



## **Proposal**

# **Lexington-Fayette Urban County Government**

Submitted by:

**Millennium Learning Concepts**

*An intelligent approach with proven solutions that facilitate sustainable change.*

**Dr. Roger Cleveland**

Owner and President

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**March 2021**

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# I. EXECUTIVE SUMMARY AND OVERVIEW

Millennium Learning Concepts (MLC) is pleased to offer our bid to provide a comprehensive and customized diversity, equity, and inclusion assessment and interactive training for the Lexington Fayette County Urban Government.

MLC is an innovative company that uses an intelligent approach with proven solutions to facilitate sustainable change through effective practices. MLC has been providing services for more than 16 years and has conducted over 50 Equity, Diversity, and Inclusion Assessments and well over 200 trainings addressing implicit bias, microaggressions, cultural competence, and cultural humility. We are passionate about delivering quality services and promptly responding to your needs.

Millennium Learning Concepts understands that LFCUG is seeking to eliminate unconscious bias, as well as maximize diversity, equity, and inclusion to maintain its commitment to eradicating discrimination and discriminatory practices in city government and ensure racial equity.

MLC will provide LFCUG with tools to raise awareness of barriers to true diversity, equity, and inclusion. The services have been proposed in a Phased approach. The timeframe to complete all three proposed services will be 4 months. All phases of the engagements will be led and managed by Dr. Roger Cleveland.

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## Deliverables Phase

**Phase 1:** Develop, execute, and perform a Diversity, Equity, and Inclusion assessment.

**Phase 2:** Develop and facilitate an online training addressing implicit bias, microaggression, and cultural competence.

**Phase 3:** Develop an online training module addressing implicit bias and cultural competence.

Our consultant team is well versed in Diversity, Equity, and Inclusion practices. The staff involved with this RFP will be selected by Dr. Roger Cleveland.

## II. INTRODUCTION

Dr. Roger Cleveland is the Founder and President of Millennium Learning Concepts. Since 2004, Millennium Learning Concepts has provided technical assistance, professional development, equity & culture assessments, written performance plans, equity and inclusion plans, educational research, and diversity training for organizations across the country.

Our services include but are not limited to, organizational assessment, effective implicit bias training and its impact on performance, written improvement plans and implementation strategies, leadership development, equity-based practices, policies, programs, processes, and procedures for systemic change.

Our consulting team is well versed in diversity, equity, and inclusion practices offering over 50 combined years of professional experience. We seek the opportunity to facilitate sustainable and transformative change for your organization through effective practices.

## III. SERVICES REQUESTED

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### Deliverables Phase

**Phase 1:** Develop, execute, and perform a Diversity, Equity, and Inclusion assessment.

**Phase 2:** Develop and facilitate an online training addressing implicit bias, microaggression, and cultural competence.

**Phase 3:** Develop an online training module addressing implicit bias and cultural competence.

Our consultant team is well versed in Diversity, Equity, and Inclusion practices. The staff involved with this RFP will be selected by Dr. Roger Cleveland.

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### A. Phase One: Organizational Assessment

#### Why a Diversity, Equity & Inclusion Assessment?

The quality of the culture at Lexington-Fayette County Urban County Government (LFCUG) is the most crucial factor in shaping and driving organizational change and effectiveness, program design, and meeting the needs of your employees and external clients including multiple stakeholders and suppliers. Accurately assessing Diversity, Equity, and Inclusion (DEI) will support the goals and objectives of LFCUG which is to ensure we can make Lexington a place where citizens of all ages have opportunities to work, grow and thrive.

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## What is a Diversity, Equity & Inclusion Assessment?

An organizational diversity, equity, and inclusion assessment is an examination of the existing equitable practices, organizational culture, and climate at LFCUG with emphasis on racial equity, inclusion, and diversity. The assessment examines the institution's strengths and deficits with respect to ensuring that staff and leadership are equipped to meet the diverse needs of the citizens of Lexington-Fayette County.

The diversity, equity, and inclusion desk audit are designed to assist organizations in leveraging inclusion and diversity to increase performance. It is a mixed-methods evaluation of an organization's inclusion and diversity management. Attention is given to examining how policy, programs, personnel, practices, processes, and procedures transpire to increase productivity or conspire to decrease performance. The assessment process will be an examination of data which will include stakeholder survey analysis, a review of policy programs and services, recruitment, hiring, professional development and promotions, procurement, and demographic data.

**Discovery with Leadership:** Courageous Conversations with senior leadership about their role in championing a culture that promotes diversity, equity, and inclusion.

**Data Collection and Desk Audit:** Electronic assessment of organizational documents i.e., diversity plan, strategic plan, organizational assessment results, demographic data, performance data, survey data and results, processes, policies, program design, recruitment, hiring and retention data, professional development policies and records. This step in the process happens before survey dissemination.

**Online Equity and Climate Survey:** Staff, leadership, and stakeholders will take part in an online climate survey.

**Focus Group Interviews (Live or Virtual):** Staff, leadership, and stakeholders (clients, lenders, agencies, etc. will participate in a live or virtual focus group.

**Description of the Report:** The specific findings, commendations, and recommendations are organized in the report comprised of the following areas: (a) Opportunities for Growth, (b) Findings (c) Finding Source(s) (d) Organization's Next Steps (e) Timelines/Persons Responsible (f) Researched Based Recommendations. The report will also give recommendations to:

- Integrate DEI into internal processes and systems.
- Integrate DEI in public-facing work with stakeholders.
- Commitment to DEI using a top-down approach of leadership to front-line staff.

**Assessment Report:** Draft report sent to appropriate personnel.

## B. Phase Two: Virtual Training: Implicit Bias, Cultural Competence, & Train-the-Trainer

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### THE PLAN:

Millennium Learning Concepts will train all participants, using the virtual platform Zoom.

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### TRAINING OBJECTIVES FOR LINE WORKERS:

- Build common language and shared knowledge about Diversity, Equity, and Inclusion.
  - Create a common understanding of Implicit Bias and Cultural Competence.
  - Understand the importance of building an inclusive place to work, boost employee morale, and foster cultural change.
  - Demonstrate how Diversity, Equity, and Inclusion are germane to city employees' work.
  - Increase employee collaboration, enhance interpersonal skills and empower employees to feel more valued and respected in the workplace.
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### TRAINING OBJECTIVES FOR MANAGERS AND LEADERSHIP:

- Develop strategies to integrate Diversity, Equity, and Inclusion into LFUCG's routines, practices, vision, values, and organizational goals.
- Coach staff through the lens of cultural competence and cultural humility.
- Strengthen existing equitable policies and procedures for leaders and managers.
- Establish best practices for Diversity, Equity, and Inclusion that builds upon a larger cultural commitment to continual learning.

Training will be delivered through multiple mediums and audiences including but not limited to:

- Executive Leadership live or virtual with no more than 30 per class.
- Staff live or virtual with no more than 100 per class.

Train-the-Trainer Plan:

*The proposal shall include provisions by which LFUCG trainers are authorized to deliver the workshop curriculum to LFUCG personnel when serving as primary class instructors.*

Note: During each session, Millennium Learning Concepts will provide a Pre-test and Post Test Assessment

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## CURRICULUM OUTLINE

MLC will provide a comprehensive professional learning approach through virtual workshops, train the trainer sessions and an online learning module designed to engage participants in a variety of adult learning modalities. The curriculum will include implicit bias, micro-aggression, and cultural competence. Each professional learning experience will include learning objectives, desired outcomes, learning tasks/activities, and assessments (pre/post) depending on the delivery modality. This outline of the training content places the participant in the role of the learner or presenter (what do you want to know, what do you want them to learn, what do you want them to know and do?)

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- I. Include an introduction for each module.
  - a. Define the topic.
  - b. Assess prior knowledge.
  - c. Gain deeper understanding.
  - d. Apply newly acquired knowledge and information.
  
- II. Transition to the next segment of the training
  - a. Build an intentional connection to the previous module or learning event.
  - b. Activate learning through situational learning experiences or scenarios.
  - c. Measure learners/participants against desired outcomes?
  
