several mental health programs
- **Mental Health Awareness/Violence Prevention Program** for **Hillsborough County Public Schools** (FL), which included evaluation of the implementation and impact of the Second Step curriculum in all district middle schools and PreK centers
- **Threat Assessment/Violence Prevention Program** for **Hillsborough County Public Schools** (FL), which implemented the evidence-based Comprehensive School Threat Assessment Guidelines (CSTAG) system

Each STOP grant requires semi-annual reporting to the DOJ-BJA.

Evaluator of the **K-2 Violent Nonviolent Suspension Ban** for **Pittsburgh Public Schools** (PA). This mixed methods work included analysis of extant longitudinal data for K-5 students in all 34 district schools, conduct of principal interviews, and collection of teacher survey data. The evaluation results included an analysis of trends in discipline disproportionality and were used by the school board as it considered expanding the ban to grades 3-5.

Evaluator of the **Recess Initiative** of **Miami-Dade County Public Schools** (FL). This quasi-experimental mixed methods evaluation included analysis of additional recess time in 11 elementary schools, focusing on teachers and students in grades K-2. Qualitative data gathered included principal interviews, onsite observations of recess areas and their use by students, surveys of teachers, and surveys of parents. Quantitative data gathered included classroom daily schedules, student attendance, discipline, and academic data. The data for the 11 pilot schools were compared to those for 11 matched control schools.

Program evaluator for the **Promoting Health Education** grants funded by the CDC in three school districts:

- **School District of Hillsborough County** (FL)
- **Cleveland Metropolitan School District** (OH)
- **Gaston County Schools** (NC)

The goals of the five-year CDC grants are to improve sexual health education, sexual health services, and safe and supportive environments in selected priority schools and districtwide.

Program evaluator for the of **Osceola County** (FL) **System of Care** ("Wraparound") initiative, for which the local school district was the principal investigator and program manager. Begun in 2017-18 and funded through SAMHSA, the 5-year project worked to build a comprehensive system of quality enhancement initiatives to improve outcomes and support for children and on behalf of children (Prekindergarten through Grade 5), including their families and caregivers, who had been diagnosed or were diagnosable SED/co-occurring disorder including early onset and/or first episode psychosis and struggling in multiple-life domains. Prismatic was selected to replace the original evaluator after the first year. The evaluation included formative and summative elements. Prismatic interviewers completed baseline, 6-month, and end-of-services interviews with participating families; Dr. Prieto analyzed the interview results to support continuous improvement efforts, local evaluation needs, and Federal reporting requirements. Dr. Prieto also:

- worked with a large governance committee to develop data systems that supported accountability and measurement of the return on investment;
- developed and administered to governance committee members a bi-annual fidelity of implementation tool, modeled on the Wraparound Fidelity Index (WFI-EZ); and
- developed tools and data systems to assess educational gains, changes in behavior, and organizational impacts (Kirkpatrick Model Levels II-IV) from the primary professional development effort of the grant, Wraparound 101.

Program evaluator for the **Fort Worth After School** program, which is locally funded and serves more than 10,000 students at 79 sites in **Fort Worth Independent School District (TX)**. Developed annual evaluations since 2016-17.

Program evaluator for multiple **21<sup>st</sup> Century Community Learning Centers (CCLC)** grants:

- **Boys & Girls Club of Tampa Bay (FL)**, which served students in four middle schools. Developed annual evaluations for 2017-18 through 2019-20 for three separate grants.
- **Edinburg Consolidated School District (TX)**, which served elementary and middle school students in 10 schools. Developed annual evaluations for 2018-19 through 2020-21.
- **Barrow County Schools (GA)**, which serves elementary students from five schools. Prismatic has developed annual evaluations since 2017-18 and is on contract to complete the remaining annual evaluations through 2022-23.
- **Fort Worth Independent School District (TX)**, which serves students in 10 schools. Prismatic is on contract to provide annual evaluation services 2021-22 through 2026-27.

The goals of 21<sup>st</sup> CCLC grants are to improve student academics, student behavior, increase grade promotion, improve student attitudes towards school and increase family participation in academic activities.

Program evaluator for **MyON<sup>®</sup>**, an online reading intervention program used by the Read on myON program in **Hillsborough County (FL)**. The evaluation provided a snapshot of user demographics, student retention, and the relationship between myON use and student success in school.

Evaluator for the **Project Prevent** grant for the **School District of Hillsborough County (FL)**. Project Prevent was a 5-year program that served 18,000 students in 21 schools, grades K-12. The goal of Project Prevent was to break the cycle of violence by meeting the needs of affected students. The evaluation plan included formative and summative outcomes. The evaluation model was quasi-experimental and mixed methods in design. Dr. Prieto:

- oversaw the annual administration and analysis of the Student Engagement Instrument (SEI) that is completed by a representative sample of students in each of the 42 treatment/control schools;
- developed tools and data systems to assess educational gains and changes in behavior (Kirkpatrick Model Levels II-III) from the myriad professional development offerings of the grant, including PBIS, CHAMPS, Restorative Practices, Trauma Sensitive Practices, and Second Step K-8; and
- developed annual evaluations for the US DOE.

