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NATIONAL
EQUITY
PROJECT

FORMERLY THE BAY AREA COALITION FOR EQUITABLE SCHOOLS (BAYCES)

FY2012 Client Services Contract

This Agreement is made this 31st day of July, 2012, between the **National Equity Project** ("The Project") and **Grand Rapids Public Schools** ("CLIENT"), regarding services to be provided by The National Equity Project.

1. The National Equity Project agrees to provide CLIENT with services, as detailed in the "Scope of Work," in exchange for total payment of **\$347,195 for the time period April 1, 2011 – June 30, 2013**. Each day of service is defined as 8 hours of time spent working with and/or on behalf of the CLIENT.
2. CLIENT will allocate appropriate time and human resources to permit The Project to complete the work outlined in the Scope of Work. CLIENT staff will actively participate in The National Equity Project events, hosting and attending site visits and peer reviews, and sharing information with audiences as appropriate.
3. CLIENT will participate in National Equity Project research and evaluation efforts including, but not limited to, data collection, surveys, and/or focus groups, and will provide National Equity Project with current data on school demographics, enrollment, staffing, and student achievement.
4. CLIENT will pay National Equity Project for the services outlined in the Scope of Work within 30 days of receipt of invoice. If payment is not received by National Equity Project within 30 days of sending invoice, the account will be deemed delinquent and all outstanding amounts will become immediately due and payable. Services delivered in excess of the amount outlined above will be billed monthly, with payment due upon receipt of invoices. All registration pre-payments will be invoiced in the first month. All other services will be billed in monthly equal installments over the contract period with any fees and expenses beyond the scope of this agreement, if applicable.
5. Should CLIENT seek services beyond the Scope of Work from the Project, the parties may negotiate an additional and/or amended Agreement for services beyond this agreement. Any such amendment/extension of this Agreement shall require the written agreement of both CLIENT and The Project.
6. Except for liabilities caused by the intentional or negligent acts of omissions of The Project, CLIENT agrees to defend, indemnify and hold harmless The Project, its officers, employees, agents, and elective and appointed boards, from any and all

claims, losses and damages (including attorneys' fees) arising from its performance of this Agreement.

7. Except for liabilities caused by the intentional or negligent acts or omissions of CLIENT, The Project agrees to defend, indemnify and hold harmless CLIENT, its officers, employees, agents, and elective and appointed boards, from any and all claims, losses and damages (including attorneys' fees) arising from its negligence or intentional misconduct in the performance of this Agreement.
8. CLIENT agrees to provide attribution to the National Equity Project should they choose to reproduce or distribute any materials developed, created, or provided by the National Equity Project
9. CLIENT agrees that any pre-paid institute registration included within the Scope of Services to this Agreement are non-refundable and are only redeemable in the fiscal year, ending June 30th, in which they were purchased. Because the Project reserves space at the final institute offering of the year for all pre-paid institute participants that have not yet participated, The Project is unable to offer refunds. Unused pre-paid registration codes will be considered "no-show" at last offering of the institute event for the year.
10. Any notice given under this Agreement shall be sufficient if it is in writing and if sent by certified or registered mail. Notices shall be directed to the following addresses:

CLIENT:

GRPS Attn: Mary Sokulman
1331 Franklin St
Grand Rapids, 49506

THE PROJECT:

Client Services
1720 Broadway, 4th Floor
Oakland, CA 94612

11. The parties may terminate this Agreement with thirty days written notice. If the Agreement is terminated by The Project, The Project will present CLIENT with a report outlining work completed through the date of termination.
12. Governing Law: This Agreement shall be construed and enforced in accordance with the laws of the State of Michigan.
13. Complete Agreement: It is mutually understood and agreed that this Agreement constitutes the entire agreement between the parties (other than the Scope of Work) on the subjects encompassed herein; that all prior agreements, oral or written, are expressly superseded; and that no changes or modifications to the terms of this Agreement shall be valid unless made in writing and signed by both parties.