- III. Incorporate videos research, discussions, and polling.
  - a. Incorporate activities include choice or different ways to demonstrate knowledge.
  - b. Use images, sounds, audio (verbal instructions/script), and charts/graphs enhance the learning experience.

## CONTENT OVERVIEW

### Understanding Implicit Bias

Organizations, governmental agencies, and businesses are full of well-intentioned individuals—administrators, leaders, staff, and volunteers—who desire to make a difference in their work environments and communities. Yet we are faced with challenges or barriers that hinder the expected collegial exchange that is required to create an equitable work environment. What is the cause of this? It is estimated that the human brain is capable of processing 11 million bits of information every second. It is believed that implicit mental associations arise outside of our conscious awareness, that do not align with our explicit beliefs and stated intentions—Implicit Bias! It is this unconscious bias, if recognized and confronted will make a difference in the lives of colleagues, friends, and acquaintances across the Commonwealth and the nation. This workshop will provide participants with an in-depth introduction to implicit bias, the research, practicality and a variety of ways it manifests itself in our current work environments.

### Implicit Bias and Its Effects on the Work Environment

The large corpus of research on Implicit Bias has identified several various identities that trigger biases: race, gender, ethnicity, age, LGBTQ, size, etc. So, when a leader, staff member, or co-worker harbors these biases, and they see you and/or others differently, that may result in unfair treatment, harsher penalties, heavier scrutiny, or even disrespected as a contributor in the work environment (as indicated in the research)! The result often has deleterious impacts on work performance, decision making, and create a culture of mistrust. Ignoring these biases can destroy positive workplace environments and minimize collaborative efforts to achieve goals or accomplish task. There are microaggressions, stereotype threats, and overt discrimination that results from Implicit Bias. In this workshop, participants will be exposed to those unconscious (and maybe conscious) activities that affect strategies for avoiding these negative behaviors will be given.

### Microaggressions

Kevin Nadal: Microaggressions are defined as the everyday, subtle, intentional — and oftentimes unintentional — interactions or behaviors that communicate some sort of bias toward historically marginalized groups. Are we allowing these subtle behaviors to hinder our ability to work in an environment where everyone is viewed as a contributor? If words and actions are power, then we can choose to empower others for the benefit of our organizational success. In this workshop, participants will define microaggressions, identify them, discuss unintentional actions or assumptions, and determine how to avoid or overcome the impacts microaggressions have on individuals and the work environment.

### Overcoming Implicit Bias

There are several ways suggested in the research on overcoming and alleviating the ravishing and deleterious effects of Implicit Bias. Banaji [n.d.] states the first steps most clearly when he said, “The first step to defeating our hidden biases is to be honest with ourselves about the blind spots we have. Having a bias is only human. The only shame is in making no effort to improve.” The research then suggests Education and Training; Intergroup Contact, Mindfulness Meditation, counter-storytelling. This workshop will incorporate all these strategies. Simply put, “Implicit Bias is like a habit that can be broken through a combination of awareness of implicit bias, concern about the effects of that bias, and the application of strategies to reduce bias” (Devine, Forcher, Austin, & Cox, 2012, p. 1267).



## Cultural Competence

Cultural competence in the broadest sense encompasses the ability to understand, interact, and effectively communicate with people across various cultures. It is the ability to respectfully and thoughtfully build connections and meaningful relationships that foster a sense of belonging and acceptance across cultural differences. Cultural competence requires that we have an understanding and awareness of our own culture, a willingness to learn about the practices, beliefs, and worldviews of other cultures, and a deliberate and positive attitude towards cultural differences. Lastly, cultural competence requires that we lead and engage these differences with an attitude of acceptance and respect. De Guzman et.al. (2016) state “Reflecting critically on our own biases and prejudices helps to develop the skills necessary to effectively interact and engage with individuals whose cultural background is different than our own. Realizing that everyone has biases is an important step for building cultural competence.” In this workshop, participants will learn how to integrate the five building blocks of cultural competence: self-awareness, open attitude, awareness of others, cultural knowledge, and cultural skills, into their daily behaviors to develop their own cultural competency.

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## C. Phase Three: Online Modules

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### ONLINE MODULE PLAN

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The strategy to develop and deliver a quality online learning experience begins with the collaborative engagement of the LFUCG representatives. The LFUCG representatives will serve as subject matter experts about the online training delivery development. Millennium Learning Concept’s Instructional Designer and the LFUCG representatives will participate in an iterative design and development process including:

- Analysis of the training project
- Design approach
- Development of the Training Module
- Implementation (quality checks and deployment recommendations)
- Evaluation of the learning experience

The online training module design will incorporate proven professional learning methodologies incorporating high yield adult learning strategies as well as effective distance learning strategies to build capacity across the LFUCG community. The project deliverables include but are not limited to:

- Develop an online, self-paced, training module and associated workshop materials, will become the property of LFCUG.
- The content will include implicit bias and cultural competence.
- The asynchronous delivery will provide interactive learning experiences supporting individualized learning.
- Pre and Post assessments along with scenarios will support content-anchored learning experiences for participants.

- Millennium Learning Concepts will collaborate with LFUCG representatives to establish a proficiency/completion rate to satisfy participant training requirements.
- Provide the online training module in an industry standard format to work with the LFUCG Learning Management System (SCORM 1.2, SCORM 2004, Tin Can, etc.)
- Train the trainer courses for designated staff.
- Depending on the LFCUG Learning Management System, provide online training module results of all participants.

Millennium Learning Concepts recognizes the necessity to provide comprehensive learning experiences. The online learning module will complement and reflect the learning expectations outlined in this proposal.

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## IV. FEE STRUCTURE

### Assessment

Diversity, Equity, and Inclusion Desk Audit (Document Review)	\$ 15,000.00
Online Equity and Climate Survey (Spring 2021)	\$ 5,000.00
Written Report	\$ 5,000.00
Report Research & Development	\$ 5,000.00
Online Equity and Climate Survey, Analysis and Report (Spring 2022)	\$ 5,000.00
<b>TOTAL</b>	<b>\$ 35,000.00</b>

### Education and Trainings

30 Virtual Trainings (100 participants per session)	\$ 50,000.00
Train-the-Trainer Sessions Virtual or Face-to-Face (Four Sessions)	\$ 15,000.00
Online Module (On-Boarding)	\$ 15,000.00
Materials	\$ 3,000.00
Administrative Cost	\$ 2,500.00
<b>TOTAL</b>	<b>\$ 85,500.00</b>

### Total

<b>Assessment</b>	\$ 35,000
<b>Education and Trainings</b>	\$ 85,500
<b>Grand Total</b>	<b>\$ 120,500.00</b>

## V. COMPETENCE

### MILLENNIUM LEARNING CONCEPTS

Millennium Learning Concepts is designed to determine solutions ensuring high-quality instructional practices in all classrooms. This effort will create professional learning and support services faculty and leaders across the country can access to facilitate high-quality teaching and learning experiences. Professional learning is specifically designed to support equity, culturally responsiveness, implicit bias, micro-messaging strategies to meet the needs of colleges. Our services include but are not limited to, effective implicit bias training, instructional strategy development and implementation, principal leadership development, equity-based practices, and school turnaround services. Our consultant team is well versed in educational practices offering over 16 years of professional experience. We seek opportunities to facilitate sustainable change through effective practices.

#### DR. ROGER CLEVELAND

#### OWNER AND PRESIDENT OF MILLENNIUM LEARNING CONCEPTS



Dr. Roger Cleveland has been at the forefront of equity and inclusion initiatives for over a decade. He has traveled extensively across the country conducting equity assessments, developing diversity plans, and delivering training solutions around issues of implicit bias and its impact on performance. He is widely sought after for his expertise in cultural proficiency and has served as an equity consultant, moderator, keynote, and presenter at over 80 conferences, forums, and symposiums.