Evaluator for the **Project AWARE** grant for the **School District of Hillsborough County (FL)**, awarded in 2014. Project AWARE was a 2-year program funded by SAMHSA to build awareness of and capacity to respond to

mental health issues among students through extensive training of school personnel and other adults who interact with students. Project AWARE trained school personnel and other adults in Youth Mental Health First Aid (YMHFA). The project trained more than 900 adults who had regular contact with ~96,000 students in the district's middle and high schools. The evaluation plan included formative and summative outcomes.

Evaluator for the **School Climate Transformation** grant for the **School District of Hillsborough County** (FL). The grant was a five-year program that served 22,000 students in 25 schools, grades K-12. Program objectives were to expand and enhance local awareness, capacity, implementation, and sustainability of the Multi-Tiered System of Support: Behavior (MTSS:B) framework, in order to improve school climate and safety. The evaluation plan included formative and summative outcomes. The evaluation model was quasi-experimental and mixed methods in design. Dr. Prieto:

- oversaw the annual administration and analysis of the Student Engagement Instrument (SEI) that was completed by a representative sample of students in each of the 50 treatment/control schools;
- developed tools and data systems to assess educational gains and changes in behavior (Kirkpatrick Model Levels II-III) from the myriad professional development offerings of the grant, including PBIS, CHAMPS, Aligning MTSS:B, Climate and Culture Essentials, and Social Express; and
- analyzed school implementation data, including PBIS BOQ and PIC data; and
- developed annual evaluations for the US DOE.

Evaluator for the **School Climate Transformation** grant for **Polk County Schools** (FL). The grant was a five-year program that served 3,700 students in six schools intensively, as well as 82,000 students in the remaining 104 schools through districtwide activities. The goal of grant activities was to enhance and expand systems of support for, and provide technical assistance to, identified schools implementing a Multi-Tiered System of Support for Behavior (MTSS:B) to improve school climate and behavioral outcomes for students. The mixed-methods evaluation plan included formative and summative outcomes. Dr. Prieto:

- analyzed student data, including elements related to mental health (threat assessments, Baker Acts, and Universal Screener) and behavior (functional behavior assessments and behavior implementation plans – Tier 3 interventions);
- analyzed school implementation data, including PBIS, BOQ, and PIC data; and
- developed annual evaluations for the US DOE.

Evaluator of the **International Baccalaureate** (IB) program at **Hickory High School** (NC). The evaluation involved qualitative assessments of stakeholder satisfaction with the IB program and its ability to help students excel. It also called for quantitative assessments of IB populations, success rates, and retention among students.

Evaluator for the **Learning for Life** grant for the **School District of Hillsborough County** (FL). Learning for Life is a program that blends character development, career education, life skills, and academic learning. Assessed formative and summative outcomes of program implemented in 26 elementary schools, serving nearly 15,000 students. Developed annual evaluations for five years.

Evaluator of the **Literacy First** program for **Hickory Public Schools** (NC). The evaluation required a mixed-methods approach to assess the impact of three years of Literacy First training and implementation in grades Kindergarten through six. In addition to multiple interviews and focus groups, we developed a rubric for assessing literacy supports in classrooms and an online survey of all elementary teachers.

Survey creator for the Community Training and Assistance Center (CTAC), which assisted **Henrico County Schools** (VA) in evaluating its **Learning Leaders Initiative**. The survey questions were designed in consultation with CTAC and administered in paper and online formats.

Evaluator of the **Elementary and Secondary School Counseling Grant** received by **Pinellas County Schools** (FL). The evaluation included formative and summative outcomes and was mixed-methods, quasi-experimental in design. The grant served students in four elementary schools (~2,000 students). Dr. Prieto:

- ▶ developed systems for and trained school counselors in data collection annually;
- ▶ analyzed various data including mental health services received by students, Olweus Bullying Prevention surveys, and Check & Connect data;
- ▶ developed annual reports for the US DOE and in the last year, completed case studies of the two best-implementing schools.

Evaluator of the **Title III, Part A: English Language Acquisition** grant for the **School District of Hillsborough County** (FL), 2009-10 through 2019-20. Assessed the progress of more than 20,000 district students in progress towards acquiring English-language proficiency; attainment of English-language proficiency; and adequate yearly progress in academic reading and mathematics by ELLs.

