



AMENDMENT NO. 1 TO Professional Services Agreement

Dated July 15, 2020

This Amendment is entered into between the Alameda Unified School District (District) and National Equity Project (CONTRACTOR). District entered into a Professional Services Agreement with CONTRACTOR for instructional coaching services for fiscal year 2020-2021, and the parties agree to amend that Agreement as follows:

<p>1. Services</p> <p>Shift of services provided by the CONTRACTOR. Instructional coaching for staff and executive coaching for Chief Academic Officer. Scope of services detailed in attached proposal.</p>
<p>2. Compensation</p> <p>Compensation amount of original PSA will remain \$25,000.</p>

3. Remaining Provisions: All other provisions of the Agreement, and prior Amendment(s) if any, shall remain unchanged and in full force and effect as originally stated.

4. Amendment History:

- There are no previous amendments to this Agreement.
- This contract has previously been amended as follows:

No.	Date	General Description of Reason for Amendment	Amount of Increase (Decrease)

AUSD
ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

"DISTRICT"

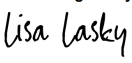
By: 
Shariq Khan (Dec 2, 2020 13:52 PST)

Name: Shariq Khan

Title: Chief Business Officer

Date: Dec 2, 2020

"CONTRACTOR"

DocuSigned by:

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Name: Lisa Lasky

Title: Managing Director

Date: 12/1/2020

PROPOSAL FOR SERVICES



Alameda Unified School District

Submitted to: Sara Stone, Chief Academic Officer
Alameda Unified School District
October 12, 2020

NEP Contact: Heidi Gill
Senior Associate, 415 240 7550, hgill@nationalequityproject.org

Project Duration: July 15, 2020-June 30, 2021

Cost: \$25,000

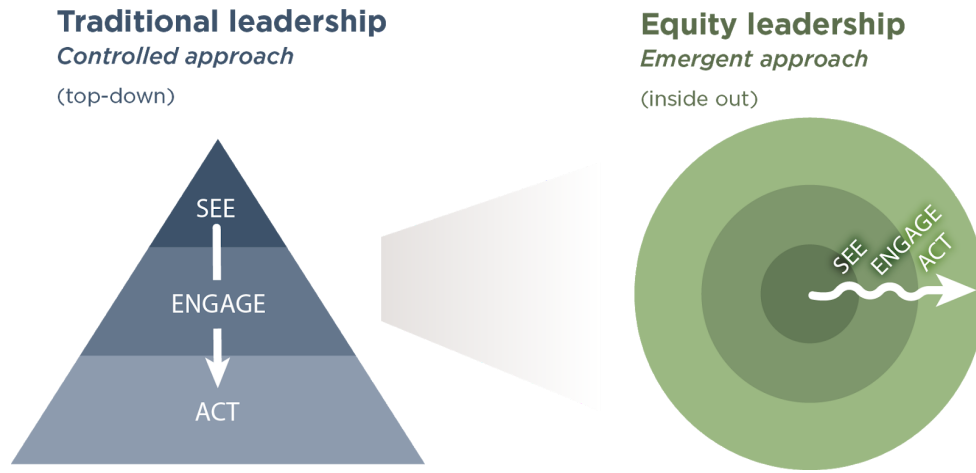
The National Equity Project partners with leaders to transform the outcomes, experiences, and life trajectories of young people and families who have been historically underserved by their public institutions. We offer sustained, embedded support to leaders to make effective, equity-based decisions and take informed action in their day-to-day work.

We believe anyone can be a leader for equity. We progress towards our vision by building leaders' will, skill, knowledge, capacity, and emotional intelligence to:

- Incorporate and apply both a racial equity and systems-thinking lens to their understanding of factors contributing to root causes of inequity in systems and to design and implement solutions.
- Examine and transform the discourse people have at personal, institutional, and structural levels.
- Lead powerful, human-centered, and cohered communities of practice across institutions (i.e. employment, health, childcare, education, transportation and housing sectors) toward improved racial equity outcomes.
- Design and implement policies, practices and processes necessary to support and protect the structural changes required to achieve equity.
- Disrupt, dismantle and address issues of systemic oppression (race, class, gender, language, sexual orientation, etc.) so that families and communities can be self-determining, self-renewing, and educated with increased political, educational, and economic opportunity.
- Sustain change by developing diverse leadership across systems and institutionalizing practices to catalyze and maintain the momentum for equity-driven change

