



# PERFORMANCE **FACT**

THINK. BELIEVE. MOVE MOUNTAINS.

Agreement between  
**WASHOE COUNTY SCHOOL DISTRICT** (Reno, NV)  
 and **PERFORMANCE FACT, Inc.**

regarding **Development of the Long-term Strategic Plan**

## BACKGROUND

This Agreement outlines the scope of professional services that Performance Fact, Inc. will provide to **WASHOE COUNTY SCHOOL DISTRICT** ("Client"). It has been prepared in order to align Performance Fact and the Client on common purpose and to ensure outcomes that are fair and just for all parties.

### 1. PARTIES

This Agreement is made in November 2022 between the Client and Performance Fact, Inc. The project manager for the Client is Dr. Susan Enfield, Superintendent of Schools. The project manager for Performance Fact, Inc. is Mutiu Fagbayi, President/CEO. This Agreement covers the period from December 2022 to June 2023. It is generally understood that additional individuals designated by the Client and Performance Fact project managers may play significant roles during certain phases of this project.

### 2. SCOPE OF WORK

(See Exhibit A, attached)

### 3. PAYMENT/EXPENSES

The Client will pay Performance Fact a total of **\$105,000** for professional services for the 2022-2023 school year, according to the estimates and scope of work outlined in *Exhibit A*.

The amount will cover fees for professional services and expenses associated with the project, including, development and compilation of presentation materials and ongoing communication with the Superintendent, and with the Board and other stakeholders, as outlined in the Exhibits.

Scope of work and professional fees associated with the *implementation* of the Strategic Plan during 2022-2023 SY and/or future school years are not included in this Agreement. Actual scope and fees for future year(s) will be agreed to by the Client, if the Client chooses Performance Fact as an *implementation phase* partner.

### 4. RESCHEDULING/CANCELLATION POLICY

Rescheduling/Cancellations of Specific Events/Activities per Contract:

- More than 30 days prior to scheduled date: No additional charge
- Less than 30 days before scheduled date: \$500 additional fee payable by Client.

## 5. LOGISTICS

The Client or its designee(s) will oversee all logistics related to meetings, workshops and other gatherings associated with this project, including participants' access to zoom (or equivalent) web conferencing, when applicable.

## 6. PAYMENT SCHEDULE

Performance Fact will invoice the Client according to the following schedule.

January 15, 2023	\$21,000
February 15, 2023	\$21,000
March 15, 2023	\$21,000
April 15, 2023	\$21,000
May 15, 2023	\$21,000

### January deliverables

- Compilation and Analysis of Student data from multiple sources
- Facilitation of 2-day Kick-off with the Core Planning Team
- Facilitation of 2-day Kick-off with Instructional Focus Team
- Root Cause Analysis

### February deliverables

- Portrait of a Graduate
- Goals and Measures of Student Success
- Community Forum/Family Team (Onsite/Virtual)
- Ongoing facilitation of Core Planning Team and Instructional Focus Team (Onsite/Virtual)

### March deliverables

- Defining Four Pillars/Building Blocks
- Professional Practices of Effective Instruction
- Ongoing facilitation of Core Planning Team and Instructional Focus Team (Onsite/Virtual)
- Community Forum/Family Team (Onsite/Virtual)

### April deliverables

- Strategy Map: Strategic Priorities and Key Actions
- Ongoing consultation with Superintendent and Leadership Team
- Ongoing facilitation of Core Planning Team and Instructional Focus Team (Onsite/Virtual)

### May deliverables

- Strategy Map: Strategic Priorities and Key Actions
- Ongoing consultation with Superintendent and Leadership Team
- Compilation and Preparation of Final Report
- Formal Presentation for Board Approval

## 7. DISPUTE RESOLUTION

If a dispute arises out of or relates to this Agreement or a breach of this Agreement, and that dispute cannot be settled through negotiation, the parties agree first to try in good faith to settle the dispute by mediation through the Commercial Mediation Rules of the American Arbitration Association, before resorting to arbitration.

In the event the dispute is not resolved by mediation, the parties agree to resolve the conflict through arbitration under the rules of the American Arbitration Association.

**8. EQUAL EMPLOYMENT OPPORTUNITY**

Performance Fact does not discriminate against any employee or applicant for employment because of race, creed, color, sex, national origin, age, disability, or marital status.