Evaluator of the **Title III, Part A: English Language Acquisition** grant for **Polk County Schools** (FL), 2013-14 through 2018-19. Assessed the progress of more than 10,000 district students in progress towards acquiring English-language proficiency; attainment of English-language proficiency; and adequate yearly progress in academic reading and mathematics by ELLs.

Evaluator of the **Florida Increasing Refugee Student Achievement** continuation project for the **School District of Hillsborough County** (FL). This was a summative assessment of a five-year grant designed to serve a significant refugee population, estimated to be arriving in the county at a rate of approximately 500 per year.

Evaluator for a review of the **voluntary prekindergarten program** (VPK) in Orange County, Florida for the **Early Learning Coalition**. The 342 VPK provider sites in the county served 10,261 children in 2008-09.

Evaluator for DOE-funded **Readiness in Emergency Management in Schools (REMS) Grant** projects:

- ▶ **Fort Worth Independent School District**, Texas (FY10);
- ▶ **South-Western City Schools**, Ohio (FY10);
- ▶ **Prince William County Schools**, Virginia (FY10);
- ▶ **Senatobia City School District**, Mississippi (FY10);
- ▶ **Fulton County Schools**, Georgia (FY09);
- ▶ **Carter County Schools**, Kentucky (FY09);
- ▶ **Johnson County Schools**, Kentucky (FY09);
- ▶ **Ankeny Community School District**, Iowa (FY09);
- ▶ **Ulster County BOCES**, New York (FY09); and
- ▶ **Alexandria City Public Schools**, Virginia (FY09).

Project Evaluator of a single randomized control trial (RCT) evaluation of the grant awarded by the Center for Substance Abuse Prevention to **Pinellas County Schools** (FL) for its **Binge Drinking Prevention Program**. The evaluation determined the efficacy of the program to increase knowledge and prosocial attitudes towards underage and binge drinking in high school students.

Project Evaluator for the **Character Education** grant project in **Pinellas County Schools** (FL). The Character grant served 21 schools in the district and sought to improve academic achievement and reduce suspensions. The

quasi-experimental mixed-methods evaluation design included surveying staff and students, conducting site visits to assess programmatic implementation, and maintaining an extensive student database. Prismatic was selected to replace the original evaluator after the first year. Dr. Prieto:

- developed and administered a SEL Climate survey to all staff of the 21 schools;
- prepared an annual Character Snapshot for each school that staff discussed with each principal at school start as a way of guiding activities for the upcoming year;
- sought to correlate the level of programmatic implementation with changes in academic achievement and suspension/referral rates;
- completed case study interviews with leaders of highly implementing schools; and
- provided semi-annual reports to the US DOE, as well as the overall final evaluation.

Evaluator for the state-mandated external annual reviews of multiple Even Start programs in Florida:

- **Indiantown Even Start** 2007-08 through 2010-11
- **Citrus County Even Start** 2007-08 through 2011-12
- **Pinellas County Even Start** 1997-98 through 2010-11

For each, Dr. Prieto advised on data collection and programmatic efforts to ensure compliance with state requirements. She then evaluated the program's success in meeting the 10 Florida Standards for Even Start and made recommendations for improvement.

Evaluator of the three-year **Student Alcohol Reduction (StAR) Project** in **Pinellas County Schools** (FL). StAR was developed through a US DOE Grant to Reduce Alcohol Abuse and has completed its first year. The StAR Project provided services to all Pinellas high schools, with intensive services at four, a total treatment population of approximately 36,000 students.

Evaluator of the **Peer Mediation** program in **Pinellas County Schools** (FL), which provided services in 43 schools. Dr. Prieto was asked to complete a summative evaluation of the program as a result of a US DOE request. The Pinellas Peer Mediation program had switched from its original model program to one that was locally developed; the US DOE sought a summative evaluation to assess the success of this change.

Evaluator of the two **Foreign Language Acquisition Program** (FLAP) grants **Pinellas County Schools** (FL). The first grant served K-1 students in two schools, one operating a dual language immersion model and one operating a partial immersion program. The second grant served K-5 students in four schools in either a dual language or partial immersion model. The four goals for student outcomes were: increase English proficiency, increase Spanish proficiency, achieve academic performance at or above grade level, and develop positive cross-cultural attitudes and behaviors. In addition to developing foreign language skills, FLAP expected to improve the English reading skills of students who were previously below grade level.

Evaluator for the state- and federally-mandated external review of three schools in **Pinellas County Schools** (FL) that received grants for school improvement under the **Comprehensive School Reform** program. Completed a formative and summative evaluation. Reviewed each school's grant application and implementation, student achievement data, survey data from all constituents, and available state databases. Two of the schools were in the first year of grant implementation, so the evaluation focused on developing benchmarks that can be used for the life of the grant and beyond. The third school was in the final year of the CSR grant, so the evaluation focused on documenting the depth and breadth of whole school reform implemented.

