

Forest Park School District 91

Submitted to: Dr. Louis Cavallo, Superintendent
Forest Park School District, D91
June 2019

NEP Contact: Linda Ponce de León, Sr. Associate
415.238.9840, lponedeleon@nationalequityproject.org

Project Duration: 7/1/19 - 6/30/20

Cost: \$ 39,600 + *expenses to be billed as actuals*

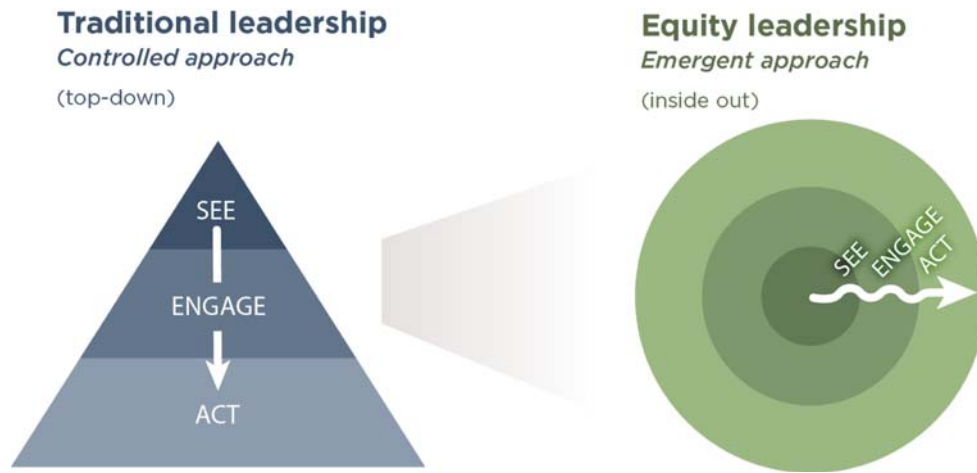
The National Equity Project partners with leaders to transform the outcomes, experiences, and life trajectories of young people and families who have been historically underserved by their public institutions. We offer sustained, embedded support to leaders to make effective, equity-based decisions and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

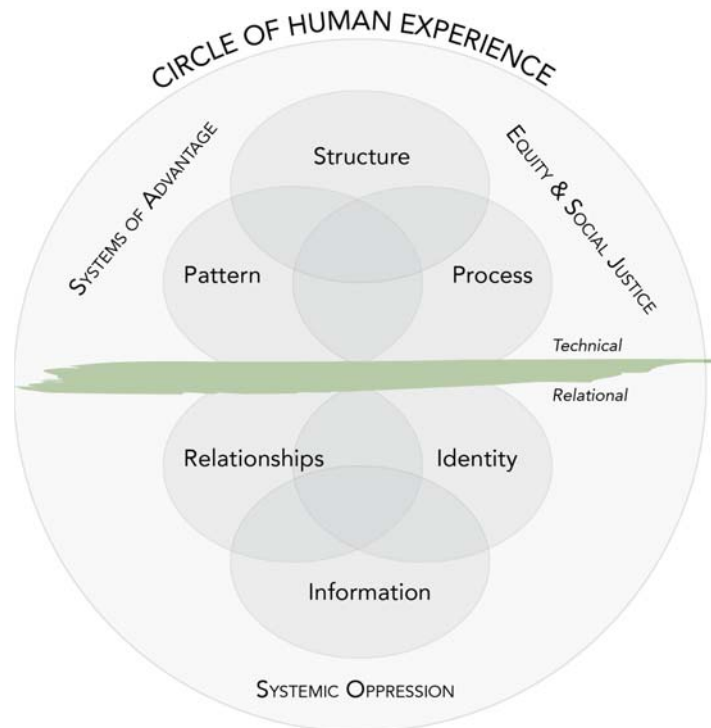
Most of us are accustomed to leading and being led from the “outside-in,” where the drivers of our actions are external requirements, hierarchical authority, and requisite programs to implement. When it comes to complex equity challenges - to which there are no step-by-step manuals, and which stretch 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

Through work with the National Equity Project (NEP) leaders in Forest Park have come together to build individual and collective equity commitment, equity consciousness and leadership capacity among district cabinet and school board leaders. They have engaged in an equity analysis to identify and to understand policies and practices that may be contributing to structural, institutional, or classroom level inequities and created an equity imperative to guide their actions and interrupt those inequities.