14. Attorneys Fees: If any action is brought for a declaration of rights under or to enforce the provisions of this Agreement, or for breach of this Agreement, the prevailing party shall be entitled to reasonable attorney's fees as fixed by the Court.

15. Authority: Each person signing below represents and warrants that he/she is authorized to enter into this Agreement and to commit his/her organization to its terms.

National Equity Project:



LaShawn Routé Chatmon, Executive Director

July 31, 2012

CLIENT:

The CLIENT represents that it has full power and authority to enter into this Agreement and that is binding upon the Client and enforceable in accordance with its terms.

Teresa Neal M.Ed. Superintendent

CLIENT Name, Title



Client Signature

8/28/12
Date

Please direct invoices and payment related questions to:

Name: Julie Davis Title: Exec. Dir. of Finance

Address: 1331 Franklin SE GR Md 49506

E-mail: cdavisj@grps.org

Phone: 666-819-2070 Ext. —

GRAND RAPIDS PUBLIC SCHOOLS | SCOPE OF WORK | 2012-13

Critical Issues and Areas of Need

Over the last twelve months, the National Equity Project and the Superintendent of Grand Rapids Public Schools have been engaged in critical discourse about the current context, culture, conditions, and competencies operating within the district that produce varying levels of student success, achievement, and opportunity. As evidenced by nearly every measurable indicator, Grand Rapids Public Schools is confronted with an achievement gap delineated by students' race, class, and culture. Though equipped with a wide array of structures and practices, district central office leaders face the challenge of aligning school-based and district-wide professional development, student assessment systems, and parent engagement and advocacy initiatives with effective equity efforts. District-wide leadership require support to surface and engage school-level staff in honest and productive conversations about the impact of race, class, and culture on classroom behavior, instructional practices, as well as school and student outcomes.

In particular, a number of specific areas of need were articulated:

- Ways of increasing cultural competence in school buildings and classrooms that leverage the existing assets of educators;
- Alignment between the various initiatives, programs, and site level supports targeted at the Ottawa Hills Family of Schools;
- Analysis of impact and effectiveness of targeted programs based on the achievement growth of specific student groups;
- A shared understanding of Grand Rapids Public Schools system of advantages and disadvantages;
- Practical ways to align the contributions of central office administrators, site-based educators, and community members to strengthen the Ottawa Hills Family of Schools (or others as designated);
- Inspirational and innovative ways to attract and retain promising teacher talent;
- Accountability measures that promote hope and empowerment as well as continuous learning and rigorous standards for professional excellence;
- Routines that allow for self-reflection, sharing of best practices, as well as safe and honest dialogue about school-wide improvement through professional development

Goals

The overall goal of this three-year project is to equip the educators within the Grand Rapids Public School system with the will, skill, knowledge, capacity, and emotional intelligence to provide the most effective instructional practices to all of its 19,254 students, with particular attention and focus placed on student groups served least well: African American students, Hispanic/Latino students, and students living in poverty while attending school. The educational outcomes for the aforementioned student groups lag far behind and below their White and more affluent counterparts. Because student achievement gaps represent student learning gaps, the National Equity Project proposes to provide leadership development and coaching to the educational system's leaders, educators, and operators to help them create and sustain a district culture of excellent and equitable instruction that is driven by innovation and collaboration. In order for this effort to be successful, it must be guided and supported by distributed, facilitative, instructional leadership at every level of the educational system and at every school in the district.

This project seeks to develop and align the will, skill, knowledge, capacity, and emotional intelligence of School Board Members, Central Officers, Principals, Educators, Support Staff, and Teachers to take leadership for developing an equitable educational system. The creation of such a system requires instructional leaders who have the facilitative skills to encourage, promote, and provide empowering, continuous learning opportunities in all of their interactions with each of their teams. It also requires distributed leadership models and structures that equip the district's instructional leaders with the knowledge and skills to improve instructional capacity broadly and to forge learning partnerships with students that are informed by teacher team inquiry processes and common, formal, formative assessment practices.