Data analyst for the [Iowa Department of Education](#) and their CDC Youth Risk Behavior and School Health Profiles Surveys in 2016 and 2018. Both surveys were administered statewide, in alternating years. Dr. Prieto analyzed the compiled datasets and worked with the client to develop infographics to highlight trends, progress, and areas in need of improvement.

### Selected Speaking Engagements

Prieto, T. (2020, February). *Keeping it real – avoiding worst practices*. Presentation at the North Carolina Association for Research in Education, Winston-Salem, NC.

Prieto, T. (2019, October). *Keeping it real – avoiding worst practices*. Presentation at the CREATE Conference, High Point University, NC.

Prieto, T. (2018, January). *Administrative spending among charter schools and traditional school districts – are there differences?* Presentation at the Hawaii International Conference on Education, Honolulu, HI.

Prieto, T. (2018, January). *How evaluation can sink a good program – learning from what doesn't work*. Presentation at the Hawaii International Conference on Education, Honolulu, HI.

Prieto, T. (2017, February). *Administrative Differences Between Charters and Traditional School Districts*. Presentation at a meeting of the North Carolina Association for Research in Education, Chapel Hill, NC.

Prieto, T. (2013, January). *How evaluation can sink a good program*. Presentation at the 2013 Southeast Evaluation Association workshop, Tallahassee, Florida.

Prieto, T. & Putnam, M., (2007, March). *Examining Long-Term Even Start Impacts and Organizing for Longitudinal Evaluation*. Presentation at the 2007 Annual National Conference on Family Literacy, Louisville, Kentucky.

Prieto, T., (2006, March). *Effective Longitudinal Evaluation of Even Start Impacts on Parents and Children*. Presentation at the 2006 Annual National Conference on Family Literacy, Louisville, Kentucky.

### Professional Affiliations and Certifications

Certification, Social and Behavioral Sciences Certification Course in Responsible Conduct of Research

Project Management Professional, certified by the Project Management Institute Member, Project Management Institute, 2007-2024

Member, American Educational Research Association, 2019-present

- ▶ Paper peer reviewer in Division A, School Organization and Effects and Division H, Applied Research in Schools, 2020 and 2021
- ▶ Honors Awards Chair for the Special Interest Group on Survey Research in Education, 2020

Member, North Carolina Association for Research in Education, 2010-present

Member, American Evaluation Association, 2011-present

Member, Florida Educational Research Association, 2017-present

### Education

Ed.D., Educational Leadership, University of North Carolina at Charlotte, member Kappa Delta Pi

M.B.A., with honors, concentration in Operations Management, The University of Texas at Austin, McCombs School of Business, Longhorn Scholar

B.A., *cum laude*, Government and Chemistry, Claremont McKenna College, member Phi Beta Kappa



# Stacy L. Williams

## Professional History

Prismatic Services, Inc.

Senior Consultant, 4/2022-present

Iredell-Statesville Schools

Director of Prime Time for Kids, GEAR UP and TSL Grants, 11/2017 - 11/2021

Statesville High School (9-12)

New Principal Support, 8/2017-11/2017

Pressly Alternative School (K-12) K-12 Tier III Alternative School

Principal, 8/2014 - 7/2017

South Iredell High School

Assistant Principal, 8/2013 – 7/2014

North Iredell High School

Freshman Academy Director, 12/2011 – 7/2013

I3 Grant

Lead Intervention Specialist, 1/2011 – 11/2011

N. B. Mills Elementary

Principal, 7/2005 – 12/2010

Monticello Elementary

Principal, 7/2006 – 6/2007

Lake Norman Elementary

Assistant Principal, 2/2005 – 6/2005

Statesville Middle

Assistant Principal, 7/2003 – 1/2005

Scotts Elementary 8/1996 – 6/2003

Teacher, 8/1996 – 6/2003

## Role Experience

Stacy completed final revisions for **Crescent Public Schools** school performance review for the **Oklahoma Office of Educational Quality and Accountability**.

She is currently consulting on projects for an equity and inclusion audit for **Eureka City Unified School District** in California. This is a district of 3,500 students with 8 schools.

She is also one of the consultants for an organizational and staffing study and human resources support for **Colleton County School District** in South Carolina. It is a school district of over 5,000 students and 9 schools.

Stacy is also working on a summative report for the 21<sup>st</sup> Century Community Learning Center after school program at the **Boys and Girls Club of Winder-Barrow County**, an annual report for **Fort Worth After School Program**, as well as, grant writing for a STOP Grant for **Miami-Dade County Public Schools**.