**9. OWNERSHIP OF MATERIALS**

Performance Fact will be using propriety material during portions of the Contract. Such material shall remain the exclusive property of Performance Fact and shall not be further disseminated without the express written consent of Performance Fact. In the event written permission is granted, acknowledgement of source for all Performance Fact proprietary materials, tools, processes, etc. is required.

**10. GOVERNING LAW AND VENUE**

This agreement will be governed by the laws in the State of Nevada with an exclusive venue of Washoe County, Nevada.

**11. COMPLETE CONTRACT**

The entire agreement includes this agreement, and Client's RFP #51-P-09-23-AS which is attached and hereby incorporated into this agreement.

**CONTRACT TERMS ACCEPTED:**

**PERFORMANCE FACT SIGNATORY**

**MUTIU O. FAGBAYI**

*Name*



*Signature*

President/CEO

*Title*

November 4, 2022

**WASHOE COUNTY SD SIGNATORY**

*Name (Please Print)*

*Signature*

*Title*

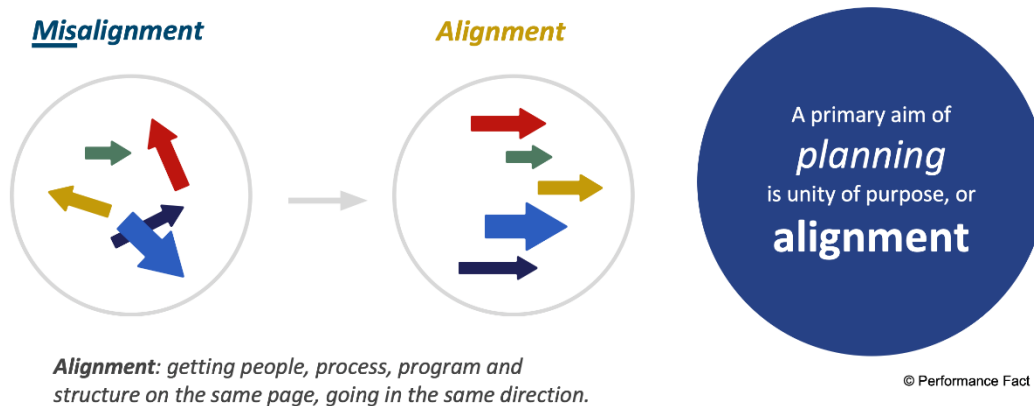
*Date*

## MOVING FORWARD AS ONE®

### STRATEGIC PLANNING & ALIGNMENT

#### I. Why Plan? | The Power of Alignment

A primary purpose of planning is to facilitate unity of purpose, or *alignment*. Alignment is the process of reaching mutual understanding about common goals. It gives shared meaning to the work of the school district, thereby enabling successful accomplishment of the goals of the organization.



To be effective, the alignment process must proactively seek out and embrace the *diverse voices* of the organization's diverse stakeholders. If we want all stakeholders to be committed to and be meaningfully engaged in the *implementation* of the plan, it is wise to involve each stakeholder in the *development* of the plan itself.

#### Embracing Diverse Voices & Perspectives

##### Embracing Diverse Voices & Perspectives

Meaningful engagement strengthens understanding, appreciation and commitment.



A Core Planning Team (CPT), comprised of representatives of all relevant stakeholder-groups works closely with the Performance Fact team to ensure that the process and outcomes of the strategic planning process are responsive to local needs and realities. The Core Planning Team serves as an “integrator” of all input from all participants; it provides a “reality check” throughout all phases of the planning exercise.

## Stakeholder Planning Teams

**The Core Planning Team** cuts across all stakeholder-groups. The other teams offer opportunities for “reality check” or focused listening sessions with subsets of the stakeholders, as appropriate. The number and types of “reality check” sessions are customized to the unique context of each community. This team can have 20-150 members, as appropriate.