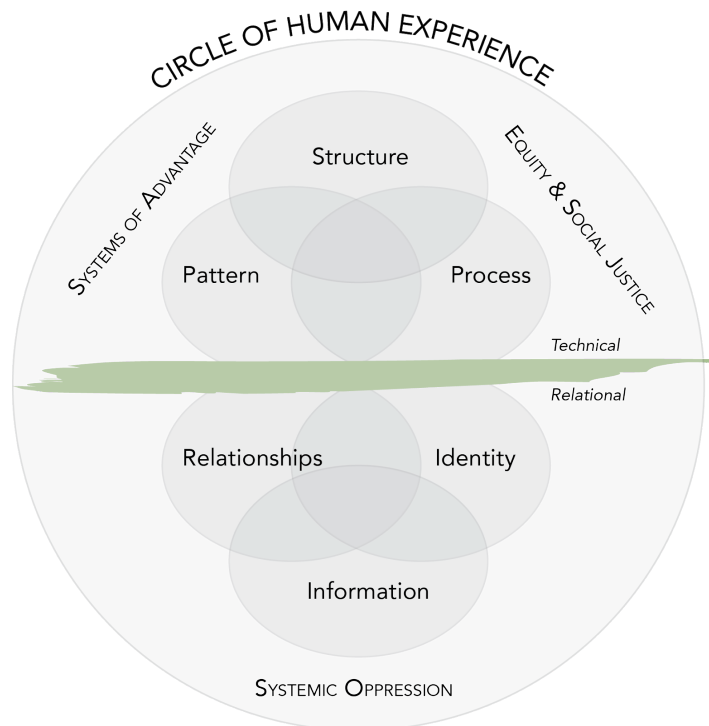
Most of us are accustomed to leading and being led from the “outside-in,” where the drivers of our actions are external requirements, hierarchical authority, and requisite programs to implement. When it comes to complex equity challenges - to which there are no step-by-step manuals, and which stretch us cognitively, relationally, and emotionally - this approach is inadequate. The National Equity Projects offers an “inside-out” approach to leadership that creates a different set of possibilities for how we approach equity work.

Our transdisciplinary *Leading for Equity™ Framework* provides a frame of reference that enables leaders to navigate the complex territory of equity challenges and develop their capacity to engage in purposeful leadership action.



NEP Leading for Equity "SEA" Framework, 2018

People created this system and it will take people to reimagine and reinvent it. We support our partners to work on both technical and relational challenges – supporting you to identify and develop necessary structures, patterns, and processes, while deeply focusing on too-often overlooked aspects of information sharing, relationships, and identity.



NEP Seven Circle Model of a Racialized System, 2018
Adapted from Dalmau Network Group "Below the Green Line"

We develop leaders from the boardroom to the classroom who have the political will, skill, knowledge and emotional intelligence to recognize those aspects of the inherited system that need to be interrupted, eliminate practices and policies that continue to serve only the elite, and create new ways of educating all children, not just some. Ours is a human-centered approach informed first by stakeholders in the system itself. At every stage there are a set of decisions and actions that system leaders can make. Our work with systems leaders is to support them to see the choices and make decisions in alignment with their values and desired outcomes.

Understanding Your Needs

The Chief Academic Officer for Alameda Unified School District, Sara Stone, is seeking to build the will, skill and capacity of her district's Instructional Coaches and Interventionist Leads to hold a common vision of equitable learning systems for her district's students, and to work towards that vision as a unified team. The National Equity Project offers an approach to instructional coaching that provides a unified response to students' academic and social-emotional needs through working in and learning through Learning Partnerships with students who are most impacted by their district's systemic disparities in access to success.

In addition, Superintendent Pasquale Scuderi is seeking to strengthen the will, skill and capacity of the district's cabinet level leaders to work as a team, with a collective commitment to Equity, utilizing an Equity Lens in their shared approaches and strategies as district leaders.

