



FORM NO. 3: EXPERIENCE/REFERENCES

St. Louis Public Schools
801 N. 11th Str
St. Louis, Mo 63101

June 2018 – June 2019
June 2019 – June 2020 (pending)

Dr. Paula Knight, Chief Academic Officer
314-345-2247

\$100,000.00

Developing Culturally Responsive Leadership
125 School leaders (Principals, Ass. Principals, Instructional Coaches)
3 day Seminar, quarterly seminars

+++++

North Kansas City Schools
2000 NE 4th Street
Kansas City, Mo 64116

June 2018 – 2020

Mr. Mark Maus
816-321-5002

\$60,000.00 (2018-2019)
\$35,767.00 (2019-2020 pending)

Development of Facilitator for Culturally Responsive Leadership and Instruction
Sixty participants
2-day Seminar – four follow-up sessions for cohorts of 20 participants.



SERVICE AGREEMENT EQUITY WORK CONSULTING SERVICES

RFP #2019-34

This agreement made and entered into this 16th day of May, 2019, by and between the Lee's Summit R-7 School District, herein after referred to as the "District" and **Educational Equity Consultants**, hereafter referred to as "Service Provider", Witnessed, that:

Whereas, Service Provider has offered to provide the services, payment terms and insurance requirements, subject to the General Conditions describe in Exhibit A and

Whereas, the District desires to engage Service Provider to perform such services.

Now, therefore, in consideration of the mutual covenants and considerations herein contained, it is hereby agreed by the parties hereto as follows:

1. District employs Service Provider to perform the services hereinafter set forth.
2. Services: Service Provider represents that it is equipped, competent and able to perform, and that it will perform all services hereinafter set forth in a diligent, competent and workmanlike manner. Service Provider will perform all such services in accordance with the following provisions, incorporated into this Agreement as if set forth in full herein: the Service Provider's Proposal, ("Proposal"); Scope of Services ("Scope"); Pricing; Payment Terms; Insurance Requirements and General Terms and Conditions, attached hereto as Exhibit A.
3. The term of this Agreement shall commence on July 1, 2019 and expire on June 30, 2020. With the possibility of three (3) additional one (1) year renewal terms, not to exceed four (4) years. Prices shall remain firm for the entire term of this contract.
4. This Contract may be terminated by either party upon thirty (30) days prior notice in writing to the other party. The District may terminate this contract immediately, under breach of contract, if the Service Provider fails to perform in accordance with the terms and conditions as referenced to and incorporated above.
5. This Agreement shall be binding on the parties thereto only after it has been duly executed and approved by the District and the Service Provider.

Lee's Summit R-7 School District:

Educational Equity Consultants:

Julie Doane, LSR7 Board President

Dr. Phil Hunsberger, Co-Owner/Senior Facilitator

Date:

Date:



**Lee's Summit R-7 School District
 Purchasing and Distribution Services
 702 SE 291 Highway
 Lee's Summit, MO 64063
 816-986-2190
 Email: christa.battaglia@lsr7.net**

**REQUEST FOR PROPOSAL FOR EQUITY BASED CONSULTANT WORK
 RFP NO. 2019-34**

IN ACCORDANCE WITH THE ATTACHED SPECIFICATIONS

PROPOSALS MUST BE RECEIVED BY 3:00 PM (CST) ON APRIL 5, 2019.

The cutoff date for any written questions for this RFP is MARCH 28, 2019 at 12:00 PM (CST).

It is the responsibility of interested firms to check www.publicpurchase.com for any addendums or notices of information prior to the opening date and time of this RFP. All addendums must be signed and included with your submitted proposal.