**Student Voice Team (SV)** consists of 30-100+ students who represent the diversity among all students (e.g., demographic, academic, attitudinal, dropouts, graduates, etc.). The team serves as the direct voice of the entire student body. Some of the students on this team may also serve on the Core Planning Team. In addition to the focus group discussions with a sampling of all students, we administer online surveys to all students in Grades 3-12, to solicit their feedback about their schooling experiences. (Optional: Parent/Caregiver and Teacher/Staff surveys could be administered as well, if requested by the client. Those surveys are priced separately, based on the number of stakeholders, the number of questions, and the level of survey analysis requested by the client).

**Instructional Focus Team (IFT)** takes the lead in identifying the professional practices that will enhance instructional effectiveness. The team consists of at least one teacher from each school, all (or representative sampling) of principals and other school administrators, and district-level teaching-&-learning coaches, facilitators, support staff, etc.

**Principals/Administrators Team (P/A)** provides school and district-level administrators an avenue for staying abreast of and guiding the work of the other groups, particularly since these school and district leaders will be directly responsible for overseeing the implementation of the plan.

**Alignment Team (ALT)** consists of key decision-makers or opinion shapers from the key institutions within the community (e.g., school system, parent & community leaders, union, business/higher education, community-based organizations, governmental entities, faith-based groups, etc.). The team size, membership, scope of involvement, or formal vs. informal structure depends on the local context and need.

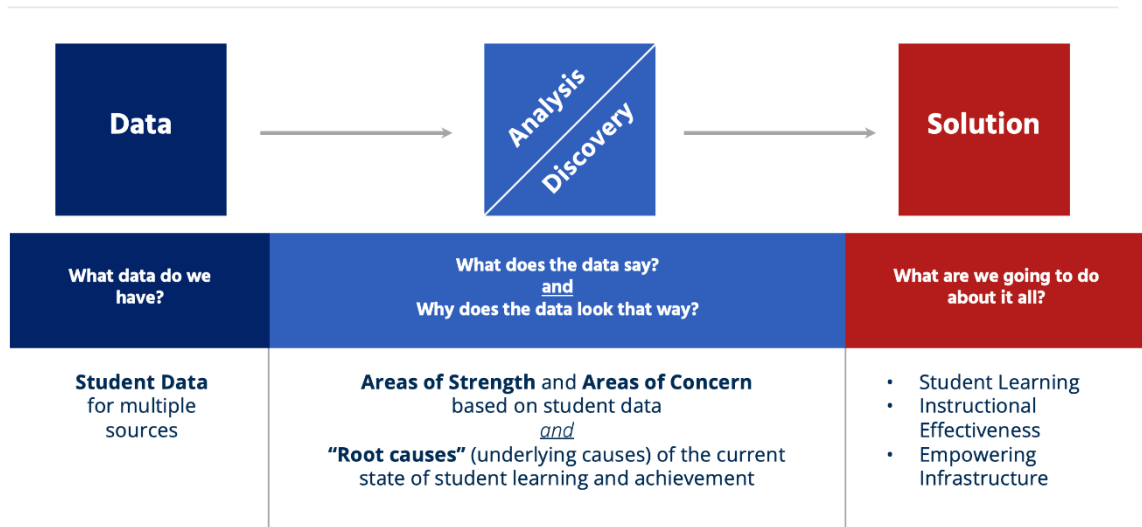
**Community Forum (CF)** provides every resident an opportunity to participate in and influence the direction of the strategic plan prior to its completion and formal adoption by the Board. Community Forums are “reality check” sessions that are held at multiple times and in multiple locations throughout the community. The insights from the Community Forums are shared with the Core Planning Team for integration into the strategic plan, as appropriate.

**Campus/Department “Reality Check” (C/D)** offers all district employees – at the school site or in district support position – an opportunity to provide input and feedback prior to the formal adoption of the plan. The structure of the “reality check” is flexible, as long as all staff (or groups broadly representative of all staff) have a chance to voice their perspective. Those perspectives are presented to the Core Planning Team for integration into the formal plan, as appropriate.

**Board Review (BD)** ensures that the school Board is continually kept abreast of the progress of the strategic planning process. The updating process could be via formal presentations at periodic intervals, or through ongoing reporting by the Superintendent or Board-designated strategic planning point-person(s). The Board is encouraged to share its views regarding the ongoing planning process and emerging outputs; however, the Board is urged to defer formal action on the strategic plan until it is presented by the Superintendent for formal adoption at the end of the planning process.