In light of this, the National Equity Project proposes the following Scope of Work.

Scope of Work

We believe that any attempt to effectively address deep, persistent equity challenges within an organization or system requires leadership with strong equity-consciousness, a clear sense of purpose, a humble understanding of the complexity of these challenges, and the capacity to mobilize the system in an aligned direction. Often, leaders focus on action without tending to their own requisite capacity-building. These service offerings focus on supporting such equity leadership learning and development.

District departmental leaders often find themselves with competing commitments in their prioritization of resources and decision making within the context of their work. The complexity of equity challenges requires these leaders to recognize the collective impact of their decisions, and the need for their interdependence as a team with a shared commitment to equity. The focus of the proposed Cabinet learning sessions will provide these district leaders with the opportunity to strengthen their shared commitments, strategies and approaches to addressing the complex equity challenges in their district.

Instructional leaders with a lens of equity and complexity recognize that the role of an Instructional Coach goes beyond sharing good strategies; it's about supporting teachers to think differently about what's happening in their classroom so they can take new actions. Many instructional coaches have found great success as classroom teachers but struggle when coaching teachers to make dramatic changes in their practice, especially when focused on students who have had a history of failure in school. The focus of the proposed learning through inquiry sessions will provide the Instructional Coaches and Interventionists with a collaborative learning environment that will support them to learn alongside teachers and students in order to adaptively experiment with significant shifts in their strategies and approaches, to increasingly create experiences of belonging and success for students who have been historically marginalized.

Pricing

Service/Deliverable	Fee	Notes
Instructional Coaching for Equity within Complex Systems	\$16,000	Facilitation by two NEP staff of 7 monthly learning through inquiry sessions, each 1.5 hours in length. Participants to include instructional coaches, interventionists and coordinators
Executive Coaching: Liberatory Design in Instructional Leadership within Complex Systems	\$4,000	Monthly coaching for and consultation with Chief Academic Officer, Sara Stone
Executive Coaching: Cabinet Level Leadership for Equity within Complex Systems	\$5,000	Facilitation of equity-driven leadership and team building sessions with Alameda Unified School District Cabinet.
Total Service Fees	\$25,000	
Estimated Expenses (0%)*		
Total Project Cost	\$25,000	

Service fees include planning and travel time, materials development and production, and reflection and debriefing. Service fees do not include travel expenses, which will be billed based on actual expenses. 25% of project cost is due upon contract signature; NEP will invoice the remainder in quarterly intervals. Additional services may be negotiated as needed.

*Due to COVID 19, all services will be provided virtually.

Project Team Leadership



Asali Waters-Roller, Associate

Asali Waters-Roller joined the National Equity Project in 2017 after 24 years as an educator in public and independent schools. In 2016, she was a National Equity Project Leading for Equity Fellow. Asali is passionate about adult learning, instruction, and youth development, and is known for supporting learning communities with engaging in collaborative reflection, inquiry, and experiential learning.

Asali taught at Berkeley High School in Berkeley, CA, and Lincoln School in Providence, RI, and was an administrator for the San Leandro Unified and Oakland Unified school districts. In 2004, Asali joined Oakland Unified's New Small Schools movement where she led the design and was a founding middle school principal. She was a district manager for Oakland's K-12 Expanded Learning programs for ten years where she supported compliance, professional development, operations and the coordination of continuous program quality improvement in partnership with community based organizations.

Asali received her B.A. from the University of California, Berkeley, a Master of Arts in Teaching from Brown University, and an Administrative Credential from California State University, East Bay.



Heidi Gill, Senior Associate

Heidi has extensive experience coaching district level leaders, principals and teachers and leading professional development both site-based at schools and through leadership cohorts. She re-joined the National Equity Project staff in 2009, and is currently leading a national effort within our Leading for Equity through Redesign Network which supports districts to design innovative approaches for addressing their complex equity challenges. Heidi has over 20 years of K-8 teaching experience, including middle school math and science. She has also worked as a literacy consultant, and focused her Master's work on teacher inquiry.



