



---

# THE REFLEXIVE LISTENING PROJECT

---

For the CTAC Listening Project



JULY 15, 2022

VALENTINE CONSULTING LLC DBA "THE VARIABLE SCOOP"  
[www.variablescoop.com](http://www.variablescoop.com)

## **Executive Summary**

Valentine Consulting LLC (VC) proposes to work with the Children's Trust of Alachua County (CTAC) in developing and implementing the Reflexive Listening Project, a forum for community stakeholders to have their lived experience inform the strategies and investments of the Trust.

The Reflexive Listening Project is founded by community members playing a central role at every step. The activities of this project include the development of an advisory committee to guide the project, receive insight into the business and service provider community through focus, and hear the community's voices through coordinated listening sessions and an in-person or online survey.

## **About Valentine Consulting LLC**

Dawn Valentine (she/her/WE) is the founder of Valentine Consulting LLC dba “The Variable Scoop,” an independent strategic planning and evaluation firm. We use an asset-based approach to framing a strategic plan and developing a theory of change.

An asset-based approach builds on the assets found in the community. It mobilizes individuals, families, nonprofits, and institutions to come together, becoming aware of how they are interconnected and the strength of those connections and assets. Asset-based approaches differ from deficit ones focusing solely on identifying and servicing needs.

Our ambition is to support the proliferation of inclusive, bottom-up community transformation. We aim to achieve this by offering our tools to build organizational capacity; improve community community-based programs that are citizen-led; enable community members to take action or take accountability; or identify and connect people to assets. We believe people are not problems to be solved, and communities thrive with increasing interdependence in their community.

We accomplish this work through strategic partnerships. For this invitation to negotiate, Dawn Valentine will partner with Allison Shurilla (she/they), founder and Lead Consultant of AS Community Consulting.

# Project Plan

Valentine Consulting LLC (VC) proposes to work with the Children’s Trust of Alachua County (CTAC) in developing and implementing the Reflexive Listening Project, a forum for community stakeholders to have their lived experience inform the strategies and investments of the Trust. The overarching goal of this project is to activate discussions about positive youth development: what is missing, what needs to be done and who has the capacity to do it. In this capacity VC aims to maintain the spirit of Fran Peavey, a revolutionary advocate of change who sat on park benches across the world with a sign that simply read “American Willing to Listen”. Her simple actions taught organizers and peace activists across the world that simple conversations bring issues to life in the minds and hearts of those being interviewed and generate change not by telling but by listening. Additionally, listening projects simultaneously discover or reveal community concerns and people who want to do something about them.

In response to this invitation to negotiate, VC will engage residents of Alachua County. The Reflexive Listening Project is founded community members playing a central role in this project, not just as focus group members, listening circle or survey participants, but also serving on the project advisory board, by helping to structure and conduct the focus groups, playing a role in the creation, revision, and administration of the survey, and making meaningful recommendations on data interpretation. The activities of this project include: the development of an advisory committee to guide the project, receive insight in the business and service provider community through focus, to hear the voices of the community through coordinated listening sessions and an in-person or online survey. Specifically, the goals for the listening project are:

- Identify key community problems, issues, and priorities for positive youth development of children in the county.
- Recruit stakeholders and organizations to include often unheard or unheeded voices (e.g. voices from youth in transition, voices from youth returning from detention, youth or the parents of youth with a disability and grandparents who have become the primary caregiver, etc.)
- Generate generative conversations designed to build empathy, understanding and common ground among people with different or conflicting views.
- Generate creative solutions among parents, service providers, youth and other stakeholders.
- Encourage the development of new community leaders for uncommon coalitions and alliances.
- Create recommendations that encourage the CTAC to build long-term capacity for collaborative community action that incorporates the issues and priorities of parents, grandparents, child advocates and local activists.

## Advisory Committee

Valentine Consulting is not a known organization in Alachua County, and we view this as an opportunity for partnerships with CTAC, its current grantees as well as community stakeholders who invested in the mission of CTAC.

Our process begins with recruitment for an Advisory Committee. We will begin by engaging staff as well as previous stakeholders of the CTAC, people such as Sunshine Moss (education consultant and parent

advocate), Chanae Jackson, Community-Based Researcher, Dr. Diedre F Houchen, Manager, Equity & Community Outreach at Alachua County as well as founding member and co-organizer of the Black Parent Support Network. Prior grantees of CTAC such as Christi Arrington from Girls Place, Jonathan Leslie from Project Youth Build, or care coordinators from Help Me Grow and dentists from the Saving Smiles Oral Health Program. We also would like to reach out to government officials such as Sheriff Clovis Watson Jr or members of his staff who oversee the Teen Court or Veita Jackson-Carter who works with the Teenage Parent Program (TAP). Community members such as Bishop Stokes, Executive Director of Willie Mae Stokes Community Center or staff from the Hawthorne Area Resource Center. From these types of stakeholders we would ask them to invite parents and youth to become part of the Reflective Listening Project.