The undersigned certifies that he/she has the authority to bind this company in an agreement to supply the commodity and/or services in accordance with all terms, conditions, and pricing specified herein or to offer a "no response." Please type or print the information below. **The Respondent is REQUIRED to complete, sign and return this form with your submitted response for this RFP.**

Educational Equity Consultants <hr/> Company Name 8420 Delmar Blvd. #500 A <hr/> St. Louis, Mo. 63124 <hr/> City/State/Zip 314-997-6500 314-997-6502 <hr/> Telephone # Fax # pwhun@hotmail.com <hr/> E-mail	Dr. Phil Hunsberger <hr/> Authorized Person (Print) <hr/> Signature Co-Owner/Senior Facilitator <hr/> Title 3/29/19 36-4655592 - S <hr/> Date Tax ID # LLC <hr/> Entity Type (Corporation, LLC, Sole Proprietor, Partnership)
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If submitting a "no proposal" please provide a brief explanation for the reason why and return this page:



FORM NO. 1: CONSULTANT PROFILE

1. Lead Consultant Firm(s) (or Joint Venture) Name and Address:
 - 1a. Firm / Provider is: National Regional Local
 - 1b. Year Firm / Provider Established:
Years of Experience providing Equity Based Consultant Work? 2003
 - 1c. Licensed to do business in the State of Missouri: Yes No
 - 1d. Name, title, telephone number and email address of Principal to contact:
Dr. Phil Hunsberger, Co-Owner/ Senior Facilitator
314-401-6421
pwhun@hotmail.com
 - 1e. Address of office to perform work, if different from Item No. 1:
2. Please list the number of persons by discipline that your Firm/Joint Venture will commit to the District's project:
 - a. Dr. Phil Hunsberger – Educational Leadership
 - b. Dr. Billie Mayo – Educational Leadership
 - c. Anthony Neal – Educational Leadership/Curriculum/Instruction
 - d. Dr. Sarah Riss – Educational Leadership/Superintendent
 - e. Dr. Deb Holmes – Educational Leadership/Curriculum
 - f. Reginal Williams – Curriculum/Instruction
 - g. Leon Sharpe – Owner of Praxis
 - h. Sherrita Love – Teacher
 - i. Dr. Alice Miller – Curriculum/Instruction
 - j. Dr. Mary Ferguson – Curriculum/Instruction

3. If submittal is by Joint Venture or utilizes subcontractors, list participating firms/providers and outline specific areas of responsibility (including administrative and technical) for each firm:

3a. Has this Joint Venture previously worked together? Yes No

FORM NO. 2 – Not Applicable



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June 2019 – June 2020 (pending)

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FORM NO. 4: RESUME OF KEY PERSONNEL

Dr. Phil Hunsberger

Phil Hunsberger served for 35 years as an educator in the state of Illinois as a teacher, principal, and district office administrator. In 1998, the Illinois requested Dr. Hunsberger to serve as an “Educator in Residence” to assist reform in school districts throughout the state. That assignment led to position of Executive Director of the Metro East Consortium for Child Advocacy (MECCA), which is a partnership of six Illinois School Districts that include East St. Louis, Cahokia, Madison, Dupo, Venice and Brooklyn. During this time, Dr. Hunsberger served as an adjunct professor for National-Louis University in the department of educational leadership. Dr. Hunsberger received his Bachelor of Science in Education and Master’s in science in Educational Administration from Northern Illinois University. His doctorate in Educational Leadership was from National-Louis University, Wheaton Campus. In 1994, the National Association of Elementary School Principals selected Phil as the National Distinguished Principal from Illinois. Dr. Hunsberger has contributed articles for the National Association of Elementary Principals Association, the International Network of Principal Centers, the National Association of Reading Research Dr. Hunsberger is also co-author of the recently published: *Becoming a Social Justice Leader: Using Head, Heart, and Hand to Dismantle Oppression* (Rutledge Press 2016)