## What We Will Do: The Planning Model

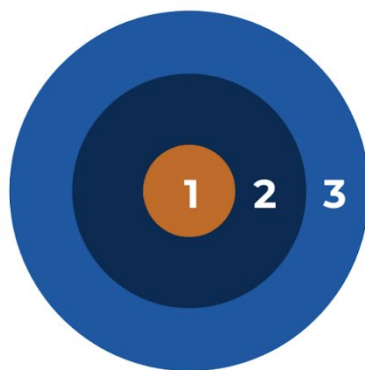
### A Data-driven, Equity-focused Planning Process



## What You Will Get: The Products

### Equity-centered Strategic Planning

*"Keeping ends and means in proper sequence."*



#### 1. Student Learning

- ▶ Equity Principles
- ▶ Our Promise
- ▶ Portrait of a Graduate
- ▶ Goals & Measures of Student Success
- ▶ Performance Benchmarks

#### 2. Instructional Effectiveness

- ▶ "Four Pillars" (Building Blocks)
- ▶ Professional Practices for Effective Instruction
- ▶ Strengthening Equitable Access to the Instructional Core

#### 3. Empowering Infrastructure

- ▶ Strategy Map: Strategic Priorities & Key Actions
- ▶ Roadmap for Disciplined Implementation
- ▶ Aligned Resources, Supports & Services
- ▶ Leadership for Results



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STRATEGIC PLANNING & ALIGNMENT

## Phases of the Strategic Planning Process

Phase 1: Is everyone <u>ready</u> to go?	<i>Mobilization of the community</i> <ul style="list-style-type: none"> <li>Finalize project scope and calendar with Superintendent/Board</li> <li>Define planning teams, participants, and communication plan</li> <li>Conduct orientation and listening sessions with selected stakeholders</li> </ul>
Phase 2: Where are we <u>now</u> ?	<i>Assessment of the current state</i> <ul style="list-style-type: none"> <li>Conduct focus groups or surveys to capture student voice and stakeholder voice</li> <li>Analyze student data using the 4-Lens™ data analysis protocol</li> <li>Conduct root-cause analysis of current state of student learning and professional practices</li> </ul>
Phase 3: Where are we going next?	<i>Purpose, student outcomes, and benchmarks</i> <ul style="list-style-type: none"> <li>Reaffirm purpose: vision, mission, core values, equity statements</li> <li>Clarify outcomes for students: goals and measures of success</li> <li>Set performance benchmarks: achievement targets</li> </ul>
Phase 4: Is everyone still with us?	<i>Reality check</i> <ul style="list-style-type: none"> <li>Conduct reality check with students</li> <li>Conduct reality check with family/community stakeholders</li> <li>Conduct reality check with school-level and district-level staff</li> </ul>
Phase 5: How are we going to get there?	<i>Building blocks, practices, strategies</i> <ul style="list-style-type: none"> <li>Articulate the Four Pillars (building blocks), or theory of action</li> <li>Define Professional Practices for Instructional Effectiveness</li> <li>Define Educational Strategies and Key Actions</li> </ul>
Phase 6: Have we aligned resources to the plan?	<i>Allocation of resources</i> <ul style="list-style-type: none"> <li>Identify major resource implications (people, time, money)</li> <li>Define guidelines for acquiring and allocating resources</li> <li>Realign organizational structure, as appropriate</li> </ul>
Phase 7: Do we have a clear pathway for follow- through?	<i>Roadmap for Disciplined implementation</i> <ul style="list-style-type: none"> <li>Secure formal approval of the plan (by the board)</li> <li>Develop Roadmap for disciplined implementation</li> <li>Define Year 1 priorities and develop implementation plan</li> </ul>

## STRATEGIC PLANNING PROCESS: STEP-BY-STEP

### DATA

#### *What data do we have?*

<b>Student Data</b>	<i>Compile multi-year student data from multiple sources.</i>
<b>Student Voice</b>	<i>Administer online student survey <u>and</u> facilitate student focus group sessions.</i>
<b>Equity Indicators &amp; Measures</b>	<i>Compile comprehensive data on indicators of educational equity (based on the report of the National Academies of Science, Engineering &amp; Medicine)</i>
<b>Practitioners' Voices</b>	<i>Administer online survey of teachers, leaders, and staff. (Optional; additional \$)</i>
<b>Parent/Family Voice</b>	<i>Administer online survey of parents and care-givers. (Optional; additional \$)</i>
<b>Community Voice</b>	<i>Administer online survey of community stakeholders. (Optional; additional \$)</i>