## Role Experience

Prime Time Director (before/after school care) Doubled enrollment in 8 months. **Awarded over \$3 million in grants**. Led program from - \$250,000 to profitable in 8 months. Responsible for hiring staff, providing professional learning, **marketing, grant reporting**, writing processes and procedures, addressing parental and staff concerns, building staff incentive program, **connecting programs with community partnerships**, staff scheduling, and budget oversight.

GEAR UP Grant Director - ensure grant strategies are implemented with fidelity; lead teams to plan and complete grant strategies; develop tools and resources focused on grant goals/initiatives; federal grant reports; analyze and track data and make course corrections; research and present grant initiatives to district leadership/principals; **develop strategies** to overcome grant implementation barriers AVID District Director - lead AVID implementation, **strategic planning**, and fidelity checks; lead district PLCs to guide implementation

TSL Grant Director - direct grant strategies focused on recruitment, support, and retention of teachers in high-needs schools, development of Performance Based Compensation System and Human Capital Management System Health and PE Teacher District Lead - **observe and support teachers**, conduct professional development, set goals and track data for department; Schedule and oversee **implementation of Wise Guys program** in high schools (DHHS Grant)

Principal and Principal Support:

- Provided **support administration** and staff during transition of new principal in Statesville High School
- Implemented Day Treatment **Mental Health Services** within the school; Began Restorative Justice practices which reduced suspensions by 30%; Began **work-based learning initiative** for high school students in Plessy Alternative School
- Made traditional High School **embedded International Baccalaureate School** in South Iredell High School
- 82% Free/Reduced Lunch; 20% Transient Rate; 17% Students with Disabilities Maintained 100% parent conference rate each year; **Continuous Improvement Practices leadership**; Implemented Standards-Based Grading system

Led and Supported Implementation of the following Initiatives:

- Restorative Justice, Why Try Social Skills Curriculum, Day Treatment Mental Health Services within a school setting
- Small Learning Communities at High School (Small Learning Communities Grant)
- Responsiveness to Instruction model/Multi-Tiered System of Support (i3 Grant) - coach Principals and **Leadership Teams**

- Continuous Classroom Improvement model - School-level and Supported Principals and School Leadership Teams
- Classroom Walk-Through Model, Technology Integration - School-wide
- Began More at Four preschool program at Elementary School
- Standards-Based, Failure is Not an Option Grading, Data-Driven Leadership utilizing EVAAS, EOG/EOC
- Reading Mastery and Corrective Reading
- Positive Behavior Support Initiative (PBiS)
- North Carolina School Improvement Process, Piloted and then Implemented North Carolina Teacher **Evaluation Process**
- Formative assessments - Using data to guide instruction, Assessment of Fidelity of Strategies (Guided Reading, Reading Mastery, etc.), Assessment of School Literacy Curriculum Program Effectiveness
- Process Improvement Model – Plan-Do-Study-Act, Professional Learning Communities
- Led District Reading and Mathematics PLC for teacher leaders, Implemented Co-Teaching Model for Students with Disabilities
- School-Level Administrator for District Low-Incidence Disability Classes, Innovative leadership in order to provide Physical Education to every student every day, duty-free lunch for teachers daily, one hour of planning for all teachers daily.
- Principal in Iredell-Statesville Schools during Malcolm Baldrige National Quality Award process.

### **Professional Affiliations and Certifications**

Iredell-Statesville Schools Principal of the Year, 2014-2015

Certified Trainer of Crucial Conversations, Crucial Accountability, and Influencer

Board Member for North Carolina Association for Alternative Education (NCAAE)

Member of District Student Placement Team

Elementary Principal of the Year for Iredell-Statesville Schools, 2008-2009

North Carolina School Administrator License (K – 12)

North Carolina School System Superintendent License

National Board Certification - Middle Childhood Generalist

Academically Gifted Licensure (K - 12)

Technology Teaching Endorsement (K - 12)

Teacher of the Year at Scotts Elementary

Professional Development Led:

- Behavioral Interventions 2015
- Crucial Conversations, Crucial Accountability, Influencer 2014
- Differentiated Instruction Professional Development for Teachers 2013
- EVAAS Data Analysis for Teachers 2013
- Dissertation on Effectiveness of SIOP Model in High School 2012
- Responsiveness to Instruction NC Model 2012
- Closing the Gap Conference Presenter, Greensboro, NC 2010
- Instructional Differentiation 2007-2008
- Technology Trainer 8/1998 - 6/2003
- Member of Teacher Academy Team 6/2001, 7/2002
- NC Center for the Advancement of Teaching Participant 2/2001
- Shadowed by Future Teacher 8/2000