Anthony Neal

Anthony Neal served as Director of Southern Illinois University East St. Louis Charter High School for 11 years. During his tenure, the charter school was recognized as a Distinguished School by the Illinois State Charter School Board. Mr. Neal is also an adjunct professor at Webster University teaching in the Media Communications department. He was a faculty and trainer for numerous Dismantling Racism Institutes of the National Conference for Community and Justice and has trained for the Anti-Defamation League’s, A World of Difference. In 1991, Tony received a United States Court Appointment to the Educational Monitoring Advisory Committee, St. Louis Desegregation Program. He has presented at the International Principals’ Conference in London, England and Toronto, Canada. He has also spoken and/or conducted training for more than 500 agencies, companies, organizations and school districts, including ones in South Africa and Ghana. Mr. Neal holds a Bachelor’s Degree from Morehouse College, a Master’s Degree from Washington University and a graduate of the Harvard University Urban Principals’ Institute, a 2006 graduate of the Vanderbilt University/ Peabody College Summer Fellows program, and a 2007 graduate of the National School Leaders Network Facilitator’s training at Wellesley College.

Dr. Billie Mayo

Dr. Billie Mayo, a retired educator, is a Senior Associate with Educational Equity Consultant. Dr. Mayo spent twenty-three years as a middle school teacher before moving to central level administration where she worked until retiring from Saint Louis Public Schools after 38 years of service to that District. While working in the Saint Louis Public School system, Billie conducted a number of in-services for personnel on a wide range of topics such as teambuilding, effective communication, improving discipline with dignity, conflict mediation and stress management. Dr. Mayo has shared her insight on how to dismantle racism and heal from the effects of internalized racism in numerous school districts both nationally and internationally. Through a series of experiential practices that allow for healing to take place in a safe and supportive environment, individuals are able to reclaim their power, inherent brilliance and nobility. Dr. Mayo has been the recipient of numerous awards such as the Saint Louis American's 2002 Salute to Excellence Award for Educators, the University City School District's Dr. Martin Luther King Spirit Award, University of Missouri St. Louis 2007 Dean's Award for contributions to Social Justice and the WYCA's 2009 Woman of the Year Racial Justice Leader Award. 3

c. Name of Firm with which associated: Educational Equity Consultants



FORM NO. 5: PROJECT NARRATIVE



Educational Equity Consultants are pleased to present to the Lee Summit R-7 School District this three-year proposal to support their efforts to create an inclusive school environment for all students. This proposal has been developed to support, maintain, and enhance the mission of Lee Summit Schools as outlined in Goal 2: Professional Learning and Development of the Equity Plan

Goal 2: Professional Learning and Development

- **Develop and implement a comprehensive professional development support model that enhances governance, district, and building administrators' instructional leadership in the area of equitable and cultural practices.**
- **Increase the number of equity based professional learning opportunities.**
- **Increase staff participation in equity based training.**

A Cultural Change

No doubt the focus of this commitment is to create a cultural change within the school district. Often a cultural change in any organization is vested in policy and procedures. Both of which are desirable elements of the organization. A cultural change that is sustainable over time must also include a focus upon both personal preferences and deeply embedded belief systems held by those within the organization. With

this in mind, this proposal will explore opportunities for stakeholders of the Lee Summit R-7 District to exercise professional development regarding equity from a balance of both an affective domain – one of attitudes, assumptions, and opinions – and the cognitive domain one of analysis, causation, and application.

Our work over the past eighteen years has been benchmarked by this dual focus upon equity and the creation of a culturally responsive classroom and school. Therefore, our working definition for an initiative of this nature includes the following:

Cultural Consciousness – a mind set (some would say a “heart set”) that esteems one’s own culture while positively engaging with those whose cultures differ from our own. It honors differences and sees diversity as a strength from which everyone profits. (Affective Domain)

Cultural Efficacy – educating with your personal values and behaviors and your classroom and school’s policies and practices in a manner that is inclusive with cultures that are new or different from you and the school. (Cognitive Domain)

A cultural change of this nature demands a level of persistence by leadership, an authentic dialogue of all those who impact student achievement, and a system of evaluative feedback that provides accurate measures of growth by employees who hold high academic standards for all students through culturally responsive classroom instruction, professional development, and sustainable relationships with community stakeholders.