His experience includes work around staff development events for school districts, state educational agencies, and universities. In addition, he has conducted training sessions for non-profits, social service agencies, the U.S. Attorney's Office, and businesses like Toyota Manufacturing North America, Ashland Oil, and Valvoline.

Cleveland has been recognized for the passion he brings to his work. He has received the P.G. Peoples Equity and Excellence Achievement Award from the Fayette County Equity Council for his work in improving local schools. He was inducted into the Kentucky Civil Rights Hall of Fame, honored by the Kentucky Association of Blacks in Higher Education as Professor of the Year, and recognized as Teachers Making a Difference at Eastern Kentucky University. The Lexington-Fayette County Urban League honored Cleveland as The Individual Champion for Diversity Award at the League's 48th annual Empowerment Banquet.

He is also the associate director of the nationally recognized Black Males Working (BMW) Academy Program at First Baptist Church Bracktown in Lexington, Kentucky. The Academy helps African American males prepare for colleges and careers through academics, leadership, mentoring, enrichment activities, and college visits.

Dr. Cleveland is currently a professor at Eastern Kentucky University.

Since 2004, Millennium Learning Concepts has provided technical assistance, professional development, equity & culture audits, educational research, and educational resources for all the following:

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## SCHOOLS & UNIVERSITIES

Tennessee Department of Education  
St. Louis Public Schools  
Southeast Equity Center (Florida)  
Adams High (South Bend, Indiana)  
New Albany- Floyd-County School Corporation (Indiana)  
Indiana Department of Education  
Dunbar Elementary (Atlanta Public Schools)  
Georgia Adult Education Department  
Mississippi Department of Education  
Anchorage, Alaska Principals  
Butler University (Indiana)  
Middle Tennessee State University  
Lawrence County Schools (Kentucky)  
Fayette County Schools (Kentucky)  
University of Purdue at Calumet  
Stoneybrook Middle School (Indianapolis)  
Marian College (Indiana)  
Mississippi Learning Institute  
Noxubee County Schools, Mississippi  
Clarksdale School District, Mississippi  
Kosciusko School District, Mississippi  
Marshall County Schools, Mississippi  
Ector County Schools (Odessa, Texas)  
Kentucky Department of Education  
West Central Tech Community College, Carrollton, Georgia  
Jackson Public Schools, Jackson, Mississippi  
Indiana University-Northwest  
Ramsey Middle School-Louisville, Ky  
Jessamine County Schools-Nicholasville, Ky

Red Bank High School-Chattanooga, Tn  
West Carrollton Community & Technical College, Carrollton  
Georgia  
Pascagoula School District, Mississippi.  
Indiana University  
Roger Bacon High School (Cincinnati)  
Jefferson County Public Schools (Louisville)  
Morehead State University  
Wingfield High School (Jackson, Ms)  
Lincoln County Schools (Kentucky)  
Confluence Prep. Academy Charter School (St. Louis)  
Southeast Community & Technology College  
Fayette County (Ky) Day Treatment Center  
Castle Heights Elementary (Tennessee)  
Frost Middle School (Louisville)  
Kentucky Community Technical College  
Richland I School District (Columbia, South Carolina)  
Richland II School District (Columbia, South Carolina)  
Clark County Schools (Las Vegas, Nevada)  
Moss Point School District (Moss Point, Mississippi)  
Hillcrest Academy (Cincinnati, Ohio)  
The University of Alabama  
Yates Elementary (Lexington, Kentucky)  
Tuscaloosa City Schools  
Confucius Institute (University of Kentucky)  
Harris County Department of Education (Houston, Tx)  
Cleveland Metro Schools, Cleveland, Oh  
Cincinnati Public Schools, Cincinnati, Oh

## AGENCIES & CORPORATIONS

Valvoline  
Ashland Oil  
Kentucky Department of Education  
United Way of the Bluegrass  
North America Toyota Manufacturer

Baptist Health Kentucky  
Delta Gas Company  
Kentucky Community Technical Community System  
Lexington-Fayette Urban County Government

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# Dr. Roger C. Cleveland

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## University Address

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Powell Building 100 A  
521 Lancaster Avenue  
Richmond, Kentucky 40475  
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## Educational History

Ed. D. Educational Foundations, University of Cincinnati, 1998  
Area of Concentration: Social and Cultural Foundations of Education

M.A. Sociology of Education, Union College, 1990

B. A. Communications, Morehead State University, 1986

## Work Experience

### University Experience

University	Rank/Position	Date
Eastern Kentucky University	Director-Faculty Dev. & Diversity Initiatives	2020-Present
School of Education Kentucky State University	Professor	2018-2020
Director, CREED Center (Center for Research on the Eradication of Educational Disparities) Kentucky State University		2018-2020
Inclusive Excellence Trainer (Implicit Bias, Cultural Competency, Micro-Aggression) Eastern Kentucky University		2016- 2018
Eastern Kentucky University Richmond, Kentucky	Associate Professor Dept. of Educational Leadership & Policy Studies	2008-2018
Morehead State University Morehead, Kentucky	Assistant Professor Department of Curriculum, and Instruction	2005-2008
Middle Tennessee State University Murfreesboro, Tennessee	Academic Advisor/Adjunct Faculty Development Studies Department	1999-2000

### K-12 Professional

Position	Date
Kentucky Department of Education Director Division of Federal Programs and Instructional Equity	2002-2005
Kentucky Department of Education Branch Manager	2000-2002

Kentucky Department of Education	Division of Equity Consultant Division of Equity	1999-2000
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Cincinnati Youth Collaborative (Cincinnati Public Schools)	Case Manager	1992-1998
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## Teaching Experience

Teaching	Class	Date
<b>Kentucky State University</b>	EDU 202 Introduction to Education	Spring 2019
<b>Eastern Kentucky University</b>	EDC 106 Culturally Responsive Perspectives	Spring 2018
	ETL 800 Teacher Leaders (Online)	Fall 2017
	EAD 853 Conditions for Learning (Online)	Fall 2016
	ETL 800 Teacher Leaders (Online)	Spring 2016
	EDF 203 Foundations of Education	Spring 2016
	EDF 203 Foundations of Education (Online)	Fall 2015
	EAD 853 Conditions for Learning (Online)	Fall 2015
	EAD 853 Conditions for Learning (Online)	Spring 2015
	EAD 853 Conditions for Learning	Spring 2014
	ETL 800 Teacher Leaders (Online)	Spring 2014
	EDL 931 Leadership in Rural Studies	Fall 2013
	ETL 800 Teacher Leaders (Online)	Spring 2013
	ETL 800 Teacher Leaders (Online)	Spring 2012
	ETL 800 Teacher Leaders (Online)	Fall 2012
	ETL 800 Teacher Leaders (Online)	Fall 2012
	EAD 853 Conditions for Learning	Fall 2012
	ETL 800 Teacher Leaders (Online)	Summer 2012
	ETL 800 Teacher Leaders (Online)	Summer 2012

ETL 800 Teacher Leaders (Online)	Spring	2012
ETL 800 Teacher Leaders	Spring	2012
ETL 801 Leading for Change	Fall	2011
ETL 800 Teacher Leaders	Fall	2011
EAD 846 School & Community Relations	Summer	2011
EAD 846 School & Community Relations (Danville Campus)	Summer	2011
ETL 800 Teacher Leaders	Spring	2011
EDF 203 School & Society	Spring	2011
EDF 203 School & Society	Spring	2010
EDL 820 Cultural and Contextual Foundations of Leadership	Spring	2010
EAD Leadership: School & Community Relations	Fall	2009
EDF 203 School & Society	Fall	2009
EAD 831 Collaboration	Summer	2009
EDL 820 Leadership & Cultural Contextual Ed	Spring	2009
EAD 846 School & Community Relations	Spring	2009
EAD Leadership: School & Community Relations	Fall	2008
EDF 203 School & Society	Fall	2008
EAD Leadership: School & Community Relations	Fall	2008
Director: Call Me Mister	Fall	2009-2011

**Morehead State University**

Foundations of Education	Spring	2008
Foundations of Education	Fall	2007
Foundations of Education	Fall	2006
Foundations in Education	Fall	2005

**University of Kentucky**

Multicultural Psychology	Fall	2004
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<b>University of Kentucky</b>	Multicultural Psychology	Spring 2005
<b>Kentucky State University</b>	Research Methods Division of Behavioral & Social Sciences	Spring 2004
<b>University of Kentucky</b>	African Americans in Appalachia African American Studies Department	Spring 2001
	Multi-cultural Psychology Educational Psychology Department	Spring 2000
<b>Middle Tennessee State University</b>	Teaching as a Profession Educational Leadership Department	Spring 1999
	College Peer Tutoring Developmental Studies Department	Fall 1998
<b>Northern Kentucky University</b>	Race and Ethnic Relations	Fall 1995
	Introduction to Race and Gender Sociology Department	

### **Peer Reviewed Professional Presentations:**

Cleveland, R. Dailey. M, Emanuel. S. Yates. L. International Education Conference. The Equity and Culture Equity Process. January 7, 2020. Honolulu, Hawaii.