By the end of this three-year project, leaders and educators of the Grand Rapids Public School system will be able to identify, assess, and address the conditions, culture, and competencies necessary for promoting and inspiring adult behaviors and practices that close learning gaps and reduce disparities in student achievement, experience, and outcomes.

Activities and Outcomes

The National Equity Project intends to support Grand Rapids Public Schools in achieving a single major goal by the end of this three-year project: to develop and hold a vision, process, and plan for reducing and eliminating the race and class-based disparities in student achievement and outcomes, particularly for African-American, Hispanic/Latino students, and students living in poverty while attending school. The Grand Rapids Public School system's vision, process, and plan for developing a system of effective, equitable, instructional practices will require the development of knowledge and skills at three levels – the Board of Education, district leadership, and school-site leadership. To that end, we recommend a number of activities to develop knowledge and skills, outlined below, and identify specific project outcomes at each of the aforementioned levels.

BOARD DEVELOPMENT

Because School Board members play a unique role in discussing, discerning, and developing policy in a complex and challenging context, it is imperative that they be engaged in a learning agenda to understand the root causes of educational inequity and to develop a theory of action for aligning the contributions of all the district's stakeholders and resources to address that inequity. We have worked with School Boards of small, medium, and large sized school districts, each with a variety of student and community demographics. In our experience, School Board members are positioned to play a key role in any transformation effort – that of developing and delivering a clear and compelling vision of change to a community of practitioners with a shared understanding of the problem the district's leaders are attempting to solve.

Board of Education Study Sessions

The National Equity Project proposes to engage the GRPS School Board in a set of study sessions over two consecutive months that will be designed to share the learning introduced to Central Office and School leaders at the initial Leading for Equity Institute. These study sessions will provide an opportunity for School Board members to learn about and practice key methodologies and to discuss the ways structural racism and systemic oppression impact and influence access to learning opportunities across the city. Further, the sessions will develop Board Members' awareness of the role emotions and complexity science play in creating a more equitable education system that closes achievement and opportunity gaps in student experiences and outcomes.

Study Session Outcomes:

- Board members will examine district policies and will interrogate their assumptions about the impact of district policies and practices on student outcomes.
- Board members will understand the policies, practices, and principles that research, theory, and educators in other school districts in the region and the nation employ to raise overall student achievement while closing race- and class-based student outcomes.
- Board members will understand methods, structures, and approaches to support the Superintendent, Executive Level leadership, and resource allocation processes that have shown promise in addressing inequities, race- and class-based disparities in student outcomes, human capital development, and talent development.
- Board members will adopt and employ a framework for analyzing equitable actions by using district policy examples as case studies.

LEADERSHIP DEVELOPMENT

Efforts to close opportunity gaps often fail because they attempt to change school or district structures without addressing individual, social, or political dimensions of change. For school systems to change, the *people* in the system must be ready and willing to change. Over the past 10 years, we have developed our Leading for Equity methodology to transform participants into leaders with renewed commitment and will to make dramatic changes to advance educational equity. The three relevant leadership structures within GRPS that are largely responsible for transforming and re-culturing the school system to one with an ardent focus on educational equity are the Cabinet, the Academic Team, and the District-Wide Leadership Group. It is with the members of these three leadership structures that we focus our leadership development efforts, as articulated below.

Equity by Design Learning and Coaching Sessions

Leading in CAOS (Complex Adaptive Oppressive Systems)

The National Equity Project will lead the Executive Cabinet and the District Academic Team in a learning agenda that supports the development and communication of a theory of action for the way training and development of District administrators, principals, coaches, and teachers will transform and re-culture the Grand Rapids Public School system to one with an ardent focus on educational equity. This learning agenda will serve to initialize the Academic Team as an Equity Council and will offer its members a process, a practice, a method, and metrics for understanding, assessing, and aligning the equity-focused leadership development strategy being employed by the district. We propose to facilitate and develop the Cabinet's and Academic Team's learning in recognizing and navigating the complex system of public education in order to address the adaptive challenges the Grand Rapids Public School system faces in achieving educational equity. National Equity Project coaches will provide a learning agenda designed to strengthen and improve the understanding of the ways *systems thinking* may be employed to recognize the root causes of systemic oppression while coaching members of the Cabinet and Academic Team through real-time leadership, professional development, strategic planning, and communication dilemmas.