The initial recruitment process is also the very first data collection point. These conversations will not be recorded but detailed notes will be maintained. These informal discussions often lead the individual to insights about the community and perceived needs of the Trust as well as community assets. The notes are then formalized into a stakeholder map which will help the VC program staff determine the best way to engage their interest and develop strategies around their availability, interests, and level of community influence.

These diverse groups of stakeholders who would become the Advisory Committee would be compensated for their time with a small stipend. One purpose for the Advisory Committee members is to act as a guide to ensure the VC program staff are working with (rather than working 'on') communities throughout the county. Another purpose is the ability to lean into the lived experiences and community expertise to ensure outreach, training, tools and recommendations are culturally competent. There is an expectation some members of the committee will support the cultivation of networks and relationships and while other members of the committee will support the making of the final data analysis and craft recommendations to CTAC.

The advisory committee will add to this Reflexive Listening Project by:

- Ensuring connections are more meaningful, respectful, and built on trust.
- Certify our activities are culturally and linguistically appropriate.
- Providing a foundation of trust adds credibility to the final product.
- Potentially become a sustainable alliance for CTAC to maintain relationships with caregivers, parents, service providers and youth.

### **Focus Groups**

Utilizing CTAC 4 priorities: all children are born healthy and remain healthy, : all children can learn what they need to be successful, all children have nurturing, supportive caregivers and relationships and all children live in a safe community. We will work with the advisory committee to develop a list of known businesses owners (i.e. licensed daycare providers or 21st Century After School Programs), services providers (i.e. members of ACSNC, Pediatrics and Primary Care Doctors, care management staff, social workers, work-force development program staff, etc.), and parent groups (i.e. PTA programs in schools, Alachua County Parent Support Group for children with special needs, faith-based organizations).

Our initial ask is not if these organizations want to participate in a focus group but if they wish to facilitate a focus group. By engaging the community in this way there is a natural opportunity to develop

one strong focus group protocol and script for everyone to follow. It is also a community empowerment tool that will increase the number of focus groups, increase the number of participants because there are more opportunities to ensure the focus groups occur at optimal times and places that are best suited to the participants. For those organizations who want to have a focus group but cannot facilitate them, VC will facilitate those groups or train other community members who expressed interest in the Reflexive Listening Project to facilitate on the program's behalf. These focus groups will also act as a lever to introduce the project to local community places as the remaining focus groups would be held in public community spaces such as community libraries or the Suwannee River Area Health Education Center.

All of the focus groups will follow a structure of completing a demographic survey, an informed consent statement, the focus group itself will be audio recorded and participants as well as facilitators will be compensated for their time. The data will be analyzed using content analysis. Which includes coding, categorizing (creating meaningful categories into which the units of analysis – words, phrases, sentences etc.), comparing (categories and making links between them). VC will invite members of the advisory board as well as members of CTAC who are not involved in the advisory board to help draw conclusions. The conclusions will then be utilized to frame discussions for the listening circles, survey development and feedback to CTAC and CTAC's strategic planning team.

### **Listening Circles**

Listening circles (or sharing circles) are a form of dialogue inspired by Indigenous populations. These practices have many different names and variations. The common theme in utilizing circles is deep listening through the sharing of stories. The focus of a circle is on the dialogue where people in the circle are exploring each other's circles and learning together. While we will have an agenda based on the findings from the focus group the goal is not to get somewhere but to receive the stories of success, needs, or barriers in promoting positive youth development through the eyes of a parent, a stakeholder, a youth, or a community member.

Circles offer exploration into generative conversation because circles provide people with an opportunity to speak and listen to each other in an atmosphere of safety, decorum, and equality. They are grounded in the participants' experience of what is, which considers feelings, experiences and things that are truly important to the person speaking. Data collection from circles occurs differently. Like the focus groups, circle participants will need to complete a demographic survey and informed consent. Unlike the focus groups there is not a recording, instead two circle keepers or circle facilitators are present in each circle both will take notes throughout the process and at the end of each circle the participants will determine what will be shared with VC for the Reflexive Listening Project.

Recruitment for the listening circles will become part of a larger social media campaign using Eventbrite, Facebook and tick tock ads as well as requesting support from organizations who hosted focus groups and the advisory committee. Listening circles will be offered for communities by geography and in locations such as Alachua, Archer, Micanopy, Hawthorne, Newberry, High Springs, Lacrosse, Waldo and throughout the city of Gainesville. They will also be offered by type of community, for example circles for teens, parents of children with disabilities, youth who have been in juvenile detention and other unifying community themes as advised by the advisory committee. Circles will be offered in person and virtually. Participants of circles will be offered a small stipend. Once a participant has sat in circle, they

will be offered the opportunity to become part of the data party for analysis or to become a co-circle keeper.

Data generated from listening circles will be analyzed using grounded theory because we want to preserve the complexity of context and avoid pre-determined theory. "Grounded theory starts with data, which are then analyzed and reviewed to enable the theory to be generated from them; it is rooted in the data and little else" (Cohen, Manion and Morrison 2007: 492). Due to the complexity of grounded theory certain parts such as coding data, analyzing data, writing memos and diagrams will be left to program staff and potential advisory committee members who have experience with grounded theory. Generating theory will be done by inviting back people who participated in the listening circle, members of the advisory committee as well as members who participated in the focus groups. The conclusions will be shared with the CTAC CTAC's strategic planning team.