### ANALYSIS

#### *What does the data say?*

<b>4-Lens™ Analysis of Student Data</b>	<i>Analyze qualitative and quantitative student data using the 4-Lens™ protocol [Lens 1 – Growth; Lens 2 – Consistency; Lens 3 – Equity; Lens 4 – Standards]; determine highest-priority Areas of Strength and Areas of Concern, based solely on student data.</i>
<b>Equity Audit: Student Experiences</b>	<i>Analyze disparities in student outcomes and access to opportunities and resources (based on the indicators of educational equity of the National Academies of Sciences, Engineering, and Medicine); determine the “equity challenges.”</i>

### DISCOVERY

#### *Why does the data look that way?*

<b>Assessment of the Standards-aligned Instructional System</b>	<i>Assess the effectiveness of core academic programs relative to the components of a standards-aligned system: A – Standards; B – Assessments; C – Curriculum; D – Instruction; E – Instructional Materials &amp; Resources; F – Interventions &amp; Acceleration.</i>
<b>Root-cause Analysis</b>	<i>Determine the underlying causes of the current state of student learning, growth, and success.</i>
<b>Equity Audit: Professional Practices, Services, &amp; Supports</b>	<i>Conduct a rigorous evaluation of professional practices, services, and supports to clarify the causes of the disparities in outcomes and access among student-groups (i.e., the “equity challenges”). (Optional; additional \$)</i>

*Continued on next page*



## SOLUTION

## What are we going to do about it all?

1. Student Learning	
<b>Portrait of a Graduate</b>	<i>Articulate the qualities and attributes of a high school graduate: the knowledge, skills, and disposition of a graduate equipped for success at the next level.</i>
<b>Core Purpose</b>	<i>Clarify the vision, mission, and core values of the organization.</i>
<b>Goals, Measures, Benchmarks</b>	<i>Set the goals for student success; define the measures of student progress towards the goals, and specify the performance benchmarks (i.e., “excellence targets”).</i>
<b>Equity Principles and Equity Challenge</b>	<i>Articulate the organization’s equity commitments and define specific targets for closing/eliminating the disparities in outcomes and access for identified student-groups (i.e., “equity challenge” populations).</i>
2. Instructional Effectiveness	
<b>“Four Pillars”</b>	<i>Define the building blocks of a coherent, durable framework or theory of action; i.e., the capabilities that must be developed to realize the outcomes for students.</i>
<b>Professional Practices</b>	<i>Outline the foundational teaching practices, leadership practices, and organizational practices essential for continuous improvement of instruction at every level.</i>
<b>Instructional Priorities: Core Subjects</b>	<i>Outline the priorities for continuous improvement of each component of standards-aligned instructional system for the core subjects: A – Standards; B – Assessments; C – Curriculum; D – Instruction; E – Instructional Materials &amp; Resources; F – Interventions &amp; Acceleration.</i>
<b>Educational Strategies</b>	<i>Define equity-focused high-impact strategies, processes, and for each Goal or Pillar (as appropriate).</i>
3. Empowering Infrastructure	
<b>Mission-focused Supports &amp; Services</b>	<i>Define system-level services and supports to support students and schools, and to cultivate a high-trust, equitable, continuous learning, and accountable culture.</i>
<b>Leadership for Results</b>	<i>Outline recommendations for strengthening leadership competence, confidence, and courage at every level, and for championing a culture of equitable access and equal outcomes for all students.</i>
<b>Implementation Roadmap</b>	<i>Develop a detailed roadmap for disciplined implementation, including explicit milestones for Year 1 and a blueprint for Year 2 and Year 3.</i>
<b>Needs-based Resource Allocation</b>	<i>Develop guidelines for equitable allocation of resources, with particular attention to closing/eliminating disparities in outcomes and access among student-groups. (Optional; additional \$)</i>

## PROJECT CALENDAR

Below is a detailed illustrative Project Calendar (two pages). A **Washoe County-specific** version will be developed collaboratively with district leaders, in line with the December 2022 start-date and June 2023 end-date set by the district.