The learning agenda will focus on the works of John A. Powell, Steve Zúebeck, Jolie Bain Pillsbury, David J. Snowden and Mary E. Boone, the Aspen Institute Roundtable on Community Change, Joseph Nye, Ronald Heifetz, Richard Knowles, John Heron, Margaret Wheatley, and Julian Weissglass. We will provide Cabinet and Team members with articles, empirical studies, and excerpts from books as a way to begin to process new collective meaning around their experiences working a public education system.

We will also explore the ways the Grand Rapids Public School context helps to shape the way systemic oppressions and structural racialization impact the prospect of attaining educational equity.

The National Equity Project proposes two two-hour sessions with the District Executive Cabinet and six one-hour sessions with the Academic Team to set equity goals and plan actions to interrupt inequitable practices and/or racialized outcomes in GRPS. These “Equity by Design” learning and coaching sessions will focus on the ways in which the Cabinet and Academic Team must position themselves to lead an effort to increase the capacity of the Central Office, site-based, and other district leaders to make progress toward shared achievement and equity-goals.

Outcomes for Equity by Design Sessions | Cabinet and Academic Team:

- Members of the District Executive Cabinet and Academic Team will become aware of and understand the current research and relevant theory on organizational development, systems thinking, and the ways systemic oppression has, historically, influenced adult behaviors, leadership actions, teacher development, instructional practices, and students’ experiences.
- Members of the District Executive Cabinet and Academic Team will use case studies in their existing context to examine, compare, and understand the ways in which theories, research, and empirical studies relate to the GRPS educational system;
- Members of the District Executive Cabinet and Academic Team will surface and discuss priority structures, processes, and practices within the GRPS educational system that may need restructuring, reorganization, or reform before adults can collaborate in meaningful ways about the impact of race, class, and culture on the design and delivery of instruction.

Facilitative Leadership Development Seminars

The National Equity Project proposes to design, develop, and deliver a series of professional development seminars for the District-Wide Leadership Group that raises members’ awareness about and capacity for developing adult behaviors to create and sustain conditions for equitable student experiences and outcomes. These seminars will develop participants’ knowledge base and skill set around the professional practice of facilitating and coaching others to interrupt inequity by empowering people to inspire collaboration and conversation that addresses the impact of race, class, and culture on education and instruction. The content and structure of this professional development series is designed to (1) facilitate individual and collective capacity in promoting and working toward a bold vision of high quality teaching and learning; (2) Build upon leaders’ technical skill in creating equity-centered professional learning communities (team structures, processes, and practices) and designing coherent professional development; (3) Build knowledge and skill in using protocols, inquiry processes, observation and other reflective tools for assessing student learning and teacher effectiveness; and (4) Provide experiences for leaders to address intellectual, strategic, and social-emotional challenges they are currently facing or are likely to encounter in the future.

We propose one day-long session to initialize the District-Wide Leadership Group, followed by a series of three half-day learning seminars that focuses on developing facilitative leadership. In addition, to inform the development of these seminars and ascertain the level of take-up across the Group, National Equity Project staff will conduct assessments with Group members before and after the seminars. As a follow up to the seminars, National Equity Project staff will provide 32 hours of coaching to up to 15 members of the Leadership Group who may have specific requests for support in planning and facilitating team meetings, designing professional development opportunities, or creating learning communities.

Facilitative Leadership Development Outcomes:

Participants in these leadership development seminars will develop specific skill and knowledge to:

- Design and task team meetings that empower participants to take action and leadership given their role and context;
- Facilitate task and team meetings that promote personal and professional growth and development while honestly addressing issues of equity and their impact on student achievement;
- Distribute leadership by using a full range of decision-making modes (hierarchical, collaborative, autonomous) and collaboration processes and protocols;
- Seek out and marshal multiple and diverse perspectives of 'end-users' least well-served by Central Office and school-site systems in order to innovate to interrupt and eliminate structural inequities.

