



NATIONAL
EQUITY
PROJECT

FY2013 Client Services Contract

This Agreement is made this **11th day of October, 2012**, between the **National Equity Project** (“The Project”) and **Office of African American Male Achievement** (“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 **\$50,000, for the time period August 1, 2012 – June 30, 2013**. Funds will be held and disbursed by **Partners in School Innovation**. Each day of service is defined as 8 hours of time spent working with and/or on behalf of the CLIENT. Payments made by CLIENT pursuant to this Agreement are inclusive of local travel expenses, defined as travel within 50 miles of Oakland, California. Expenses for all travel outside of the local area and other fees and expenses are not included in this Agreement and will be invoiced to the CLIENT based on actual costs.
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 of 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. 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: OUSD Office of African American Male Achievement
Christopher P. Chatmon, Executive Director
746 Grand Avenue
Oakland, CA 94610

FIDUCIARY: Partners in School Innovation
Derek Mitchell, Executive Director
1060 Tennessee Street, 2nd Floor
San Francisco, CA 94107

THE PROJECT: Client Services
1720 Broadway, 4th Floor
Oakland, CA 94612

10. The Project 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. If The Project terminates the agreement, any prepaid institute fees will be refunded.
11. Governing Law: This Agreement shall be construed and enforced in accordance with the laws of the State of California.
12. 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.
13. 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.

14. 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:



10/11/2012

LaShawn Routé Chatmon
Executive Director

Date

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.

Christopher P. Chatmon, Executive Director

CLIENT Name, Title

Client Signature

Date

Please direct invoices and payment related questions to:

Name: _____ **Title:** _____

Address: _____

E-mail: _____

Phone: _____ **Ext.** _____

SCOPE OF WORK | 2012-13

Project Goals

This project seeks to develop and align the will, skill, knowledge, capacity, and emotional intelligence of Community Leaders, 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 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 within structures that equip the school'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 fourteen month project, the principal and educators participating in the African American Male Achievement Voluntary School Study Team Inquiry Cohort from McClymonds High School 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.

Project Activities and Outcomes

The National Equity Project intends to support Oakland's Public Schools in achieving a single major goal by the proposing this fourteen month project in support of the principal and educators at McClymonds High School participating in the African American Male Achievement Voluntary School Study Team Inquiry Cohort: 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 students, and students living in poverty while attending school. The Oakland Unified Public School system's vision, process, and plan for developing a system of effective, equitable, instructional practices will require board, leadership, and school development. But, it will also require a committed core of grassroots coalitions that connect to classroom achievement initiatives. To that end, we recommend Executive Coaching at the Central Office level and Teacher Team Support and Instructional Practice Development at the School-Site level.

I. Executive Coaching: Leading in C.A.O.S (Complex Adaptive Oppressive Systems) Navigating the Art of Decision-Making

The National Equity Project will provide Executive Coaching to the Executive Director of the African American Male Achievement (AAMA) Voluntary School Study Team (VSST) that supports the development and communication of a theory of action for the way training and development of district administrators, principals, parents, classified staff, students, and teachers will transform and re-culture their educational system to one with an ardent focus on racial equity. This Executive Coaching will serve to initialize the African American Male Achievement Voluntary School Study Team Project with the National Equity Project. We propose to facilitate and develop the AAMA Team learning in recognizing and navigating the complex system of public education in order to address the adaptive challenges the Oakland Public School system faces in achieving racial equity. National Equity Project coaches will provide a learning agenda designed to leverage and enhance the AAMA Executive Director understanding of the ways systems thinking may be employed to recognize the root causes of systemic oppression while coaching members of the 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 Zuieback, 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 the AAMA Executive Director 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 Oakland Unified Public School context helps to shape the way systemic oppressions and structural racialization impact the prospect of attaining racial equity.

The National Equity Project proposes eight sessions of executive coaching and thought partnership to the AAMA Executive Director to set equity goals and plan actions to interrupt inequitable practices and/or racialized outcomes in OUSD. This coaching and technical assistance will focus on the ways in which the AAMA Executive Director must

position itself to lead an effort to increase the capacity of site-based, community, formal, and informal leaders to make progress toward shared achievement and racial equity-goals. National Equity Project staff will also hold bi-monthly (every other week) conference calls with the Executive Director to monitor progress and co-construct agendas for each of the sessions.

Outcomes for Executive Coaching | AAMA Executive Director:

- AAMA Executive Director 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.
- AAMA Executive Director 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 OUSD's educational system;
- AAMA Executive Director will surface and discuss priority structures, processes, and practices within the OUSD 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 educational outcomes and aspirations of African American Male students successfully over time and across neighborhoods.

II. Teaching for Equity Engagement: Instructional Leadership Development | Partnership for Learning | Data Based Inquiry

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 an instructional leadership development experience for new or experienced teachers, principals, and administrators interested in moving equity to the center of their instructional practice. This coaching engagement features in-person coaching sessions with Teachers and Teacher Practice Teams to monitor progress and improve teacher capacity to build learning partnerships with students through the collaborative use of formative assessments in conjunction with a focal student strategy.

This particular coaching engagement will focus on building the capacity of the English Language Arts Lead teacher to do the following:

- Complete a round of reading diagnostics
- Develop a student ELA data base including CST, CAHSEE, Benchmarks, MAZE, and in some cases, Oral Fluency

This coaching and leadership development engagement will build the capacity of the McClymonds' leadership to:

- Know various data measures
- Analyze the data
- Consider implications for programs and literacy across content areas
- Build awareness with regards to the skills and knowledge the CAHSEE assesses
- Increase the capacity of teachers and leaders to review individual CAHSEE student data
- Build the will and capacity of leadership to enhance their support of the 11th and 12th graders repeating the Test.

The ultimate goal of the coaching engagement with the principal is to make informed decisions about the "learning conditions" in the school and in classrooms in order to address the root causes of consistent CAHSEE underperformance.

Outcomes for Teaching for Equity Engagement:

Recipients will increase participants' will, skill, knowledge, capacity, and emotional intelligence to:

- Build cultural awareness through self-reflection of our collective experiences and identities as defined by race, ethnicity, socio-economic status, gender, sexual orientation, and language;
- Learn strategies for building personal connections with all students to support deeper learning;
- Increase cultural synchronization to develop stronger relationships with student;
- 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.

Timeline

Activity/Deliverable	Who	Schedule	Approximate Completion Date
Executive Coaching	African American Male Achievement Initiative Executive Director Christopher Chatmon	OCT 2012 – JUN 2013	June 2013
Teaching for Equity Engagement	McClymonds High School Principal Kevin Taylor	SEP 2012 – JUN 2013	June 2013

Project Costs

Activity / Deliverable	National Equity Project Coaching Resource		Coaching Days	Cost
Executive Coaching	Senior Directors	1	2.5 Days	\$5,750
Teaching for Equity Engagement	Senior Coach	1	29.5 Days	\$44,250
SERVICES TOTAL			32 Days	\$50,000
TOTAL				\$50,000

Resources

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.

- National Equity Project coaching fees include planning time, materials development, and production and coaching.
- This contract will be invoiced **monthly** unless otherwise specified and agreed upon.
- Expenses will be invoiced based on actual costs.