Date	Day	Announced time (PT)		TEAM		Focus
		Start Time (PT)	End Time (PT)			
6-Oct-16	Th	10:00 AM	12:00 PM	PRINCIPALS / ADMINISTRATIVE TEAM	P/A	<b>Principals/Admin Team Review Session #1:</b> Phase 1: "Is everyone ready to go?"; Phase 2: "Where are we now?". [Optional: Also review school and district priorities and annual action plans for current school year]
6-Oct-16	Th	12:30 PM	2:00 PM	STUDENT VOICE	SV	<b>Student Focus-group</b> with representative sampling of students for their perspective on their educational experiences and opportunities for improvement
25-Oct-16	Tu	5:30 PM	6:30 PM	BOARD REVIEW	BD	<b>Board Update/Review Session #1:</b> Phase 4: "Is everyone still with us?"; Phase 7: "Do we (still) have the support of our leaders and policymakers?"
1-Nov-16	Tu	8:00 AM	4:00 PM	CORE PLANNING TEAM	CP	<b>Core Planning Team Session #1:</b> Phase 2: "Where are we now?"; Phase 3: "Where are we going?"
2-Nov-16	W	5:30 PM	6:30 PM	ALIGNMENT TEAM	AL	<b>Alignment Team Session #1:</b> Phase 1: "Is everyone ready to go?"; Phase 2: "Where are we now?"
2-Nov-16	W	8:00 AM	4:00 PM	CORE PLANNING TEAM	CP	<b>Core Planning Team Session #1:</b> Phase 2: "Where are we now?"; Phase 3: "Where are we going?"
3-Nov-16	Th	8:00 AM	11:00 AM	PRINCIPALS / ADMINISTRATIVE TEAM	P/A	<b>Principals/Admin Team Session #2:</b> Phase 2: "Where are we now?"; Phase 3: "Where are we going?"
12-Dec-16	M	5:30 PM	6:30 PM	ALIGNMENT TEAM	AL	<b>Alignment Team Session #2:</b> Phase 3: "Where are we going?"; Phase 4: "Is everyone still with us?"
12-Dec-16	M	8:00 AM	4:00 PM	CORE PLANNING TEAM	CP	<b>Core Planning Team Session #2:</b> Phase 2: Phase 3: "Where are we going?"
13-Dec-16	Tu	8:00 AM	4:00 PM	CORE PLANNING TEAM	CP	<b>Core Planning Team Session #2:</b> Phase 2: Phase 3: "Where are we going?"; Phase 5: "How are we going to get there?"
14-Dec-16	Th	8:30 AM	11:30 AM	STUDENT VOICE	SV	<b>Student Focus-group</b> with representative sampling of students for their perspective on their educational experiences and opportunities for improvement
10-Jan-17	Tu	5:00 PM	6:00 PM	BOARD REVIEW	BD	<b>Board Update/Review Session #2:</b> Phase 4: "Is everyone still with us?"; Phase 7: "Do we (still) have the support of our leaders and policymakers?"
30-Jan-17	M	5:30 PM	7:30 PM	COMMUNITY FORUM	CF	<b>All-Stakeholders Session (open to all):</b> Phase 2: "Where are we now?"; Phase 3: "Where are we going?"; Phase 4: "Is everyone still with us?"
30-Jan-17	M	8:00 AM	4:00 PM	INSTRUCTIONAL FOCUS TEAM	IF	<b>Instructional Focus Team Session #1:</b> Phase 2: "Where are we now?"; Phase 3: "Where are we going?"; Phase 5: "How are we going to get there?"
31-Jan-17	W	5:30 PM	7:30 PM	COMMUNITY FORUM	CF	<b>All-Stakeholders Session (open to all):</b> Phase 2: "Where are we now?"; Phase 3: "Where are we going?"; Phase 4: "Is everyone still with us?"
31-Jan-17	Tu	8:00 AM	4:00 PM	INSTRUCTIONAL FOCUS TEAM	IF	<b>Instructional Focus Team Session #1:</b> Phase 2: "Where are we now?"; Phase 3: "Where are we going?"; Phase 5: "How are we going to get there?"