#### Professional Development Completed

- Certified Trainer of Crucial **Conversations**, Certified Trainer of **Crucial Accountability**, Certified Trainer of **Influencer**
- Be an Ally Mental Health, First Aid, Responsiveness to Instruction by NCDPI
- Sheltered **Instruction Observation Protocol** (SIOP), Reading Foundations, Continuous **Classroom Improvement**
- L to J (Lee Jenkins), Baldrige: Train the Trainer Sessions, A Practical Way of Getting Better, Performance Excellence Sessions, Junior Great Books
- Teacher Academy: Learning Styles, Teacher Academy: English as Second Language, Underachieving and Learning Disabled Gifted
- Iredell-Statesville Schools' Technology Train the Trainer Program, Running Record Training
- Academically Gifted Differentiating Content and Product, Introduction to the Gifted and Modifying the Curriculum, Methods and Models of Teaching the Gifted
- Thinking Maps, Effective Teacher Training, Wright Group Guided Reading Seminar, Four Block Reading Program

#### **Additional Activities and Relevant Experience**

Co-Youth Director for Daystar Church (ages 11 - 17)

Children's Ministry at Daystar Church (ages birth to 10)

Church Pianist

Member of Committee for His Little Ones Child Care (Emphasis on Curriculum Development)

Trained SCAN (Stop Child Abuse Now) Intervention Volunteer

#### **Education**

Doctorate, Educational Leadership, Wingate University, 2011

Educational Specialist Degree, Wingate University, 2011

MA, School Administration, Gardner-Webb University, 2004

MA, Elementary Education, Gardner-Webb University, 2000

BS, Elementary Education and Mathematics Concentration, UNC-Greensboro, 1996



# Jerrelle Williams

## Professional History

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Foster Home Licensing Specialist, 2015 - present

Hillsborough County School Board

Case Manager/Teacher, 2014-15

Pasco County Sheriff Department

Child Protective Investigator, 2010-14

## Professional Experience

Jerrelle has 10+ years of experience ensuring the safety of children. As a child protective investigator at the Pasco County Sheriff Department, Jerrelle's experience included:

- investigating any cases pertaining to the alleged abuse, neglect, and /or abandonment of children;
- conducting interviews with children and adults to ascertain the validity of the allegations;
- documenting living conditions; and
- conducting follow-up visits to ensure programs were being maintained and the safety of children.

As a case manager/teacher at the Hillsborough County School Board, his responsibilities included:

- providing special educational strategies and techniques to improve the development of sensory learning during instruction;
- documenting student records to prepare reports that are required by law; and
- providing crisis intervention as needed.

In his current position as a foster home licensing specialist, Jerrelle:

- assists in the planning and placing of children in foster family homes;
- completes all initial, renewal, annual, and adjustment licensing requirements; and
- investigates foster home licensing violations.

## Consulting Experience

Consultant with Prismatic Services for Osceola County System of Care grant in **Osceola County School District**, Florida. This grant provided different mental health services to students ages 5-12.

The five-year grant was funded by CDC/SAMHSA. Jerrelle interviewed assigned families every three months using the NOMS standardized interview guide.

### **Professional Certifications**

Child Welfare/Investigations Certification

### **Education**

M.S.W., University of Central Florida

B.S., Sociology, University of Florida



# Forms





## FORMS

### FORM 1 - Prospective Contractor Certification

By submitting this proposal, the prospective contractor certifies the following:

1. The contractor representative who signs below certifies that they have carefully read and understand the provisions of the solicitation and associated documents attached thereto, and hereby submits the attached proposal to perform the work specified therein, all in accordance with the true intent and meaning thereof.
2. The contractor representative further understands and agrees that by signing this certification all of the following information in the certification is true and accurate to the best of their knowledge. If this certification cannot be made unequivocally, a written description of all instances wherein the prospective contractor cannot unequivocally make this certification is provided with this proposal.
3. Prospective Contractor is:
  - Sole Proprietor
  - Partnership
  - Corporation\* if yes, what state? NC
  - Joint Venture
  - Other (Specify)
4. Other entities or individuals shall not be allowed to perform work or take contracted-related information or data outside the United States without advance written authorization from the CTAC's Project Manager. All personnel provided for work under this contract, who are not United States citizens, will have executed a valid I-9 form, Employment Eligibility Form, and presented valid employment authorization documents.
5. This proposal is signed by a representative who is authorized to commit the prospective contractor.
6. The entity identified below is the prime contractor.
7. The prospective contractor's insurance carrier(s) can provide insurance certificates as required within ten calendar days following notice of award.
8. The proposed prices have been arrived at independently, without consultation, communication, or agreement for the purpose of restricting competition as to any matter relating to such process with any other organization or with any competitor.
9. Unless otherwise required by law, the prices proposed have not been knowingly disclosed by the prospective contractor on a prior basis directly or indirectly to any other organization or to any competitor.
10. No attempt has been made, or will be made, by the prospective contractor to induce any other person or firm to submit or not to submit a proposal for the purpose of restricting competition.
11. The price and availability of all equipment, materials, and supplies associated with performing the services described, including associated indirect costs and profit, herein have been determined and included in the proposed price. All labor costs, direct and indirect, and profit have been determined and included in the proposed price. The incremental costs expected to be incurred by the CTAC, should it enter into this contract, have also been estimated to the best ability of the prospective contractor. It is understood that the life cycle cost includes the total of the contract price plus the estimated costs to be incurred by the CTAC should it enter into this contract.
12. The prospective contractor can and shall provide the specified performance bond or alternate performance guarantee (if applicable) at no added cost to the CTAC.
13. In submitting its proposal, the prospective contractor agrees not to discuss or otherwise reveal the contents of the proposal to any source outside of the using or contracting CTAC, government or