## **Survey**

The survey is an opportunity to quantitatively understand the problems members of the community are experiencing. The survey will run concurrently with the listening circles and the questions are based on the findings of the focus groups.

The goal is to distill the focus groups responses into broad categories with introductory questions which as if there was a problem in a certain category with a binary response (yes or no) which leads to an open-ended question like "what problem did you have" and a follow up question with specific checkboxes. For example

*In the last three years, have you had children in your care? Yes/no*

*In that time have you had problems with child custody or child support? Yes/no*

*What problems did you have?*

*Did you have any of these additional problems (only the problems the person has not named are read)*

### *Child Support*

- Other parent will not pay child support*
- You do not know how to get the support you are owed*
- The child support obligation is more than you could afford?*
- Unable to prove paternity*
- Unable to agree on the amount of child support?*

### *Child custody*

- Disagreement over child custody*
- Disagreement over child visitation*
- Difficulty agreeing to major decisions about the children (i.e. school, religion, travel, etc.)*

### *Other*

- Caring for grandchildren or other relatives who are under 18*
- Under investigation by child protective services*

The survey will ask parents or caregivers about a variety of problems without characterizing them as parenting or youth problems. The reason for this was twofold. First, many people have serious problems that preoccupy them, but if asked would not consider them to be a parenting problem or susceptible to resolution by community programs. Second, as people who are engaged in the space of promoting positive youth, we naturally tend to view the world and problems through our own position. The survey will go through a pilot test with a minimum of ten people to improve and refine the survey questions, responses and flow.

The survey will be administered in person, at health clinics, pre-schools, community fairs, grocery stores, public parks near playgrounds, laundromats, apartment buildings, places of worship, PTA meetings, rehabilitation centers, shelter (homeless and domestic violence), etc. Survey administration will be done by people in communities, data collection will be incentivized with a stipend for the return of every ten surveys completed. For people who want to complete the survey on their own, community surveyors will have cards with a QR code that can take people to a mobile ready website with the survey. For people who choose to leave their name and contact information they will be entered into a raffle for a \$50 or \$100 gift card.

To ensure the reliability of the data collection effort, program staff will utilize connections with University of Florida and Santa Fe College to recruit students and network connections with community members through the advisory board and CTAC grantees. These individuals will be trained on standard field research procedures. The challenges with this type of data collection are the respondents may not assure widespread representation among the different subgroups throughout the county.

For members who hear about the Reflexive Listening Project and are unable to attend a listening circle and are unable to complete a survey they will be invited to make a comment on a community phone line. The community phone line is simply an answering machine where people will have up to ten minutes to make a comment about the CTAC, concerns with youth development in the county or just want to share the barriers their family is facing which prevents them from supporting the development of their child. People will have the ability to leave their information for continued conversations. The phone number will be attached to the same card as the QR code and will also be attached to the social media campaigns for the listening circles.

The data from both the survey and the community comment line will be descriptive in nature and comments will be coded using content analysis. Stakeholders who are interested in interpreting the findings will be invited to a data party. A data party is a process that teaches the community about data distribution for the survey data – specifically how data is distributed relative to the mean. We also work together to place meaning back into the data and offer conclusions as to what a finding could indicate. For example, increased utilization of food banks could be related to the COVID pandemic and a loss of community WIC sites. Placing the data back in context will improve the reporting back to CTAC

### **Interpretation and Dissemination plan**

The conclusion of data analysis for the project will largely occur with VC program staff and input with the Advisory Committee. This is a comfortable step because the community has been engaged in data interpretation at each step. The final interpretations will be presented to the advisory committee, as well as people who participated in the process will be invited to a presentation on the final results. They will also be invited to craft language around what are the recommendations for programming and



community investment from CTAC. Overall, this step both re-engages the community and creates accountability for CTAC on adopting or rejecting a recommendation in the final strategic plan.

Working with CTAC we will develop a plan to disseminate this information more formally to the Board and the Office of the County Commissioner if needed.

The final products to CTAC will be a copy of the presentation, a written report detailing the tools and procedures of the project, copies of the audio recordings and their associated transcripts, with approved notes from the Listening Circles and results of the survey.

# Record of Past Experience

## Dawn's Past Experience of Co-Learning with Community

Dawn's first primary research study was at Children's National Medical Center (CNMC). She started as a Research Assistant collecting data from young mothers who had preschool children with lived experience with violence—sitting with over two hundred women, playing with their children, and documenting their experiences with a survey that brought the data to life. Graduate studies in Epidemiology at George Washington taught understanding the world's health status is the totality of facts. In advancing to Program Coordinator and analyzing the data from the study, the stories encouraged opportunities to take a closer look at the outliers and not to disregard them to make a model work.