Kentucky Association of Blacks in Higher, Navigating the Tenure and Promotion Process. April 12, 2019. Louisville, Kentucky.

Males of Color Conference. BMW Academy. Candidates for Greatness. Shippensburg University. April 11, 2019. Shippensburg, Pennsylvania.

Texas Alliance of Black Educators Conference, Closing Opportunity Gaps in Urban Schools  
Houston, Texas, February 2018.

Cleveland, Roger. Developing Strong Educational Leaders. (Keynote Address) The Governor’s Early Childhood State Conference. Louisville, Kentucky 2017.

Cleveland, Roger. Creating a Culture of High Expectations. Mississippi Department of Education. State Federal Programs Conference. June 2017.

Cleveland, R. Cultural Taxation: A Costly Practice  
College Dialogue on Race and Education in the 21<sup>st</sup> Century Conference, Berea College, 2016.

Cleveland, R. Equity & Inclusion. Ready Kids Conference, Louisville, Kentucky 2016.

Cleveland, R. Working Effectively with Boys of Color. Connect for Success Conference. The Ohio State University. Columbus, Ohio. June 2015.

Cleveland, R. Pedagogy of Love: Culturally Responsiveness. The American Educational Research Association. Chicago, Illinois. April 18, 2015.

Cleveland, R. When Cultural Responsiveness and Common Core Intersect. National Dropout Conference. Louisville, Ky. November 2014.

Cleveland, R. Creating a College and Career Readiness Culture. Continuous Improvement Summit. Kentucky Department of Education/Advance Ed. Lexington, Kentucky. October 2014.

Cleveland, R. Cultural Taxation: A Barrier to Black Leadership. Kentucky Association of Blacks in Higher Education. April 2014.

Cleveland, R. Everybody Hates Chris: Working Effectively with African American Males. Myrtle Beach, SC. February 2013. Regional Dropout Conference.

Cleveland, R. Candidates for Greatness. BMW Academy & Carter G. Woodson Academy. National Association of Black School Educators. Nashville, Tennessee. 2012.

Cleveland, R., Powell, N. & Thompson, S. Active Learning in the Classroom. Kentucky Association of Blacks in Higher Education. April 2012.

Cleveland, R. & Thomas, D. Advocating for Cultural Competence in the Classroom. National Council of Black Studies Conference. Atlanta, Georgia. 2012.

Cleveland, R. BMW Academy: Candidates for Greatness: National Middle School Conference. Louisville, Kentucky. November 2011.

Cleveland, R. BMW Academy: Candidates for Greatness: National Dropout Prevention Conference. Chicago, Illinois. October 2011.

Thomas, D. & Cleveland, R. Let us Be Real: Real Conversations from Faculty of Color. Kentucky Association of Blacks in Higher Education. April 2011.

Cleveland, R. Powell, N. Thompson, S. Through Black Eyes: The African American Male Perspective on a Predominately White Campus. Kentucky Association of Black in Higher Education. Louisville, Ky April 2011.

Cleveland, R; Chambers, J., Powell, N.; & Wood, Examining School Culture in a Rural Appalachian School: A qualitative investigation to determine if there is a correlation between school culture and student National Council of Professors of Educational Administration. Washington, D.C. August 2010.

Thompson, S., Powell, N. and Cleveland, R. Kentucky Conference on the Scholarship of Teaching and Learning: Creativity and the Educated Person. Lexington, Ky. May 2010.

Cleveland, R. BMW Academy: Candidates for Greatness: National Council on Educating the Black Child. Las Vegas, NV. April 2010.

Cleveland, R., Understanding School Culture. National Alliance of Black School Educators, November 2009.

Skepple, R, & Cleveland, R. Culturally Proficient Pre-Service Teachers: National Council of Professors of Educational Administration. San Antonio, Texas. August 2009.

Tyler, T. G., Saddler, S. and Cleveland, R. (March 2009). The Fellows Academy: A Case Study in Community Based Dropout Prevention. Presented at the 20th Annual National Youth-At-Risk Conference, Savannah, Georgia.

Cleveland, R. and Thompson, S. (February 2009) Assessing School Culture: Implications for Leadership Presentation at the American Association of Educational Research. West Palm Beach, Florida.

Tyler, T. G., Saddler, S., and Cleveland, R. (February 2009). Interagency Case Management and Risk Identification: Integral Aspects of Dropout Mitigation. Presented at the 21<sup>st</sup> Annual At-Risk Youth National FORUM, Myrtle Beach, South Carolina.

Tyler, T. G., Saddler, S., and Cleveland, R. (February 2009). The Role Workforce Development Agencies Can Play in Mitigating Dropout. Presented at the 21<sup>st</sup> Annual At-Risk Youth National FORUM, Myrtle Beach, South Carolina.

Tyler, T. G., Saddler, S., and Cleveland, R. (January 2009). Community-Based Dropout Prevention: A Viable Dropout Mitigation Strategy. Presented at the Effective Strategies Institute, Clearwater, Florida.

Cleveland, R., & Saddler, S., Tyler, T.G., (November 2008). Examining school culture: An exercise in dropout prevention. Presented at the National Dropout Prevention Network, Atlanta, Georgia.

Tyler, T. G. Cleveland, R., & Saddler, S. (November 2008). The Fellows Academy: A Mixed Methods Process Evaluation of a Community-Based Dropout Prevention Program. Presented at the National Dropout Prevention Network, Atlanta, Georgia.

Cleveland, R., Samuels, A. D., & Tyler, T. G. (October, 2008). Cultural Competency: A Viable Approach to Health Disparities in Urban Schools. Presentation presented to the American Educational Studies Association, Savannah, Georgia.

## **Professional Presentations:**

Cleveland, R. Persistence to Graduation Conference. Kentucky Department of Education. From Profiling to Proficiency. The Brain and Our Biases. Lexington, Kentucky. September 8, 2018.

Cleveland, R. National Forum on Dropout Prevention for Native & Tribal Communities. From Profiling to Proficiency: Implicit Bias in the Classroom. Phoenix, Arizona April 2017.

Cleveland, R. Minorities in Agriculture, Natural Resources and Related Sciences, National Conference, Keynote Speaker. Pittsburgh, Pa. March 2017.

Cleveland, R. Martin Luther King Jr. Unity Breakfast, Keynote Speaker, Lexington, Kentucky January 2017.

Cleveland, R. Developing Culturally Responsive Educators. National Dropout Prevention Network Conference. Detroit, Michigan. October 3, 2016.

Cleveland, R. Creating a Culturally Responsive Organization. Kentucky Prevention Network 9<sup>th</sup> Annual Conference. Lexington, Kentucky. September 29, 2016.

Cleveland, R. Implicit Bias in the Classroom: Educational Strategies & Student Engagement Institute. Orlando, Florida. September 19, 2016.

Cleveland, R. Understanding 21<sup>st</sup> Century Students. Closing the Achievement Gap Conference, Richland One School District, Columbia, South Carolina. March 2014.