Executive Coaching to District Leads

Additionally, we propose executive coaching services and support to the Executive Director of Organizational Learning and the Superintendent (if available) in order for them to lead positive organizational change toward the goals and mission of Grand Rapids Public Schools. This executive coaching will build will, skill, knowledge, capacity, and emotional intelligence to design and align functions, responsibilities, programs, leadership, and resources, as well as to strengthen the relational trust with the aforementioned leadership structures necessary to make progress on agreed upon outcomes and a collective vision of success for the District.

National Equity Project staff will hold monthly conference calls with the Executive Director of Organizational Learning and the Superintendent (if available) to support their leadership, monitor progress, and co-construct desired outcomes and agendas for the aforementioned leadership development sessions. In addition, we propose eight in-person coaching and planning sessions during visits when National Equity Project staff are executing work in Grand Rapids.

SCHOOL DEVELOPMENT

Achieving educational equity requires culturally competent instruction. Today's urban educators need to develop the skills and awareness necessary to build strong relationships with students and families from diverse backgrounds. Our support for schools focuses on delivering a professional development experience for new or experienced teachers, principals, and administrators interested in moving equity to the center of their instructional practice. Participants examine the ways that their own cultural identities influence their interactions with students, parents, and colleagues. We recommend placing higher priority on site-based leaders, teachers, and educational professionals delivering instruction or educational supports to students.

Leading and Teaching for Equity Series with Principal Leadership Cohort

We propose that the National Equity Project provide a series of blended Leading and Teaching for Equity seminars with a cohort of principals across the District's various school levels: early learning, elementary school, middle school, and high school. These **Principal Leadership** seminars will facilitate, guide, provoke, and support the educators of this cohort in building their capacity as leaders for equity and deepening their understanding of the role that culture plays in assessing, diagnosing, and solving problems of learning with students, and to powerfully connect this inquiry to classroom and school-wide results.

We propose to launch the engagement with a day-long seminar with principals from each of three cohorts (elementary, middle, and high school) across the district in June of 2012. After this initial engagement, we propose three half-day follow-up sessions with the same cohorts to advance their learning. Follow-up sessions for each cohort will promote cross-site learning and sharing, and will be designed to deepen instructional ties among participants while promoting the sharing of best practices across each of the school sites.

Teaching With a Cultural Eye Work Sessions

Once the Principal Leadership Cohorts have completed the initial engagement, we propose to involve teachers and other instructional staff from a set of these school sites whose principals volunteer for the additional learning and support. Through a series of learning sessions, Instructional Leadership Teams from these sites will embark on a learning agenda to improve instructional capacity and develop learning partnerships with students through the collaborative use of formative assessments embedded in a focal student strategy. The Teaching With a Cultural Eye sessions will be designed to support participants to:

- Build cultural awareness through self-reflection of our collective experiences and identities (race, ethnicity, socio-economic, gender, sexual orientation, language).
- Learn strategies that build personal connections with all students to support deeper learning and increase cultural synchronization to develop stronger relationships with students.
- Explore the connection between strong learning partnerships and effective use of formative assessments to close learning gaps.
- Understand the connection between systemic oppression and the lack of cultural synchronicity in many classrooms.

We propose three day-long Teaching With a Cultural Eye learning sessions with teacher/instructional teams from a voluntary cohort of schools whose principals have attended the Principal Leadership Cohort sessions in each of the three cohorts. Learning sessions will promote cross-site learning and sharing to ensure that lessons learned and actions planned during the sessions are aligned and implemented with integrity.

Teaching for Equity Engagement Outcomes for Principals and Instructional Teams:

Participants in this engagement will increase their will, skill, knowledge, capacity, and emotional intelligence such that they can:

- Increase cultural synchronization to develop stronger relationships with students;
- Adopt a focal student strategy to address racial and socio-economic achievement gaps;
- Use formative assessments to more regularly monitor the differences in learning take up and teaching effect on the lowest performing students;
- Use a common language to identify and address the level of culturally competence embedded in the instructional practices they are targeting.