As the project with CNMC wound down, there was a desire to bring the stories and the community into research. A new opportunity at Johns Hopkins became available as a Program Director to manage a home safety study that had a participatory approach. There were challenges with this study because most of the research team thought of the community as a complex mass of needs and problems. Working with community health workers and walking through neighborhoods that had been foreign taught her the gift of humanity. During the pilot study knocking on doors again, the stories would return. This time she used their stories to understand a diverse and capable web of gifts and assets in the community. People who had shown commitment and leadership in the past began to emerge from the stories. These community leaders became a core group willing to support the Home Safety Study because of how we engaged them. They became motivated to use their strengths and gift to open a network of other relationships in the community. This core group became the people who would help get the message out and helped to refine the study message and the study protocol to become more inclusive to the community.

Working in partnership with a city health department on an ethnographic study on the transmission of HIV among men who have sex with men (MSM), Dawn learned just how important it is to engage the broader community as actors, not just the recipients of the services. The county invested heavily in developing a community health center where people could come in for testing and services. The staff all received culturally competent training. The communication strategy was LGBTQ inclusive, yet no one went to the clinic. Eighteen months later, the city needed to understand why. For two weeks, Dawn and another community researcher visited the community each day, engaged in community conversations and staff conversations, and conducted two focus groups with men who identified as MSM. At the end of the research period, Dawn and the rest of the research team learned the site selection for the clinic was poor. The clinic was in the middle of a deeply religious community, and the stigma around the clinic being LGBTQ-friendly made it uncomfortable for residents who needed those services to utilize them.

In primary research and evaluation, there is always a need to identify stakeholders. Working in public health stakeholders' groups often includes convening "the usual suspects," and other stakeholders in the community are often left out. One way to avoid this is by utilizing a stakeholder map to identify people with a passion for the issue and people with positions related to addressing the issue at hand. Using a map helps determine who can help influence or advocate for the issue at hand and who is a connector to other community members. By understanding who is showing up, everyone can collaborate. Everyone may not be invited to the leadership team or the core group; there is still another

opportunity in other aspects of the work that is still meaningful. This strategy was particularly useful in understanding who was engaged in the DC Tobacco Free Coalition and equally helpful in understanding which stakeholders could help advocate for Sexual Assault Prevention efforts throughout the District of Columbia.

Not all strategies go as planned. Some seem to go wrong only to end up as life-changing lessons. As an evaluator, Dawn has conducted hundreds of focus groups, developed probably a hundred surveys, and presented the results to as many stakeholders. The project that did not go well involved a community research project involving 20 key informant interviews and ten focus groups with very targeted questions regarding youth in transition. The initial report was presented to a tiny group of community stakeholders, and it did not go well. The hour-long meeting turned into four. The first hour recognized that there was not enough asking and inviting key community members. The government agency had predetermined the list of community members, the questions, and the theme. Dawn's agreement meant we had failed to ask the community to join us, and we needed them. The remaining three hours became my first full listening session, where Dawn learned that the agency and the community stakeholders felt trapped by perceived apathetic responses and services treating only the symptom. Throughout the project, we were bad listeners; everyone was so busy focusing on services that we lost sight of the communities' assets and people's motivation to improve things. After the meeting and conclusion of the project, Dawn went back to the communities and held listening conversations; she simply shared a draft copy of the report and asked what was missed. In a nutshell, while we had addressed many of the concerns – we had missed the human element of supporting youth in transitions, dreams and personal talents. Missing this vital component allowed the community to perceive the project as apathetic.

The reflexive lesson in this experience for Dawn was rethinking the epistemological position of the community, the context, and the purpose of the research. There are times when traditional focus groups, defined as a top-down approach, careful selection of a low number of participants are not only valid but instrumental. There are other times when a bottom-up design approach and the group size is based on local, social, cultural, and physical conditions is more effective. This realization led to additional study in restorative circles, decolonizing & feminist methodologies, and transformational frameworks.

As a circle keeper, Dawn has conducted circles for organizations that have been struggling with racial equity. These circles were designed to empower the participants, reveal places where there was performative allyship, and develop a shared vision for their workplace. Dawn also utilizes a sharing circle for people suffering from addiction to support one another and communicate their needs as they move into their first sixteen weeks of sobriety. Other community circles include grief circles that occur after traumatic events of community violence, which have resulted in the loss of life in addition to community grief circles throughout the COVID-19 pandemic.

### **Dawn Valentine Bio**

Dawn Valentine (she/her/WE), founder and Lead Consultant of Valentine Consulting, has more than twenty-five years of experience in community-based public health, direct healthcare services, and social science research, and more than eight years of experience consulting in program evaluation and continuous quality improvement. She has worked as the Project Coordinator/Director on multiple research projects funded by NIH and CDC; Program Director for long term care facilities funded by CMS;

lead evaluator for DC Tobacco Control, CDC Community Transformation Grant, Chronic Disease Program: Million Hearts and DC Rape Prevention Program. She has consulted with Baltimore City government, DC government, and Montgomery County government in addition to a host of nonprofit organizations and coalitions.