Cleveland, R. Psychology Internship Program/Federal Bureau of Prisons. Cultural Competency: A Viable Approach for Service Delivery. Lexington, Kentucky, 2012.

Cleveland, R. Martin Luther King Celebration. Keynote Speaker Reviving the Dream. Kentucky Community Technical College System. Versailles, Kentucky. January 13, 2012.

Cleveland, R. Martin Luther King Jr. Diversity Program. Keynote Speaker. Unity in the Community Southeast Community College, Cumberland, Kentucky. January 14, 2012.

Cleveland, R. & Akins, R. BMW Academy: Candidates for Greatness. Southern Minority Leadership Conference, Biloxi Mississippi. June 2011.

Cleveland, R. The State of Education. Guest Speaker. Lexmark Inc. April 2011. Lexington, Kentucky

Cleveland, R. BMW Academy: Candidates for Greatness: Kentucky Governor's Dropout Summit: Eastern Kentucky University. March 2010.

Cleveland, R. Building Positive Relationships with Community Stakeholders. Mississippi Department of Education, 21<sup>st</sup> Century Community Learning Centers Winter Institute, February 2010.

Cleveland, R. Cultural Competency: A Viable Approach to Student Achievement. Eastern Kentucky University's Diversity Conference. February 2010.

Cleveland, R. BMW Academy: Candidates for Greatness: Tennessee Department of Education's Closing Achievement Gap Urban Summit: Murfreesboro, Tennessee, June 2009.

Cleveland, R., Developing Professional Learning Communities. Jackson Public Schools: Lanier High School Feeder Pattern. December 2009.

Cleveland, R., Reaching Back: National Retired Teachers Luncheon. National Alliance of Black School Educators. 2009.

Cleveland, R., Developing Culturally Proficient In-Service Teachers. Leestown Middle School. Fayette County Schools. Lexington, Kentucky. August 2009.

Skepple, R. & Cleveland, R. Culturally Proficient Pre-Service Teachers: National Council of Professors of Educational Administration. August 2009.

Cleveland, R., Cultural Competency: A Viable Approach to Student Achievement. Training presented to New Albany-Floyd County School Corporation. February 2009.

Cleveland, R. and Tyler, T. G. (June 2008). *Operationalizing Equity in Ector Independent School District*. Training presented to Ector Independent School District, Odessa, Texas.

Cleveland, R. and Tyler, T. G. (June 2008). *In Quest of the High Performing School: Cultural Competence as a Student Intervention Strategy*. Training presented to Ector Independent School District, Odessa, Texas.

Cleveland, R. and Tyler, T. G. (June 2008). *Culturally Responsive Instruction: A Pedagogical Strategy of Narrowing the Achievement*. Presented to Ector Independent School District, Odessa, Texas.

Cleveland, R. and Tyler, T. G. (June 2008). *Building Relationships to Ensure Student Success*. Training presented to Ector Independent School District, Odessa, Texas.

Cleveland, R. (Sept. October. And November 2007) *Creating A Culture of High Performance*. Mississippi Department of Education. Tupelo, Hattiesburg and Vicksburg, Mississippi.

## Peer-Reviewed Journal Publications:

### Articles and Reviews:

Cleveland, R. Sailes, J., Gilliam, E. and Watts, J. (2018). *Theoretical Focus on Cultural Taxation: Who Pays for It in Higher Education*, *Advances in Social Sciences Research Journal*, 5(10), 95-98.

Cleveland, R. Samuels, A.D. Sailes, J, Watts, J (2016). Cultural Taxation: The Other Burden In. S. Thompson (Ed.) *Encyclopedia of diversity and social justice*. Lanham, MD: Rowman and Littlefield.

Cleveland, R. & Logsdon, C. (2015), Education in Appalachia. In. S. Thompson (Ed.) *Encyclopedia of diversity and social justice*. Lanham, MD: Rowman and Littlefield.

Cleveland, R., Sailes, J, Tyler, T. (2014) Connect the "Ps": Creating Healthy School Environments Through School Culture Audits. *Journal of Childhood Education*. January/February, Volume 90. No.1.

Day, R. Hyndman, J. & Cleveland, R. (2013) Critical Race Theory at Berea College. *The Journal of Negro Education*.

Cleveland, R. Powell, N. Thompson, S & Forde, T. (2012). Using Multi-Instructional Teaching and Technology-Supported Active Learning Strategies to Enhance Student Engagement. *National Teaching Education Journal*.

Cleveland, R., Chambers, J., Mainus, C., Powell, N., Skepple, R., Tyler, T., & Wood, A. (2011). School culture, equity, and student academic performance in a rural Appalachian school. *Kentucky Journal of Excellence in Education*, 9, 23-30.

Cleveland, R. Chambers, J. Tyler, T. & Wood, A. (2011). Examining Culture in a Rural Appalachian School: A Qualitative Investigation to Determine if there is a Correlation Between School Culture and Student Achievement. *Kentucky Journal of Excellence in College Teaching and Learning*.

Saddler, S., Tyler, T. G., Maldonado-Daniels, C., & Cleveland, R. (2011). Connecting Youth to Viable Career Pathways. *Reclaiming Children and Youth*, 20(2), 37-39.

Hyndman, J. & Cleveland, R.; Huffmand, T. (2010) Consolidation of Small, Rural Schools in One Southeastern Kentucky District. Submitted to *American Educational History Journal*.

Saddler, S., Tyler, T. G., Cleveland, R., & Lisa Thompson (2009) Examining Community-Based Dropout Prevention. *National Forum of Teacher Education Journal*, 20(1&2), 33-45.

Saddler, S., Samuels, A. D., Cleveland, R., & Tyler, T. G., (2009) Cultural Competency: A Viable Approach to Health Disparities in Urban Schools. *Journal of Praxis in Multicultural Education*. 4(1), 83-92.

Cleveland, R., Powell, N., Saddler, S. and Tyler, T. (2009) The Equity Culture Audit: An Essential tool for Improving Schools in Kentucky. *Kentucky Journal of Excellence in College Teaching and Learning*. 7, 51-59.

Saddler, S., Thompson, S., Cleveland, R., & Tyler, T. (2009) A Critical Examination of School Culture: Implications for School Leaders. *Journal for the Advancement of Educational Research*.

Saddler, S., Tyler, T. G., and Cleveland, R. (2009) Predicting the Employment Outcomes of Dropouts: A Discriminant Analysis Using the NELS Dataset. Workforce Education Forum.

Tyler, T. G., Garner, D., Wakefield, M., Cleveland, R., & Owens, S. (2012). Academic Achievement and School Resources. In D. Shalin (Ed.), *The social health of Nevada: Leading indicators and quality of life in the silver state*. Las Vegas: UNLV Center for Democratic Culture.

Tyler, T., Garner, D., Cleveland, R. (2012). Healthcare access and insurance availability... In Dmitri N. Shalin (Ed.), *The social health of Nevada: Leading indicators and quality of life in the silver state*. (2012nd ed., pp. 37 Pages). Las Vegas, Nevada: UNLV Center for Democratic Culture.

Tyler, T., Garner, D., Cleveland, R. (2012). Prenatal Care and Infant Mortality in Nevada. In Dmitri N. Shalin (Ed.), *The Social Health of Nevada Leading Indicators and Quality of Life in the Silver State* (vol. 2012 Report, pp. 1-31). Las Vegas, Nevada: The Social Health of Nevada: Leading Indicators and Quality of Life in the Silver State, edited by Dmitri N. Shalin. Las Vegas, NV: UNLV Center for Democratic Culture.