Timeline

Activity/Deliverable	Who	Schedule	Approximate Completion Date
Board Development			
<p>Study Sessions Design, develop, and deliver two study sessions for School Board members to build their awareness for creating a more equitable education system that closes achievement and opportunity gaps in student experiences and outcomes.</p>	Members of the Board of Education	April – May 2012	May 2012
Leadership Development			
<p>Equity by Design Learning and Coaching Sessions Leading in C.A.O.S. Design, develop, and deliver eight sessions (two two-hour sessions with Cabinet and six one-hour sessions with Academic Team)</p>	District Cabinet and Academic Team	April 2012 - June 2013	June 2013
<p>Facilitative Leadership Development Seminars Design, develop, and deliver four learning seminars (one day-long session and three half-day follow-up sessions) Pre- and post-seminar assessments with Leadership Group members and follow-up coaching and support</p>	District-Wide Leadership Group	June 2012 – June 2013	June 2013
<p>Executive Coaching and Planning Monthly conference calls and eight in-person coaching and planning sessions to build capacity to design and align functions, responsibilities, programs, leadership, and resources</p>	Executive Director of Organizational Learning and Superintendent	April 2012 – June 2013	June 2013
School Development			
<p>Leading and Teaching for Equity Series Design, develop, and deliver four sessions (one day-long seminar and three half-day follow-up sessions) for each of three cohorts of principals (elementary, middle, and high school)</p>	Principals from each of three cohorts (elem, middle, high)	Initial day-long session: June 2012 Follow-up sessions: Sept 2012 – Jan 2013	June 2012 Jan 2013
<p>Teaching With a Cultural Eye Learning Sessions Design, develop, and deliver three day-long learning sessions to improve instructional capacity and develop learning partnerships with students</p>	Teacher/Instructional Teams from schools whose principals have attended the Principal Leadership Cohort sessions	Feb 2012 – June 2013	June 2013

Scope and Fees

Activity / Deliverable	# of Sessions and GRPS Staff Engaged	Nat'l Equity Project Coaching Resource	Total # of Days Consulting	Cost
Board Study Sessions	2 Sessions 9 Board Members 2-5 District Staff	2 Staff One Senior Director One Senior Associate	5.5 Days	\$11,205
Equity by Design Learning and Coaching Sessions	8 Sessions 12 Cabinet Members 6 Acad Team Members	2 Staff One Senior Director One Senior Associate	19 Days	\$38,720
Facilitative Leadership Development Seminars	4 Seminars 45 Members of District-Wide Leadership Group	4 Staff One Senior Director Two Senior Associates One Coach	34 Days	\$64,480
Executive Coaching and Planning	Monthly Calls 8 In-person sessions 2 District Leads	2 Staff One Senior Director One Senior Associate	9 Days	\$18,340
Leading and Teaching for Equity Series	8 Total Sessions 20-25 Participants	4 Staff One Senior Director One Senior Associate Two Coaches	62 Days	\$117,585
Teaching With a Cultural Eye Work Sessions	5 Work Sessions 40-60 Participants	4 Staff One Senior Director One Senior Associate Two Coaches	58 Days	\$96,865
TOTAL			187.5 Days	\$347,195

To develop and support full implementation of the work outlined in this proposal, we recommend a **187.5-day contract** (includes coaching, planning, and travel time) over a 15-month period, April 2012 – June 2013. The professional fees for this effort are **\$347,195**, inclusive of all fees.

Resources

The National Equity Project Senior Director, **Chinyelu Martin** will take responsibility for the timely completion of all project deliverables and for effectively meeting stated contract objectives. A National Equity Project coach team will be assigned to deliver the services.

- National Equity Project coaching fees include planning time, travel time, materials development and production, and coaching.
- This contract will be invoiced *monthly* unless otherwise specified and agreed upon.
- Additional services may be negotiated with The National Equity Project Senior Director or Senior Associate as needed.