As a consultant Ms. Valentine frequently works at the intersection of public policy and health (e.g., alternative health, mental health and public health) where policy change can have a significant impact at all levels, and supports her clients on understanding the impact or the potential impact of large and small policy decisions. To this end she has participated in BRFSS development for the District of Columbia; developed and supported the implementation the Adult Tobacco Survey; she has also developed survey instruments for evaluation purposes; worked with stakeholders to develop a theory of change; developed logic models, conducted needs assessments; provided technical assistance in administrative requirements for allowable expenses for improved program outcomes; community ethnographic studies as preparatory work for interventions; conducted focus groups as well as long and short form interviews in person.

Ms. Valentine studied Healthcare Administration at Washington Adventist University, Public Administration and Public Policy at Walden University, and Public Health with an emphasis in epidemiology at George Washington University. Her dissertation on “The Lived Experiences in Tenured Homeownership Among American Black Households in Washington DC: will be published in December 2022.

### **Allison Shurilla Bio**

Allison Shurilla (she/they), founder and Lead Consultant of AS Community Consulting, has over 12 years of experience consulting nonprofits, schools, and public agencies on their evaluation and research goals. In addition to her consulting experience, she has 20 years of experience working in the education and nonprofit sector as a staff member, volunteer, educator, and board member, including extensive experience in education and youth work. She also has backgrounds in public health, community engagement, and the arts in a local, national, and international capacity.

Shurilla has experience working with a variety of community-based organizations as well as state and local governments and has led a number of projects focused on community-based research, needs assessments, and coordination of diverse sets of stakeholders. Her company, AS Community Consulting, also specializes in finding usable data and research solutions for the organizations it works with. This expertise will be valuable in ensuring that ongoing research and community feedback strategies will be appropriate and sustainable after this initial project is completed.

Shurilla’s approach to research and evaluation uses a combination of traditional evaluation consulting, social justice-based research methodologies, community organizing principles, and coaching techniques. She founded AS Community Consulting, Inc. with the mission of using her evaluation and research expertise to contribute to social change through honoring and uplifting the expertise of communities that are often disenfranchised, especially in the research world.

Shurilla holds a BA in sociology from the University of Minnesota and a Masters in Public Policy (MPP) from the Humphrey School of Public Affairs where she studied social and global policy, nonprofit

management, and research methodology. You can learn more about Allison and AS Community Consulting here: <https://www.asevaluation.com>.

**Relevant past project examples include:**

Research consultant for statewide interagency PDG (Preschool Development Grant) strategic planning process. This project engaged a community advisory committee and community-based listening sessions led by community members to assess and provide recommendations for the state's programs serving young children. Our role included analysis of 75 community-based focus groups, coordination of the research team, collaborating with an overall project team that included multiple state agencies, and coordinating a participatory analysis process with the community advisory committee.

Coordinated evaluation of a community-based public health effort that incorporated in-person survey distribution via Community Health Workers.

Conducted analysis of statewide needs assessment with a University Extension department. The project included analysis of interviews and community listening sessions conducted by community members and coordination with those community members to gather information and feedback throughout the analysis process.

Lead a statewide research project assessing programs and policies to reduce the educational gap for the Minnesota Latino community through community assets and a positive focus on cultural reputation and heritage. Our work included case study analysis of exemplary educational programs, individual interviews, and data review, as well as consultation on a second phase pilot project. Products include identification of best practices, policy recommendations, and written and verbal reports and presentations.

**Tecorai Jones Bio**

Tecoria Jones (she/her) community advocate has 15 years of experience advocating for positive youth development programs with local, state and federal government. She has managed incubator programs, developed summer camp curriculum and acted as a service provider. Jones has been a consultant with the Standards Review Committee with National Family Support Network, Chair for 2022 Together For Families Parent Lead with ACF/ECD Radical Family Engagement Think Tank, Thriving Families, Safer Children-South Carolina Initiative and National Committees Board Member, Be Strong Families, National Children's Trust Fund Parent Leader with the Birth Parent National Network (BPNN) and Birth and Foster Parent National Network. Jones also has lived experience with the foster care system and caregiver to children other than her own.

As a community advocate Jones often moderates and facilitates difficult conversations. She has utilized her skills in supporting nonprofit organizations as a board member in maintaining connection to their community. She is also a trained circle keeper and facilitates difficult conversations around racial equity. She has facilitated conversations across the United States within organizations and within universities.

