**Sun Meadow Regional Agency Individual Meetings Questions with Leaders**

**Implementation Mapping Interview**

| Respondent & Titles: | Mrs. Walker; Superintendent  Mr. Ludwick; HR Director  Mr. Smith; Assist. Superintendent of Special Education  Mr. Brown; Assist. Superintendent of Curriculum & Instruction  Mrs. Vetroski; Assist. Superintendent of Birth - 26 Student Opportunities | Interviewers: | Implementation Specialist |
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| Intervention + Core Components | Addressing Equity - Still in exploration and no innovation has been selected. | | |
| **DRIVERS** | **HOW** | **WHO** | **Additional Notes** |
| **Competency Driver: Selection** |  |  |  |
| You are in the process of hiring a position. Tell us a bit about the process and what you take into consideration when hiring? | We have considered hiring a Diversity, Equity and Inclusion coordinator. We are not yet sure what they would do, but a lot of organizations are hiring this type of role. | Superintendent and HR Director are considering this as an HR Staff member. |  |
| **Competency Driver: Training** |  |  |  |
| *How is training provided to help administrators and staff learn about the Diversity, Equity and Inclusion initiative? What types of training are you providing around this work?* | We have conducted two book studies on a volunteer basis.  In the fall we met 4 times for book one in the evening for about an 1 and a half.  Over the winter for book 2 we met 3 times for 2 hours each session. | Anyone could attend from the agency and it was facilitated by our executive cabinet. | The books were:  How to be an Anti-Racist by Ibram X Kendi. (30 participants)  Inclusify by Stefanie Johnson (25 Participants) |
| *Do you collect and use training effectiveness data? What does this look like?* | We did ask everyone to complete a survey at the end of each book study. | The survey was created by the executive cabinet and it was mainly created to see if we should continue offering the book studies. | The result was most staff members liked the book studies but were really not sure what they took away or changed from the conversations. |
| *Are there any external partners supporting your DEI initiative?* | No, at this time we decided we could conduct our own learning as we learn more about the staff needs in this area. However we are looking at a simulation activity we can purchase from a local non-profit. | Mr. Brown is looking into the simulation. | Try to learn more about the simulation for it is selected. |
| **Competency Driver: Coaching** |  |  |  |
| *Do you provide coaching directly to staff after training is offered? Do staff have coaches to support the implementation of the selected interventions?* | We don’t think coaching is needed at this time. |  |  |
| *What does coaching look like at Sun Meadow? Do you have a system, model, or plan?* | We do have coaches, but their role is to work with our districts and not necessarily designed to work with internal staff. We do have a very structured system for this. | The coaches report to Mr. Brown. |  |
| *With the coaching that is available, is data collected to measure the effectiveness?* | For the instructional coaching - yes, but as indicated it really is not connected to our internal work. | Mr. Brown collects the data |  |
| **Fidelity** |  |  |  |
| *What is your understanding of fidelity data? Do you collect it currently?* | We understand the concept of fidelity data and collect it on a few evidence-based programs we support. | Varies by department. |  |
| *How have you considered collecting and using fidelity data for your equity initiative and programming?* | We have not considered it as we have not selected a specific practice or program. |  |  |
| **Organization Driver: DSDS** |  |  |  |
| *You mentioned that this will be the first year you have considered an equity initiative Tell us more about this.* | Based on some initial feedback we received from some staff, there was a concern about the lack of equity in our policies and diversity within upper management that were creating the policies. We decided to start slow with the book studies. | The initial feedback was received by Mrs. Vetroski; Assist. Superintendent of Birth - 26 Student Opportunities.  The decision for the book studies was made by the Superintendent and the executive cabinet. | Try to learn more about this initial feedback that was received. |
| *How have you used the data collected and analyzed so far? How does this connect to other initiatives you have going on?* | We sent out a survey to staff to learn more about the concerns. We haven’t used it yet as we have varying perspectives on the results.  It does not really connect to other initiatives as each department has their own projects they are focused on. | Survey was created by executive cabinet and sent out on the first day staff reported back from the summer. | Only executive cabinet has access to the results.  Results have not been shared with the staff at the agency.  Only 37% of the staff completed the survey. |
| *Tell us a little bit about how your data coordinator works and this individual's role.* | We really haven’t thought about including the data coordinator. Maybe she could pull data on the diversity across the agency and district in regards to demographic data we have. | Data coordinator reports to Mr. Brown (Instruction) and Mr. Ludwick (HR) |  |
| **Organization Driver: FA** |  |  |  |
| *Describe your leadership structure at Sun Meadow? Do you have an organizational chart we can look at?* | We can share an organizational chart.  Superintendent makes the final decision. Executive cabinet is made up of individuals who run each department. | Mr. Ludwick (HR) has the chart and makes the chart |  |
| *Who has decision making power in connection with the DEI initiative? Are they able to allocate resources to support the implementation of the DEI initiative?* | The superintendent and HR director make all final decisions regarding the DEI Initiative. At this time there are no dedicated funds to the work. Depending on the program selected resources will have to examined. | Superintendent  HR Director |  |
| *Tell us a bit about how the various departments and divisions work together or don’t.* | There is little cross departmental work as each department manages their own mandates from the state and receives different requests from the districts. | The purpose of the Executive cabinet is more for providing updates to the superintendent. The DEI initiative will be the first that all assistant superintendents work together on. |  |
| **Organization Driver: SI** |  |  |  |
| *How have various groups (administrators, staff, districts) been communicated regarding the DEI initiative?* | External to the agency - none. This is for our own internal work.  Internally - the superintendent indicated that the executive team has heard concerns and is working through next steps. A reminder that book studies may continue this year as well. | The superintendent’s admin assistant sent the communication via email. She also sent out the initial communications about the book studies. |  |
| *How is feedback collected from the staff regarding the need for a Diversity, Equity and Inclusion initiative?* | The initial feedback or concerns were collected in an informal manner  We then collected feedback on the book studies - which was really good.  We sent out a survey to collect some data, but we are not sure it is useful. | by Mrs. Vetroski; Assist. Superintendent of Birth - 26 Student Opportunities.  Executive Cabinet  Executive Cabinet |  |