Sample Client Services Overview

This overview represents the services for one client of the professional learning partner.

Services Overview

Curriculum or Content Area (adoption)	
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, *or* System Design and Leadership Support)	System Design and Leadership Support
Number of educators serviced	☐ 1 – 50 ☑ 51 – 100 ☐ 101 – 500 ☐ 501 – 1000 ☐ 1000+
Audience (select all that apply)	☐ Teachers ☐ School Leaders ☑ Instructional Coaches ☑ District Leaders
District Type	☑ Traditional District ☐ Charter ☐ Suburban ☑ Greater than 20% of English language learners ☑ Greater than 20% students with disability ☐ Private ☐ Parochial ☐ Rural ☑ Greater than 60% of economically disadvantaged students ☑ Greater than 80% students of color

District Size	☐ Fewer than 2,500 students	☐ 50,001 - 100,000 students
	☐ 2,500 to 10,000 students	☑ More than 100,001 students
	☐ 10,001 - 50,000 students	

Delivery Format	☑ Virtual	
	☑ In-person	
	☑ Hybrid	

Total Cost Range[1]	☐ Less than $50,000	☐ $500,001 - $1,000,000
	☐ $50,000 - $100,000	☐ $1,000,000+
	☑ $100,001 - $500,000	

Services narrative

What were the goals of the professional learning? How did you work with the school or system to determine the goals and progress monitor for them throughout the engagement? (Limit 200 words)

The goals for the services were to transform student outcomes by developing the systems and structures required for inclusive instruction and directly developing educators across roles. Blue Engine partnered with district leaders who wanted to ensure they had the conditions to implement HQIM through effective, inclusive instruction.

Our team set the goals with the partner during kick-off and then throughout the baseline analysis and discovery stage. Regular check-ins allowed system leaders and Blue Engine to identify the highest

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[1] Includes any travel related expenses, etc.

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priorities to ensure effective conditions for HQIM implementation and inclusive instruction.

How was this professional learning customized to meet the educators' needs? How were facilitators prepared to meet the needs of participants? (Limit 200 words)

A "Welcome" and alignment meeting to ensure a successful partnership launch allowed Blue Engine staff to ensure they had a deep and shared context and alignment with the school system on the partnership goals and areas of focus, as well as a plan for all logistics.

Describe the delivery structures employed and how often participants were able to participate in

professional learning over the length of the engagement. (Limit 200 words)

Delivery structures included

- A Baseline Analysis and Discovery, which included reviewing artifacts from the school system, conducting interviews with district and school leaders, and conducting focus groups with teachers and school leaders.
- Insight Memo: The insight memo summarized discovery findings aligned with the partnership goals and made recommendations for future partnership work.
- From these findings, Blue Engine worked with leaders to develop and draft a vision for highly effective HQIM implementation and inclusive practices.
- Then, the team planned a series of strategic planning sessions to address high-priority areas and provide support in resource development to assist in implementing the vision for high-quality instructional material implementation and inclusive practices.

How did the professional learning build on previous work or set the foundation for additional professional learning? (Limit 200 words)

- This support allowed us to work with the system to both address enabling conditions needed and identify the professional learning for the system.
- In addition to planning with the district team, we delivered professional learning to instructional coaches to build their capacity and skill sets to coach teachers effectively in implementing the HQIM and inclusive practices.