District leadership believe the work of leading for equity is a moral imperative and will expand that work to all district staff members in school year 2019-2020. The inside-out, equity consciousness work will be the focus this year to increase self awareness and understanding of what it means to work towards equity to improve the life trajectory and outcomes for D91 learner populations, especially African-American young men and boys. This foundational work will collectively sharpen their equity lens in order to be able to integrate that lens into all areas of work, including; professional learning, hiring, student discipline, and teaching and learning at both a programmatic and instructional level.

A few critical questions an engagement with the National Equity Project would support you to address:

- What capacity and awareness needs to be built and reinforced in order to interrogate the ways in which race, class, culture, language and experience influence and impact teaching, learning, leadership, decisions and actions?
- How might we lead productive, actionable discourse about the equity and inclusion challenges within our district?
- What would be possible if we applied a racial equity and inclusion lens to our work? How might our equity imperative catalyze our commitment to action?
- What work or experiences will build a sense of collective responsibility for the experience and achievement of all students in each of your schools – especially those you are most concerned about?

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

Scope of Work

1. 2-Day Leading for Equity Learning Session

- a. Designed to build individual will, knowledge and skill in Leading for Equity. Some of the key design principles are leading from the inside out, the importance of listening and story, balancing affective and cognitive processing, utilizing the experiential learning cycle and holding a systems lens.

2. Equity Leadership & Learning Sessions

- a. This is a time to continue to build knowledge on topics such as stereotype threat and belonging. It is an opportunity to read and discuss and weave together new learning with our identity and our practice as professional educators.
- b. This time will serve as a consistent way in the year for all staff to continue to reflect on implicit bias and the impact that implicit bias has on everyday actions and decisions in the classroom and when working with children and families.

3. Coaching, Strategic Advising and Technical Assistance

- a. NEP will facilitate a series of meetings with identified leaders to engage in collective learning and sense-making about the current state of their organization or system related to equity, race and identity, and to identify equity priorities/imperatives..
- b. NEP will build the capacity of identified leaders to develop the equity commitment and equity consciousness of their principals and staff.

4. Participation in the Midwest District Network

- a. Learn and engage with NEP's Leading for Equity (LFE) framework as a way to expand equity consciousness and shift from traditional leadership paradigms to a more dynamic approach to equity-focused problem-solving and decision-making required for leading for equity in complex systems
- b. Articulate a definition of success that is liberatory and inclusive of the values and aspirations of students of color and students living in poverty in their communities
- c. Work together to identify or refine a priority "equity challenge" and design, apply, and reflect on approaches to advance progress toward equity
- d. Learn and apply a Learning Partnership approach to change, working collaboratively with colleagues and students to implement rapid cycles of inquiry, running small tests of change to learn what works, how it works, for whom, under what conditions, and why.
- e. Review, discuss, apply, and contribute to the latest research in the neuroscience of change and the science of learning and development in service of equity.

Pricing

Service/Deliverable	Fee	Notes
2-Day Leading for Equity Learning Session	\$18,000	August 20-21 Approximately 200 participants; all staff from all schools
Equity Leadership & Learning Sessions	\$18,000	Aug 30: ½ day (school improvement day) March 17: 1 full day Three ¼ days (early release days in Oct., Jan. and May)
Executive Coaching: Strategic Advising and Technical Assistance	\$3,600	8 hours of coaching and technical assistance for Superintendent and Curriculum Lead
Total Service Fees	\$39,600	
Estimated Expenses (20%)	\$7,920	<i>To be billed as actuals</i>
Total Project Cost	\$47,520	

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.