## Budget Narrative

Budget Category	Requested Funds
Personnel	\$57,500
Travel and Space Rental	\$7,500
Marketing	\$2,500
Supplies and Printing	\$7,500
Stipends and Gift Cards	\$20,000
Training Fees	\$5,000
Total	\$100,000

### Budget Justification

#### Staff Salaries

- Dawn Valentine – Co-Program Lead – \$50/hour estimated 500 hours - \$25,000
- Allison Shurilla – Co-Program Lead - \$50/hour estimated 500 hours - \$25,000
- Tecoria Jones – Listening Circle Lead - \$40/hour estimated 187 hours - \$7,500

#### Travel and Space Rental

- Allocation for hotel fees, milage reimbursement and air fare is \$5000
- Allocation of local office space during the funding period \$2500

#### Marketing

- Social media marketing ads and WordPress website with domain for one year \$2,500

#### Supplies and printing

- General office supplies \$2,000
- Printing for surveys, training materials, signage, final storyboard etc. \$5,500

#### Stipends and gift cards

- Survey stipends for community members (250 surveys @ \$20) and raffle for survey completion (10 @ \$50 and 5 @ \$100) -
- Stipends for advisory board (\$100), focus group facilitators (\$100) focus groups participants (\$20) and listening circle participants (\$20) - \$14,000

#### Training Fees

- Training consultant fees for focus groups \$5,000

# DAWN VALENTINE

Principal Evaluation Consultant

---

## PERSONAL PROFILE

Program evaluator, researcher and strategic planner with fifteen years of experience applying participatory and culturally responsive methodology for elevating stakeholders in program evaluations and increasing individual & organizational evaluation capacity building.

## AREAS OF EXPERTISE

- Appreciative Inquiry
- Contemplative Inquiry
- Developmental and Utilization Focused Evaluation
- Empowerment and Participatory Frameworks
- Intersectionality of Race, Gender, Class and Disability
- Policy Analysis through Critical Race Theory
- Social Movements, Politics and Social Change of American Black Peoples
- Qualitative Research Methodology (e.g. oral history, grounded theory, narrative analysis, content analysis) and Statistics

## CONTACT:

Phone: +1 240 401 8975  
Email: dawn@variablescoop.com  
www.variablescoop.com

## WORK EXPERIENCE AND CONSULTING

Principal Consultant 2012- Current

Valentine Consulting  
Silver Spring, Maryland

Independent evaluation and research projects include Association of Community Services Howard County, African American Health Association of Montgomery County, Baltimore Health Department, CHEER, DC Department of Behavioral Health, DC Tobacco Free Coalition, Women's Collective. In this work, Dawn utilizes contemplative inquiry and an interpretive approach in the research process to better understand assets in communities or to understand the dynamics of a problem a program is trying to solve. Dawn partners with mission driven organizations and programs to advance equity and supports this transformation through a culturally responsive and participatory evaluation approach to advance equitable outcomes through inclusivity by working with affected marginalized communities in the evaluation design, implementation, and meaning-making process.

Lead Program Evaluation Consultant 2015-2020

DC Department of Health  
Washington, DC

Designed and evaluated multi-year CDC funded grants for DC Health: Community Transformation Grants, Chronic Disease, Rape Prevention and Tobacco Control. Facilitated program key indicator development meetings with internal stakeholders within the Department of Health, decision makers of local coalitions and developed logic models as well as formative and summative evaluation designs. Managed collaborative partnerships with coalitions, content area experts, technical assistance providers, funding agencies, data analysts, and curriculum designers for fidelity in implementation studies. Provided technical assistance to grantees and stakeholders. Convene stakeholder meetings as part of community improvement or participatory evaluation process. Led the development and customization of user-friendly data collection systems aligned with funder workplans that increase grantee and evaluator efficiency. Adapted surveillance tools for program utilization such as BRFSS and developed the DC Adult Tobacco Survey. Performed data analysis and supported performance reporting. Utilized culturally responsive and utilization-focused evaluation deliverables that leverage case studies from other states and national associations, data visualization community presentations to support data-informed decisions with a feedback loop.

# DAWN VALENTINE

---

## WORK EXPERIENCE AND CONSULTING

Program Director

2009-2010

Johns Hopkins University  
Baltimore MD

Program Director for a dual NIH and CDC grant funded community based participatory research study on home safety in East Baltimore. Supported the grants with supplemental funding for supplies. Coordinated with principal investigator and ten co-principal investigators in conjunction with Baltimore City Fire Department and Baltimore Office of the Mayor to develop a scope of work which included timelines and protocols. Developed and managed neighborhood community working groups; train and managed community health workers in motivation interviewing techniques. Foster and maintain relationships with various local community organizations through community outreach with neighborhood associations in East Baltimore. Administrative support with all budget expenditures and management of IRB applications and documents.

Project Coordinator | Research Associate & Assistant

2005-2009

Children's National Medical Center  
Washington DC

Program Coordinator, NIH funded research project for young African American and Latina mothers in the Washington DC metro area. Research Associate, locally funded DC CHIP evaluation and impact study. Research Assistant for a parent provider study, pediatric residents and young mothers study. Specific duties: developed protocols for data collection and recruitment; managed participant and recruitment database; managed the Center Six recruitment for research studies within the Goldberg Centers; interviewed and trained research assistants; maintained a log of all key decisions senior investigators; annual report writing IRB and NIH progress reports; managed all budget expenditures and IRB documents for additional amendments. Analyzed data using quantitative statistical analysis; Designed evaluation tools and data collection systems, conducted data analysis for CHIP program, Assisted in researching CHIP programs in other states; conducted literature reviews and wrote annotated bibliographies for papers and new grant proposals; drafted outlines for formal papers and policy documents.