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Project Calendar (continued)

1-Feb-17	W	7:00 AM	7:45 AM	ALIGNMENT TEAM	AL	<b>Alignment Team Session #3: Phase 4:</b> "Is everyone <i>still</i> with us?"; Phase 5: "How are we going to get there?"; Phase 7: "Do we (still) have the support of our leaders and opinion makers?"
1-Feb-17	Th	5:30 PM	7:30 PM	COMMUNITY FORUM	CF	<b>All-Stakeholders Session (open to all):</b> Phase 2: "Where are we now?"; Phase 3: "Where are we going?"; Phase 4: "Is everyone <i>still</i> with us?"
1-Feb-17	W	8:00 AM	4:00 PM	CORE PLANNING TEAM	CP	<b>Core Planning Team Session #2:</b> Phase 2: Phase 3: "Where are we going?"; Phase 5: "How are we going to get there?"
2-Feb-17	Th	8:00 AM	9:30 AM	PRINCIPALS / ADMINISTRATIVE TEAM	P/A	<b>Principals/Admin Team Session #3:</b> Phase 3: "Where are we going?"; Phase 4: "Is everyone <i>still</i> with us?"; Phase 5: "How are we going to get there?"
13-Feb-17	M	TBD	TBD	CAMPUS / DEPARTMENT "REALITY CHECK"	C/D	<b>Campus/ Department "Reality Check":</b> Phase 2: "Where are we now?"; Phase 3: "Where are we going?"; Phase 4: "Is everyone <i>still</i> with us?"
14-Mar-17	Tu	5:00 PM	6:00 PM	BOARD REVIEW	BD	<b>Board Update/Review Session #3:</b> Phase 4: "Is everyone <i>still</i> with us?"; Phase 7: "Do we (still) have the support of our leaders and policymakers?"
20-Mar-17	M	8:00 AM	11:00 AM	CORE PLANNING TEAM	CP	<b>Review of Draft Strategic Plan:</b> Phase 4: "Is everyone <i>still</i> with us?"; Phase 5: "How are we going to get there?"; Roll-out of <u>draft</u> Strategic Plan documents, jointly with Instructional Focus Team
20-Mar-17	M	8:00 AM	11:00 AM	INSTRUCTIONAL FOCUS TEAM	IF	<b>Review of Draft Strategic Plan:</b> Phase 4: "Is everyone <i>still</i> with us?"; Phase 5: "How are we going to get there?"; Roll-out of <u>draft</u> Strategic Plan documents, jointly with Core Planning Team
6-Apr-17	Th	7:00 AM	7:45 AM	ALIGNMENT TEAM	AL	<b>Alignment Team Session #3: Phase 4:</b> "Is everyone <i>still</i> with us?"; Phase 5: "How are we going to get there?"; Phase 7: "Do we (still) have the support of our leaders and opinion makers?"
6-Apr-17	Th	8:00 AM	9:30 AM	PRINCIPALS / ADMINISTRATIVE TEAM	P/A	<b>Principals/Admin Team Session #4:</b> Phase 4: "Is everyone <i>still</i> with us?"; Phase 5: "How are we going to get there?"; Phase 6: "Have we aligned resources and responsibilities with the Plan?"; Phase 7: "Do we have the support of our leaders and opinion makers?"
25-Apr-17	Tu	5:30 PM	6:30 PM	BOARD REVIEW	BD	<b>Board Update/Review Session #4:</b> Phase 4: "Is everyone <i>still</i> with us?"; Phase 7: "Do we (still) have the support of our leaders and policymakers?"
4-May-17	Th	8:00 AM	9:30 AM	PRINCIPALS / ADMINISTRATIVE TEAM	P/A	<b>Principals/Admin Team Session #5:</b> Phase 4: "Is everyone <i>still</i> with us?"; Phase 5: "How are we going to get there?"; Phase 6: "Have we aligned resources and responsibilities with the Plan?"; Phase 7: "Do we have the support of our leaders and opinion makers?"
23-May-17	Th	5:30 PM	7:00 PM	BOARD REVIEW	BD	<b>Board Update/Review Session #5:</b> Phase 7: "Do we have the support of our leaders and opinion makers?" - <b>Board Finalization of the Strategic Plan</b>