### **Manuscript Reviewer:**

Kentucky Journal of College Excellence in Teaching & Learning 2014

Journal of Negro Education 2013

Kentucky Journal of College Excellence in Teaching & Learning 2012

Kentucky Journal of College Excellence in Teaching & Learning 2011

Kentucky Journal of College Excellence in Teaching & Learning 2010

### **Service:**

Eastern Kentucky University, College Promotion and Tenure Review Committee  
Inclusive Excellence Trainer-Campus-wide, 2016-2018

Eastern Kentucky University, University Academic Integrity Committee, 2016

Eastern Kentucky University, Student Disciplinary Council Committee, 2016

Eastern Kentucky University, University Hazing Investigation Committee, 2014-2016

Eastern Kentucky University, University Diversity Committee, 2014-2015

Eastern Kentucky University, University Student Success Committee, 2010

Eastern Kentucky University, University Strategic Planning Committee, 2011

Eastern Kentucky University, University Athletic Advisory Committee, 2011-present

Southeast Regional Representative for the Kentucky Assoc. of Blacks in Higher Education 2010

Vice-President of the Bluegrass Alliance of Black School Educators, 2010

Kentucky Department of Education: Commissioner's Equity Advisory Council 2007-2010

Kentucky State 21<sup>st</sup> Century Learning Center Advisory Committee, 2009-Present

Eastern Kentucky University NACTE Standard 4 Committee 2009

Eastern Kentucky University, Principal's Redesign Committee, 2008, Present

Eastern Kentucky University Departmental Academic Practices Committee, 2008-Present

Eastern Kentucky University, College Technology Committee, 2008-Present

Eastern Kentucky University, Department Liaison to Library Services, 2008-Present

Department Assessment and Curriculum Committee 2016

Morehead State University NCAA Athletic Committee, 2007-Present

Morehead State University Faculty Evaluation Committee 2007-Present

Morehead State University Undergraduate Curriculum Committee 2006-Present

President's Ad-Hoc Diversity Committee, Morehead State University 2005-Present

College of Education's Diversity Committee, Morehead State University 2005-Present

Kentucky State Advisory Panel for Exceptional Children 2004-05

Kentucky Gear-Up State Advisory Committee Member 2004-06

Ad-Hoc Committee Member: Eliminating Racism, Lexington-Fayette Urban County Government City Council 2004

Member of the Kentucky Department of Education's Commonwealth Accountability Testing Board of Review 2002-03

Former Member of the Kentucky Commission on Community Volunteerism and Service Appointed by Governor Paul Patton. October 2000-2002

Diversity Consultant Kentucky State PTA Board 2005

### **Awards, Appointments & Recognitions:**

Appointed to the Kentucky Center for African American Heritage State Board of Directors, 2015

Appointed to the Fayette County Public Schools, Equity Council, 2015

Inducted into the Kentucky Civil Rights Hall of Fame, sponsored by the Kentucky Human Rights Commission, 2014-2015

Re-appointed to the School Curriculum Assessment and Accountability Committee,  
by Governor Beshear, 2014

Appointed to the Lexington-Fayette County Human Rights Commission, 2014

The Fayette County Public Schools-Equity Council P.G. Peoples Award (Equity & Diversity) 2013

The Dr. Joseph H. McMillan Faculty of the Year Award (Outstanding Teaching and Research) 2012 sponsored by the  
Kentucky Association of Blacks in Higher Education

Nominated for the Golden Apple Faculty Award, Eastern Kentucky University, 2011

Nominated for the Kentucky Human Rights Commission Hall of Fame, 2010

Kentucky Educational Leadership Award, Presented by: Nova Southeastern University, 2007

Black Achievers Adult Award Recipient 2005

### **Professional/Educational/Social Organizations:**

American Educational Research Association

National Alliance of Black School Educators

Minority Leadership Council Conference, Kentucky Representative

Kentucky Department of Education: Commissioner's Blue-Ribbon Panel for Student Achievement

Kentucky Association of Blacks in Higher Education

Member of Kappa Alpha Psi Fraternity, Inc.-Lexington Alumni Chapter



## VI. Staffing

Additional members of the team will be selected by Dr. Cleveland if needed. The selection will be based on the following criteria:

- Experience in business, social service, higher education, equity, and social justice
- Educational background
- Experience in the training of implicit bias, cultural competence, cultural humility, and racial equity
- A reputation and commitment to social justice and civil rights

The team will be diverse regarding ethnicity, gender, and professional experience, etc.

## VII. Principal Contact

Dr. Roger Cleveland will be the primary contact for LFCUG.

He can be reached via phone at 859-420-8032 and via email at [drmlc2005@gmail.com](mailto:drmlc2005@gmail.com)

## VIII. Services Timeline

- **X = 1 week**
- **Phase I will begin within 2 weeks after contract signed.**

Deliverables and Time	Phase 1				Phase 2			Phase 3							
Develop, execute, and perform a Diversity, Equity, and Inclusion assessment.	X	x	x	x											
Execute online training (includes managers & leaders) Train-the Trainers					x	x	x	x	x	x					
Develop an online module training for new employees.								x	x	x	x	x	x	x	

## IX. Invoice Procedures & Payment

Millennium Learning Concepts invoices within 30 days after execution of services. MLC can provide hard copy or electronic invoices. Payment is due within 30 days of invoice.

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## X. REFERENCES

### **Dr. Frances Hester**

Hester Consulting & Innovative Solutions  
713-694-6300  
6300 Irvington Blvd,  
Houston, Texas, 77022

**Service Provided:** Training addressing instructional equity culturally responsive teaching

### **Dr. John Marshall**

Jefferson County Public Schools  
[John.Marshall@jefferson.kyschools.us](mailto:John.Marshall@jefferson.kyschools.us)  
502-485-3011 or 502-694-2606  
3332 Newburg Road,  
Louisville, Kentucky 40218

**Service Provided:** Organizational Culture, Equity Assessment, Cultural Competence, and Implicit Bias

### **Dr. Lucian Yates III**

Kentucky State University  
[Lucian.Yates@kysu.edu](mailto:Lucian.Yates@kysu.edu)  
502.751.0366  
2511 Paulcrest Court  
Louisville, KY 40242

**Service Provided:** Organizational Culture, Equity Assessment, and Equity Development.

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## **XI. Required Documents**

- Affirmative Action Plan
- LFUCG Proposal Affidavit
- Equal Opportunity Agreement
- Workforce Analysis
- Millennium Learning Concepts MWBE Certification
- LFUCG General Provisions
- Certificate of insurance
- Millennium Learning Concepts Contact
- Signed Addendum

## Affirmative Action Plan

Millennium Learning Concepts has only one employee, Dr. Roger Cleveland. Being that he is the only employee, MLC does not have an affirmative action plan.

### QUESTION: RFP #2-2021 Diversity and Inclusion Workshop

Inbox

Lesley Farmer <lesleyfarmer4@gmail.com>

Feb 15, 2021, 5:41 PM  
(10 days ago)

to tslatin, Roger

Good afternoon Todd,

Dr. Roger Cleveland with Millennium Learning Concepts is planning to submit a proposal for RFP #2-2021. He is the sole employee of his company. Within the RFP it states that all vendors need to submit an Affirmative Action Plan and Current Work Force Analysis. Does he need to submit those documents if he is a company of one?

Thanks for your help.

Lesley Farmer

Todd Slatin

Feb 15, 2021, 6:18 PM  
(10 days ago)

to me, Roger

Lisa,

You do need to submit an affirmative action plan for a company of one.

Thanks,

Todd

Todd Slatin, Director  
Division of Central Purchasing

Lexington-Fayette Urban County Government

**AFFIDAVIT**

Comes the Affiant, Dr. Roger Cleveland, and after being first duly sworn, states under penalty of perjury as follows:

1. His/her name is Dr. Roger Cleveland and he/she is the individual submitting the proposal or is the authorized representative of Millennium Learning Concepts, LLC, the entity submitting the proposal (hereinafter referred to as "Proposer").
  
2. Proposer will pay all taxes and fees, which are owed to the Lexington-Fayette Urban County Government at the time the proposal is submitted, prior to award of the contract and will maintain a "current" status in regard to those taxes and fees during the life of the contract.
  
3. Proposer will obtain a Lexington-Fayette Urban County Government business license, if applicable, prior to award of the contract.
  