## ACADEMIC BACKGROUND

### Walden University

PhD in Public Policy | December 2022

Masters of Public Administration

- Pi Alpha Alpha Honor Society

- Doctoral Thesis: Lived Experience of American Black Tenured Homeownership in the District Of Columbia

### George Washington University

Masters of Public Health | Epidemiology

### Columbia Union College

Bachelor of Science: Healthcare Administration



# DAWN VALENTINE

---

## PROFESSIONAL AFFILIATIONS

- American Evaluation Association
- Washington Evaluators
- Oral History Association
- International Association of Yoga Therapists
- American Society for Public Administration

## CONTACT ME AT:

Phone: +1 240 401 8975  
Email: dawn@variablescoop.com  
www.variablescoop.com

## COMMUNITY SERVICE

Committee Member, Environmental Program Evaluation TIG	
Committee Member, Feminist Issues in Evaluation TIG	
Program Chair, Advocacy and Policy TIG	
American Evaluation Association	2020-Present
Co-Chair Committee Member Measurement and Evaluation Subcommittee	2014-2017
Co-Chair Mental Health Committee Member African American Health Program	2013-2018
Committee Member HEAA Community Working Group	2013-2014

## METHODOLOGICAL TRAINING

Introduction to Oral History American University & DC Public Library	2020
Talking with Photovoice Photovoice Worldwide	2019
Developmental Evaluation Michael Patton	2016
Utilization Focused Evaluation Michael Patton	2016
Exploratory Factor Analysis University of MD College Park	2013
Social Policy for Disability Services Disability Advocate Training	2012
Time Series Analysis National Institute of Health	2011
Utilizing Interviews and Focus Groups Johns Hopkins University	2010
Program Evaluation for Public Health Centers for Disease Control	2008
Tools for Scientific Writing George Washington University	2008

# Allison B. Shurilla, M.P.P.

Brooklyn, NY

Phone: (612)205-4947

E-mail: alli@asevaluation.com

---

## **Work Experience:**

---

### **Lead Research and Evaluation Consultant (2014-present)**

AS Community Consulting, Inc.

- Qualitative data analyst for Minnesota's interagency PDG (Preschool Development Grant) strategic planning process. Role included analysis of 75 community-based focus groups, collaborating with multiple state agencies, and coordinating a participatory analysis process with a statewide community advisory committee.
- Conducting qualitative data collection and analysis of the collaborative care model of mental health services through a Brooklyn hospital serving low-income and underserved community members. Evaluation includes annual focus groups and interviews with hospital patients, interviews and focus groups with hospital staff, analysis of qualitative and quantitative data, and annual report of findings.
- Designed a qualitative evaluation plan and tools for an education-based NGO in El Salvador. Work included determination of short, medium, and long-term qualitative goals, evaluation plan design, tool design, and consultation on implementation and analysis. Evaluation also included incorporation of iPad and virtual technology for community-facilitated data collection and analysis.
- Provided evaluation consulting and coaching to a community-based nonprofit serving the South Bronx community. Evaluation focused on a community-based arts initiative sponsoring jazz ensemble performance in open community spaces. All summaries included visual representation of data (charts), basic analysis, text summary, and recommendations.
- Lead development of the Minneapolis Public Schools' Youth Participatory Evaluation program. This program engages students in all district schools serving grades 6-12 in leading evaluation projects in their school. Role included developing program, coaching students and school staff, coordinating and facilitating large group workshops and summits, and facilitating action initiatives based on findings.

### **Research Associate (2012-2014)**

HACER- Hispanic Advocacy and Community Empowerment through Research

- Provided evaluation technical assistance to the Minnesota Department of Health Eliminating Health Disparities Initiative grantees- involved consulting on evaluation activities for 6 Latino, Native American, and African American serving organizations.
  - Lead on a research project assessing programs and policies to reduce the educational gap for Latinos through community assets and a positive focus on cultural reputation and heritage. Included case study analysis of exemplary educational programs, individual interviews, and data review, as well as consultation on a second phase pilot project. Products include identification of best practices, policy recommendations, and written and verbal reports and presentations.
  - Conducted program evaluations and prepared final reports for 3 community-based health initiatives serving Latinos. Evaluations included regular communication with partner organization, modifications to evaluation design, and data analysis.
-

---

## Skill Highlights:

---

### Research and Evaluation Skills:

- In depth experience in program evaluation design, consulting, analysis, and reporting.
- Extensive experience in community-based research and evaluation methods
- Demonstrated ability to design and complete qualitative and quantitative research projects for a variety of clients and audiences, including nonprofit, education, state and local government, foundation, and the general public.
- Adept at literature review, interpretation of research for multiple audiences, identification of recommendations, presentation of findings, and production of written documents.
- Comprehensive experience in QSR NVivo and Dedoose; proficient in SPSS, STATA, and data analysis, including regression and multivariate statistical techniques.
- Highly skilled at synthesis of data and recognition of themes.
- Skilled with computers and able to quickly adapt new computer skills.
- Strong critical thinking, written and verbal communication, and presentation skills.