Lisa Lasky has worked in education for over 25 years as a teacher, leader, school and district coach, and has led several organizational and system change projects across the country. Before joining the National Equity Project in 1995, Lisa worked with Theodore Sizer at the national office of the Coalition of Essential Schools – a national school reform movement that began with five high schools and expanded to thousands of schools and several centers across the country.

As a founding member of our organization, Lisa has served in many roles including Associate Director, Director of Elementary and Middle Schools, Director of the School Grants Program and Deputy Director. Lisa holds a B.A. in Sociology and English from the State University of New York, College at Cortland and an M.A. in Education from UC Berkeley.

Experience & Partners

The National Equity Project has over 20 years of experience partnering with system leaders to deliver on the promises they make in their communities to provide an exceptional and transformative public education. Our mission is to transform educational experiences, outcomes, and life options for students and families who have been historically underserved. Our unique leadership and organizational development approach focuses on the technical, relational, social, and cultural dimensions of complex change efforts.

In our view, working towards equity entails:

- Removing the predictability of success or failure that currently correlates with race, socio-economic status, and any other social or cultural factor.
- Ending inequitable practices, addressing individual and systemic biases, and creating respectful, inclusive environments for adults and children to thrive.
- Discovering and cultivating the unique talents and interests that everyone possesses.

We support educational, intermediary, community-based, and philanthropic leaders to authentically collaborate to transform the systems to which they belong. We have partnered with a range of organizations and foundations including the following recent clients:

Alameda Unified School District	Alameda, CA
Annie E. Casey Foundation	Baltimore, MD
Aspire Public Schools	Oakland, CA
Battle Creek Public Schools	Battle Creek, MI
Berkeley Unified School District	Berkeley, CA
Bill & Melinda Gates Foundation	Seattle, WA
City Of Grand Rapids	Grand Rapids, MI

Denver Public Schools	Denver, CO
Educate78	Oakland, CA
Emery Unified School District	Emeryville, CA
Federal Way Public Schools	Federal Way, WA
First Five San Francisco	San Francisco, CA
Forest Grove School District	Forest Grove, OR
Foundation for Newark's Future	Newark, NJ
Grand Rapids Public Schools	Grand Rapids, MI
Green Dot Public Schools of California	Los Angeles, CA
Hayward Unified School District	Hayward, CA
Hewlett Foundation	Menlo Park, CA
Hood River County School District	Hood River, OR
Kenneth Rainin Foundation	Oakland, CA
KIPP Foundation	Chicago, IL
Lake Oswego School District	Lake Oswego, OR
Los Angeles Unified School District	Los Angeles, CA
Lumina Foundation	Indianapolis, IN
Madison Metropolitan School District	Madison, WI
Menlo Park City School District	Atherton, CA
Milpitas Unified School District	Milpitas, CA
Mississippi Low-Income Childcare Initiative	Biloxi, MS
Monterey County Office of Education	Salinas, CA
New Leaders National	Washington, D.C.
North Clackamas School District	Milwaukie, OR
Novato Unified School District	Novato, CA
Oak Park District 97	Oak Park, IL
Oakland Unified School District	Oakland, CA
Palo Alto Unified School District	Palo Alto, CA
Partners in School Innovation	San Francisco, CA
Raikes Foundation	Seattle, WA
Rockford Public Schools	Rockford, IL
Roosevelt Campus	Portland, OR
Sacramento City, USD	Rancho Cordova, CA
San Diego Unified School District	San Diego, CA
San Francisco Unified School District	San Francisco, CA
San Jose Unified School District	San Jose, CA
San Mateo County Office of Education	San Mateo, CA
San Rafael City Schools	San Rafael, CA
Santa Clara County Office of Education	San Jose, CA
Southern Education Foundation	Atlanta, GA
Spring Branch School District	Houston, TX
Springfield Public Schools	Springfield, OR
Tamalpais Union High School District	Larkspur, CA
Teach for America	New York, NY
Thrive Washington	Seattle, WA
Tulsa Public Schools	Tulsa, OK
UF Lastinger Center	Gainesville, FL
United Way for Southeastern Michigan	Detroit, MI

United Way Greater Atlanta
Vallejo City Unified School District
W.K. Kellogg Foundation

Atlanta, GA
Vallejo, CA
Battle Creek, MI

Client references are available upon request.