4. Proposer has authorized the Division of Central Purchasing to verify the above-mentioned information with the Division of Revenue and to disclose to the Urban County Council that taxes and/or fees are delinquent or that a business license has not been obtained.
  
5. Proposer has not knowingly violated any provision of the campaign finance laws of the Commonwealth of Kentucky within the past five (5) years and the award of a contract to the Proposer will not violate any provision of the campaign finance laws of the Commonwealth.
  
6. Proposer has not knowingly violated any provision of Chapter 25 of the Lexington-Fayette Urban County Government Code of Ordinances, known as "Ethics Act."

**Continued on next page**

7. Proposer acknowledges that "knowingly" for purposes of this Affidavit means, with respect to conduct or to circumstances described by a statute or ordinance defining an offense, that a person is aware or should have been aware that his conduct is of that nature or that the circumstance exists.

Further, Affiant sayeth naught.

  
\_\_\_\_\_

STATE OF Kentucky

COUNTY OF Fayette

The foregoing instrument was subscribed, sworn to and acknowledged before me by

Roger Cleveland on this the 22<sup>nd</sup> day of  
February, 2021.

My Commission expires: 2/22/2023



Audra Cleveland  
NOTARY PUBLIC, STATE AT LARGE

## EQUAL OPPORTUNITY AGREEMENT

### The Law

- Title VII of the Civil Rights Act of 1964 (amended 1972) states that it is unlawful for an employer to discriminate in employment because of race, color, religion, sex, age (40-70 years) or national origin.
- Executive Order No. 11246 on Nondiscrimination under Federal contract prohibits employment discrimination by contractor and sub-contractor doing business with the Federal Government or recipients of Federal funds. This order was later amended by Executive Order No. 11375 to prohibit discrimination on the basis of sex.
- Section 503 of the Rehabilitation Act of 1973 states:

*The Contractor will not discriminate against any employee or applicant for employment because of physical or mental disability.*

- Section 2012 of the Vietnam Era Veterans Readjustment Act of 1973 requires Affirmative Action on behalf of disabled veterans and veterans of the Vietnam Era by contractors having Federal contracts.
- Section 206(A) of Executive Order 12086, Consolidation of Contract Compliance Functions for Equal Employment Opportunity, states:

*The Secretary of Labor may investigate the employment practices of any Government contractor or sub-contractor to determine whether or not the contractual provisions specified in Section 202 of this order have been violated.*

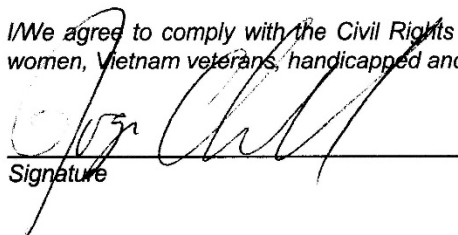
\*\*\*\*\*

The Lexington-Fayette Urban County Government practices Equal Opportunity in recruiting, hiring and promoting. It is the Government's intent to affirmatively provide employment opportunities for those individuals who have previously not been allowed to enter into the mainstream of society. Because of its importance to the local Government, this policy carries the full endorsement of the Mayor, Commissioners, Directors and all supervisory personnel. In following this commitment to Equal Employment Opportunity and because the Government is the benefactor of the Federal funds, it is both against the Urban County Government policy and illegal for the Government to let contracts to companies which knowingly or unknowingly practice discrimination in their employment practices. Violation of the above mentioned ordinances may cause a contract to be canceled and the contractors may be declared ineligible for future consideration.

Please sign this statement in the appropriate space acknowledging that you have read and understand the provisions contained herein. Return this document as part of your application packet.

### Bidders

*I/We agree to comply with the Civil Rights Laws listed above that govern employment rights of minorities, women, Vietnam veterans, handicapped and aged persons.*

  
\_\_\_\_\_  
Signature

\_\_\_\_\_  
Millennium Learning Concepts, LLC  
Name of Business

**WORKFORCE ANALYSIS FORM**

Name of Organization: Millennium Learning Concepts, LLC

Categories	Total	White (Not Hispanic or Latino)		Hispanic or Latino		Black or African- American (Not Hispanic or Latino)		Native Hawaiian and Other Pacific Islander (Not Hispanic or Latino)		Asian (Not Hispanic or Latino)		American Indian or Alaskan Native (not Hispanic or Latino)		Two or more races (Not Hispanic or Latino)		Total	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
<b>Administrators</b>																	
<b>Professionals</b>	1					1											1
<b>Superintendents</b>																	
<b>Supervisors</b>																	
<b>Foremen</b>																	
<b>Technicians</b>																	
<b>Protective Service</b>																	
<b>Para-Professionals</b>																	
<b>Office/Clerical</b>																	
<b>Skilled Craft</b>																	
<b>Service/Maintenance</b>																	
<b>Total:</b>	1					1											1

Prepared by: Dr. Roger Cleveland, Owner & President

Date: 2 / 15 / 2021

*(Name and Title)*

*Revised 2015-Dec-15*



Renewal certification has been filed and awaiting new certificate.



THIS CERTIFIES THAT  
**Millennium Learning Concepts**  
dba Millennium Learning Concepts

\* Nationally certified by the: **TRISTATE MINORITY SUPPLIER DEVELOPMENT COUNCIL**

\*NAICS Code(s): 611710

\* Description of their product/services as defined by the North American Industry Classification System (NAICS)

03/14/2020

**Issued Date**

TN03068

**Certificate Number**

*Adrienne G. Trimble*  
Adrienne Trimble

03/14/2021

**Expiration Date**

*Cheri K. Henderson*

**Cheri K. Henderson, President/CEO**

By using your password (NMSDC issued only), authorized users may log into NMSDC Central to view the entire profile: <http://nmsdc.org>

[Certify, Develop, Connect, Advocate.](#)

\* MBEs certified by an Affiliate of the National Minority Supplier Development Council, Inc.®

## GENERAL PROVISIONS

1. Each Respondent shall comply with all Federal, State & Local regulations concerning this type of service or good.

The Respondent agrees to comply with all statutes, rules, and regulations governing safe and healthful working conditions, including the Occupational Health and Safety Act of 1970, 29 U.S.C. 650 *et. seq.*, as amended, and KRS Chapter 338. The Respondent also agrees to notify the LFUCG in writing immediately upon detection of any unsafe and/or unhealthful working conditions at the job site. The Respondent agrees to indemnify, defend and hold the LFUCG harmless from all penalties, fines or other expenses arising out of the alleged violation of said laws.

2. Failure to submit ALL forms and information required in this RFP may be grounds for disqualification.
3. Addenda: All addenda, if any, shall be considered in making the proposal, and such addenda shall be made a part of this RFP. Before submitting a proposal, it is incumbent upon each proposer to be informed as to whether any addenda have been issued, and the failure to cover in the bid any such addenda may result in disqualification of that proposal.
4. Proposal Reservations: LFUCG reserves the right to reject any or all proposals, to award in whole or part, and to waive minor immaterial defects in proposals. LFUCG may consider any alternative proposal that meets its basic needs.
5. Liability: LFUCG is not responsible for any cost incurred by a Respondent in the preparation of proposals.
6. Changes/Alterations: Respondent may change or withdraw a proposal at any time prior to the opening; however, no oral modifications will be allowed. Only letters, or other formal written requests for modifications or corrections of a previously submitted proposal which is addressed in the same manner as the proposal, and received by LFUCG prior to the scheduled closing time for receipt of proposals, will be accepted. The proposal, when opened, will then be corrected in accordance with such written request(s), provided that the written request is contained in a sealed envelope which is plainly marked "modifications of proposal".
7. Clarification of Submittal: LFUCG reserves the right to obtain clarification of any point in a bid or to obtain additional information from a Respondent.
8. Bribery Clause: By his/her signature on the bid, Respondent certifies that no employee of his/hers, any affiliate or Subcontractor, has bribed or attempted to bribe an officer or employee of the LFUCG.