### Program Management and Community Experience:

- Work with diverse communities, including in-depth experience with Latine, East African, Hmong, and low-income populations.
- Coordination of programming with community organizations.
- Direct experience with nonprofit and community-based organizations, including grant writing, event coordination, and meeting facilitation.
- Fluent in Spanish, proficient in Portuguese.
- Extensive experience in out of school time education.
- Understanding of the local, state, and national political process.
- International experience and awareness; direct experience in El Salvador, Mexico, and the Dominican Republic.

---

## Education:

---

University of Minnesota: Twin Cities

Hubert H. Humphrey Institute of Public Affairs; 2008-2010

**Masters in Public Policy: Education, Immigration, and International Policy**

University of Minnesota: Twin Cities; 2003-2007

**B.A. in Sociology and Spanish Studies**

---

## Publications

---

- Shurilla, A., Deal-Marquez, G., Ebinger, C., Gutierrez, R. (2012) *Opportunities and Challenges: The Education of Latinos in Minnesota*.
- Aleixo, M., Chin, J., Fennelly, K., & Shurilla, A. (2011). Analysis of Policies toward Applications from Undocumented Students at Big Ten Schools in 2009. *Law and Inequality: A Journal of Theory and Practice*. Vol. 30, Issue 1.



# Tecoria A Jones

## CONSULTANT

Facilitator, Co-Design Specialist, Communicator

[tecoriaajones@gmail.com](mailto:tecoriaajones@gmail.com); (803) 989-0202

208 Sheridan Drive; Columbia, SC; 29223

- I create intentional connection to create relationships, trust and collective action.
- I serve parents, families, and communities.
- I value and pursue data, narrating and illustrating it with expertise and varied lived experiences.
- I prioritize strength-based languages and approaches in co-design and communication.

## RECENT CONSULTANT WORK

Standards Review Committee with National Family Support Network  
Chair for 2022 Together For Families  
Parent Lead with ACF/ECD Radical Family Engagement Think Tank  
Thriving Families, Safer Children-South Carolina Initiative and National Committees  
Board Member, Be Strong Families  
Circle Keeper and Circle Keeper Trainer  
National Children's Trust Fund Parent Leader with the Birth Parent National Network (BPNN) and Birth and Foster Parent National Network

## PRIOR EXPERIENCE

**February 2018-August 2020** *Referral and Outreach Coordinator SC Child Care Inclusion Collaborative, Child Development Research Center, UofSC-Columbia's College of Education*: Provided resources childcare, special needs and concrete supports for parents/caregivers-Administrative assistant duties-Agency-based outreach

**April 2016 - January 2017** *Federation of Families/Continuum of Care, SC State Capitol Complex*  
Parent Peer Support Provider: Establish and build relationships with youth and their families- Establish and build relationships with community partners- Hold trainings- Coordinate meetings- Data entry

**October 2012 - September 2015** *Whole Foods Market, Columbia, SC* Buyer: Operate on a budget within margin -Compile comprehensive reports in a timely manner -Train and supervise team members - Effective Communication

**April 2009 - August 2010** *Growing New Farmers Incubator Program & Joseph Fields Farm; John's Island, SC* Farmer's Apprentice: Create, maintain online market for farm-to-chef operations -Set-up, manage open air markets - Train and supervise farm workers and new apprentices -Farm hand duties - Administrative duties

## EDUCATION

**July 1991** Dreher High School, Columbia, SC HSD with Honors

**1991-1992** COURSEWORK: Columbia College, Columbia, SC: Chemistry Education Major

**MAY 1998** University of South Carolina, Columbia, SC Bachelor of Arts in Interdisciplinary Studies in Social Studies, Criminology, Urban Geography, Politics and International Studies

**2006-2007** COURSEWORK: Colorado Technical University, MA Project Management

## VOLUNTARY SERVICE

**June 2020-present** FoodShare delivery driver

**March 2019-February 2022** PRISMA Children's Hospital Family Advisory Council-Member, Current Chair.

**August 2018-June 2021**

School Improvement Council, current Chair at JCE  
Richland Two PAC

**August 2018-present**

Birth Parent National Network, Birth Parent  
Birth and Foster Parent Partnership, Birth Parent

**April 2017-present**

Children's Trust Child Wellbeing Coalition; Leadership Team  
Parent Matters of the Midlands Lead Parent

**November 2016-June 2017**

Clemson Road Child Development Center  
Parent Volunteer, Assist Teacher and TA to reinforce Conscious Discipline techniques

**May 2011-February 2012**

WJB Dorn Medical Center, Columbia, SC  
Nutrition Clinic/TeleMove: Provide program support, Data entry, Direct service to veterans

## CERTIFICATIONS & TRAININGS

Trauma- Recovery Needs Awareness/Protective Factors

**Adverse Child Experiences  
(Trainer)**

Parent Peer Support Provider

**Protective Factors Framework  
(Trainer)**

W.R.A.P. Wellness Recovery  
Action Plan

Be Strong Families Parent Cafe

Massage Therapist (licensing application in process)