- private, until after the award of the contract. Prospective contractors not in compliance with this provision may be disqualified, at the option of the CTAC, from contract award. Only discussions authorized in advance and in writing by the contracting CTAC are exempt from this provision.
14. The prospective contractor hereby certifies that it and all of its affiliates collect appropriate taxes and remits them as provided by law.
  15. The prospective contractor certifies that all insurance policies required by this contract shall remain in full force and effect during the entire term of this contract. All insurance policies and any extensions or renewals thereof, shall not be cancelled or amended except with the advance written approval of the CTAC. The Contractor agrees to submit certificates of insurance, which indicate coverage and notice provisions as required by this contract, to the CTAC upon execution of this contract. The insurance certificates shall be subject to approval by the CTAC. The insurance certificates shall include a statement in the certificate that no cancellation of the insurance shall be made without at least thirty calendar days' prior written notice to the CTAC. Approval of the insurance certificates by the CTAC shall not relieve the contractor of any obligation under this contract.
  16. The prospective contractor has read and understands the conditions set forth in this ITN and agrees to them with no exceptions. (If exceptions are taken, attach a written description of each exception to this certification.)
  17. The prospective contractor warrants, represents, and certifies that no elected or appointed official or employee of the CTAC has, or will, personally or indirectly benefit financially or materially from this contract.
  18. In the event any part of this Agreement or work is to be funded by federal, state, or other local agency monies, the Contractor hereby agrees to cooperate with the CTAC in order to assure compliance with all requirements of the funding entity applicable to the use of the monies, including providing access to and the right to examine relevant documents related to the work and as specifically required by the federal or state granting agency, and receiving no payment until all required forms are completed and submitted.
  19. Any contract and/or award arising from this ITN may be terminated for default by the CTAC if it is determined that gratuities of any kind were either offered to, or received by, any of the aforementioned officials or employees, or their close relatives or friends, from the prospective contractor, the prospective contractor's agent(s), representative(s), or employee(s). Any contract and/or award arising from the ITN may also be terminated for default if it is determined that the contract and/or award was obtained by fraud, collusion, conspiracy, or other unlawful means, or if the contract and/or award conflicts with any statutory or Constitutional provision of the State of Florida or of the United States.
  20. Prohibition Against Contingent Fees. The Contractor warrants that it has not employed or retained any company or person other than an employee working solely for the Contractor to solicit and secure this Agreement and that it has not paid or agreed to pay any person, entity, company, or firm any fee, commission, gift, or other consideration contingent upon or resulting from award or making of this Agreement.
  21. Therefore, in compliance with this Invitation to Negotiate, and subject to all conditions herein, the undersigned offers and agrees, that if this proposal is accepted within 90 days from the date of the opening, to furnish the subject services for a Not-to-Exceed Contract Price of \$ 93,955.

The following addenda have been received, and considered in the preparation of this proposal:

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I affirm and certify that: neither I, nor to the best of my knowledge, information, and belief, the entity identified below, or any of its officers, directors, partners, or any of its employees directly involved in obtaining or performing contracts with public bodies has been convicted of, or has had probation before judgment imposed pursuant to criminal proceedings, or has pleaded nolo contendere to a charge of bribery, attempted bribery, or conspiracy to bribe in violation of any state or federal law, except as indicated on the attachment [indicate the reasons why the affirmation cannot be given and list any conviction, plea, or imposition of probation before judgment with the date, court, official or administrative body, the sentence or disposition, the name(s) of the person(s) involved, and their current positions and responsibilities with the business]:

Prospective Contractor Name: PRISMATIC SERVICES, INC.