9. **Additional Information:** While not necessary, the Respondent may include any product brochures, software documentation, sample reports, or other documentation that may assist LFUCG in better understanding and evaluating the Respondent's response. Additional documentation shall not serve as a substitute for other documentation which is required by this RFP to be submitted with the proposal,
10. **Ambiguity, Conflict or other Errors in RFP:** If a Respondent discovers any ambiguity, conflict, discrepancy, omission or other error in the RFP, it shall immediately notify LFUCG of such error in writing and request modification or clarification of the document if allowable by the LFUCG.
11. **Agreement to Bid Terms:** In submitting this proposal, the Respondent agrees that it has carefully examined the specifications and all provisions relating to the work to be done attached hereto and made part of this proposal. By acceptance of a Contract under this RFP, proposer states that it understands the meaning, intent and requirements of the RFP and agrees to the same. The successful Respondent shall warrant that it is familiar with and understands all provisions herein and shall warrant that it can comply with them. No additional compensation to Respondent shall be authorized for services or expenses reasonably covered under these provisions that the proposer omits from its Proposal.
12. **Cancellation:** If the services to be performed hereunder by the Respondent are not performed in an acceptable manner to the LFUCG, the LFUCG may cancel this contract for cause by providing written notice to the proposer, giving at least thirty (30) days notice of the proposed cancellation and the reasons for same. During that time period, the proposer may seek to bring the performance of services hereunder to a level that is acceptable to the LFUCG, and the LFUCG may rescind the cancellation if such action is in its best interest.

#### A. Termination for Cause

- (1) LFUCG may terminate a contract because of the contractor's failure to perform its contractual duties
- (2) If a contractor is determined to be in default, LFUCG shall notify the contractor of the determination in writing, and may include a specified date by which the contractor shall cure the identified deficiencies. LFUCG may proceed with termination if the contractor fails to cure the deficiencies within the specified time.
- (3) A default in performance by a contractor for which a contract may be terminated shall include, but shall not necessarily be limited to:
  - (a) Failure to perform the contract according to its terms,

- conditions and specifications;
- (b) Failure to make delivery within the time specified or according to a delivery schedule fixed by the contract;
  - (c) Late payment or nonpayment of bills for labor, materials, supplies, or equipment furnished in connection with a contract for construction services as evidenced by mechanics' liens filed pursuant to the provisions of KRS Chapter 376, or letters of indebtedness received from creditors by the purchasing agency;
  - (d) Failure to diligently advance the work under a contract for construction services;
  - (e) The filing of a bankruptcy petition by or against the contractor; or
  - (f) Actions that endanger the health, safety or welfare of the LFUCG or its citizens.

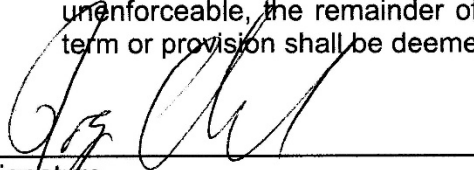
#### B. At Will Termination

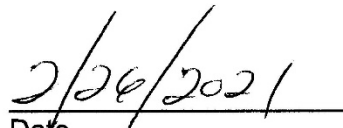
Notwithstanding the above provisions, the LFUCG may terminate this contract at will in accordance with the law upon providing thirty (30) days written notice of that intent, Payment for services or goods received prior to termination shall be made by the LFUCG provided these goods or services were provided in a manner acceptable to the LFUCG. Payment for those goods and services shall not be unreasonably withheld.

13. **Assignment of Contract:** The contractor shall not assign or subcontract any portion of the Contract without the express written consent of LFUCG. Any purported assignment or subcontract in violation hereof shall be void. It is expressly acknowledged that LFUCG shall never be required or obligated to consent to any request for assignment or subcontract; and further that such refusal to consent can be for any or no reason, fully within the sole discretion of LFUCG.
14. **No Waiver:** No failure or delay by LFUCG in exercising any right, remedy, power or privilege hereunder, nor any single or partial exercise thereof, nor the exercise of any other right, remedy, power or privilege shall operate as a waiver hereof or thereof. No failure or delay by LFUCG in exercising any right, remedy, power or privilege under or in respect of this Contract shall affect the rights, remedies, powers or privileges of LFUCG hereunder or shall operate as a waiver thereof.
15. **Authority to do Business:** The Respondent must be a duly organized and authorized to do business under the laws of Kentucky. Respondent must be in good standing and have full legal capacity to provide the services specified under this Contract. The Respondent must have all necessary right and lawful authority to enter into this Contract for the full term hereof and that proper corporate or other action has been duly taken authorizing the Respondent to enter into this

Contract. The Respondent will provide LFUCG with a copy of a corporate resolution authorizing this action and a letter from an attorney confirming that the proposer is authorized to do business in the State of Kentucky if requested. All proposals must be signed by a duly authorized officer, agent or employee of the Respondent.

16. **Governing Law:** This Contract shall be governed by and construed in accordance with the laws of the Commonwealth of Kentucky. In the event of any proceedings regarding this Contract, the Parties agree that the venue shall be the Fayette County Circuit Court or the U.S. District Court for the Eastern District of Kentucky, Lexington Division. All parties expressly consent to personal jurisdiction and venue in such Court for the limited and sole purpose of proceedings relating to this Contract or any rights or obligations arising thereunder. Service of process may be accomplished by following the procedures prescribed by law.
17. **Ability to Meet Obligations:** Respondent affirmatively states that there are no actions, suits or proceedings of any kind pending against Respondent or, to the knowledge of the Respondent, threatened against the Respondent before or by any court, governmental body or agency or other tribunal or authority which would, if adversely determined, have a materially adverse effect on the authority or ability of Respondent to perform its obligations under this Contract, or which question the legality, validity or enforceability hereof or thereof.
18. Contractor understands and agrees that its employees, agents, or subcontractors are not employees of LFUCG for any purpose whatsoever. Contractor is an independent contractor at all times during the performance of the services specified.
19. Contractor [or Vendor or Vendor's Employees] will not appropriate or make use of the Lexington-Fayette Urban County Government (LFUCG) name or any of its trade or service marks or property (including but not limited to any logo or seal), in any promotion, endorsement, advertisement, testimonial or similar use without the prior written consent of the government. If such consent is granted LFUCG reserves the unilateral right, in its sole discretion, to immediately terminate and revoke such use for any reason whatsoever. Contractor agrees that it shall cease and desist from any unauthorized use immediately upon being notified by LFUCG.
20. If any term or provision of this Contract shall be found to be illegal or unenforceable, the remainder of the contract shall remain in full force and such term or provision shall be deemed stricken.

  
\_\_\_\_\_  
Signature

  
\_\_\_\_\_  
Date

Firm Submitting Proposal: Millennium Learning Concepts

Complete Address: 465 Skyview Lane Lexington 40511  
Street City Zip

Contact Name: Dr. Roger Cleveland Title: Owner & President

Telephone Number: 859.420.8032 Fax Number: 859. 381.8032

Email address: drmlc2005@gmail.com



**ADDENDUM #1**

RFP Number: #2-2021

Date: February 4, 2021

Subject: Diversity and Inclusion Workshop

Address inquiries to:  
Todd Slatin  
(859) 258-3320  
[tslatin@lexingtonky.gov](mailto:tslatin@lexingtonky.gov)

**TO ALL PROSPECTIVE SUBMITTERS:**

**Please be advised of the following clarifications to the above referenced RFP:**

Selection criteria points available have been revised to the following:

- Estimated cost of services: 10 points
- Specialized experience and technical competence of the instructor(s): 60 points
- Capacity of the Vendor to perform the work, including any specialized services, within the time limitations: 20 points
- Familiarity with the details of the project: 5 points
- Degree of local employment to be provided by the Vendor: 5 points

Todd Slatin, Director  
Division of Central Purchasing

All other terms and conditions of the RFP and specifications are unchanged. This letter should be signed, attached to and become a part of your submittal.

COMPANY NAME: Millennium Learning Concepts

ADDRESS: 465 Skyview Lane

SIGNATURE OF BIDDER: [Handwritten Signature]