Business Street Address: 1817 CENTRAL AVE #207

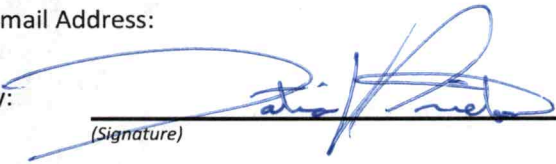
City, State, & Zip + 4: CHARLOTTE, NC 28205

Payment Address (if different): 601 SKINGS DR # F434

Payment City, State, & Zip + 4: CHARLOTTE, NC 28204

Federal Employer ID Number: 26-4031414

E-mail Address: TATIA@PRISMATICSERVICES.COM

By:  Title: PRESIDENT  
(Signature)

Name: TATIA PRIETO  
(Typed or Printed)

Unsigned certifications may result in a determination that the proposal is non-responsive.



**CHILDREN'S TRUST**  
OF ALACHUA COUNTY

**Invitation to Negotiate (ITN) Addendum**

6/27/2022

**Addendum No.:** 1

**Invitation to Negotiate:** 2022-05

**Project Title:** Listening Project

**Date of Addendum:** 6/27/2022

**ITN Due date:** July 15, 2022 at 3:00 PM ET

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This Addendum No. 1 contains the following Questions

**1. If I currently have LMHC (Licensed Mental Health Counselors) that are contracted with S.O.A.R. Mentoring Services and Nurse Practitioners that are contracted with us, will they be considered sub-contractors for the ITN?**

Answer: No. Only include contractors that would be assisting you with accomplishing the tasks of Listening Project Scope.

**2. This will be my first time submitting a bid for an ITN. Should I complete the Model Contract For Services?**

Answer: No. The model contract is just an example of what the final contract will include.

**3. Is it a requirement for applicants to be located in Alachua County?**

Answer: No.

**4. How will CTAC confirm that businesses are qualified to conduct business in the state of Florida?**

Answer: CTAC expects to be able to pull an active SunBiz certificate for each applicant that submits a response to the ITN. <http://search.sunbiz.org/Inquiry/CorporationSearch/ByName>

**5. What information should be included with the references?**

Answer: Page 11 of the ITN

RECORD OF PAST EXPERIENCE. This section shall be limited to a **maximum of 5** pages, and shall include:

- Background information of the organization and details of similar projects
- A list of references (including contact person, organization, e-mail and regular mail address and telephone numbers) for each of the above similar projects shall be included.

This addendum will become part of the Invitation to Negotiate and acknowledgement of its receipt should be submitted with the Invitation to Negotiate response. A signature on this addendum does not substitute for a signature on the original response. The original Invitation to Negotiate document must be signed.

RESPONDER NAME: TATIA PRIETO / PRISMATIC SERVICES

SIGNATURE: 

TITLE: PRESIDENT

DATE: 13 JUL 22



**CHILDREN'S TRUST**  
OF ALACHUA COUNTY

**Invitation to Negotiate (ITN) Addendum**

**6/30/2022**

**Addendum No.:** 2

**Invitation to Negotiate:** 2022-05

**Project Title:** Listening Project

**Date of Addendum:** 6/30/2022

**ITN Due date:** July 15, 2022 at 3:00 PM ET

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This Addendum No. 2 contains the following Questions

**1. When sharing the results of the project will the youth or their families who engage in the listening project have the opportunity to become part of the larger strategic plan? Will the communities be notified of which recommendations from the listening project are elevated to the strategic plan? In a nutshell I would just like to know how the Childrens Trust will engage in continuing the work beyond the listening project.?**

Answer: The results and report from the Listening Project will be shared with the public when the contractor provides project updates to the Board.

The Listening Project will guide the steering committee and feed into the Strategic Plan. It will elevate the voices of the community regarding how the Children's Trust can best serve children based on the resources, strengths, and gaps in services within the county. The Strategic Plan, Listening Project Report, and related Communication Products will be available on the Children's Trust website and will likely also be shared through other communication venues such as: social media, newsletters, press release, etc.

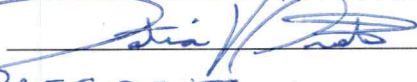
The Listening process, relationships, results, etc. will be used by CTAC's community engagement and communications team to further engage the project's participants.

**2. I would like to know if the application submission is required via mail or in person, printed and how many copies of the application we would need to submit. Additionally, I would like to know if can submit the application via email with an electronic document attached?**



Answer: Yes, response to the ITN should be emailed to the Trust using the following email: [procurement@childrenstrustofalachuacounty.us](mailto:procurement@childrenstrustofalachuacounty.us). Only one electronic copy is needed. Please remember to sign and submit all with your ITN submission.

This addendum will become part of the Invitation to Negotiate and acknowledgement of its receipt should be submitted with the Invitation to Negotiate response. A signature on this addendum does not substitute for a signature on the original response. The original Invitation to Negotiate document must be signed.

RESPONDER NAME: TATIA PRIETO / PRISMATIC SERVICES  
SIGNATURE:   
TITLE: PRESIDENT  
DATE: 13 JUL 22