This proposal will provide a description of activities, purpose, and outcomes for each of the next four years. These recommendations will focus upon these particular work groups as called for in the RFP:

- LSR7 Board of Education
- Superintendent's Executive and Leadership team
 - Building/District level leaders
 - Certified and classified staff
- External stakeholder groups: Students and Community

Educational Equity Consultants fees are based upon \$225 per hour per Facilitator. Lee Summit R-7 District will reimburse all travel expenses incurred as submitted by EEC.

*Throughout this proposal language reflecting issues of equity are at times expressed as: cultural competence, cultural sensitivity, social justice leadership, social justice advocacy.

2019-2020 LSR7 Board of Education

Activity	Focus	Outcome
Two-day Seminar TBA	The cultural change that this proposal promotes will need the support of school board members. Seeking that support demands an intentional effort to provide a comprehensive understanding and benefit of this work for the district.	School Board members represent a voice for the community. Thus, their clear understanding of the efforts toward creating a culture of inclusiveness for ALL students benefits as a support for the Superintendent and the Executive Leadership Team.
Quarterly Conversations	Each quarter of the school year, a conversation is planned by the Superintendent that will give School Board members a review of the work being accomplished, the results of that work, and future efforts toward this cultural change.	Providing consistent information regarding this cultural change is essential for School Board members.

Proposed Budget	
Two Day Seminar TBA	
12 hours x 2 Facilitators x \$225@hr =	\$5,400.00
Quarterly Conversations	
2 hours x 1 Facilitator x \$225@hr x 4 sessions =	\$1800.00
Total:	\$7200.00

2019-2020 Superintendent’s Executive & Leadership Team

Activity/Schedule	Purpose	Outcome
Summer 2019 Orientation	This orientation will provide the Executive Leadership Team an understanding of the necessary skills and dispositions to embrace cultural consciousness and cultural efficacy. Participants will examine four equity audit issues that will be addressed during the implementation of this project.	It is critical that this team provide support for both the personal and professional behaviors that emerge from this comprehensive district focus
Sept. TBA	A review and evaluation of the professional development work with Building/District Level Leadership will be examined. Executive Leadership team must also select appropriate data sources to monitor throughout the year	Support at this level must be a continuous effort and promote a strong contextual understanding of future leadership behaviors required for equity and cultural competence to become institutionalized within the fabric of the district’s educational policies and practices.
Oct. 2018 -May 2019	Monthly conversations will monitor the four audit issues, explore data collections, clarify building and support leadership responsibilities, and examine specific leadership behaviors to strengthen district’s efforts in this initiative.	Data of this nature that support reform efforts “fuels” both the direction, momentum, and appropriate adjustments to embrace a culturally responsive district environment.

Proposed Budget

Summer Orientation	6 hours x 2 Facilitators x 225@hr	\$2700.00
Sept. 5 th	3 hours x 2 Facilitators x \$225@hr	\$1,350.00
Oct – May	9 hours x 1 Facilitator x \$225@hr	\$2,025.00
Total		\$6,075.00

2019 - 2020

Building/District Level Leadership

Activity/Schedule	Purpose	Outcome
Summer Retreat 3 days June 2019	This retreat will examine the necessary leadership skills to create, support, and monitor social justice advocacy within the school setting. Activities for this week will include: <ul style="list-style-type: none"> ➤ Community Building ➤ Five Leadership Skills for Equity ➤ Impact of social perspectives upon: Disciplinary Patterns, Instructional Attributes, Formative/Summative Evaluations, Faculty meeting developments. ➤ Equity Audits ➤ Grappling with Equity: a planning guide 	The retreat will include a personal as well as professional examination of oppressions and their impact upon creating an inclusive school environment. An adult learning model will be used for this institute. Thus, all activities will include experience, reflection, and application. Participants will be provided an opportunity to focus their leadership attention upon issues unique to their building assignment. A 30/60/90-day planning guide will be used throughout the balance of the year to assess growth and enhancement necessary for leading a cultural competent school.
Monthly Conversations Sept - May	Monthly conversations will be scheduled with each participant leader. Conversation will include but not be limited to the following items: Examining data Sharing experiences Panel discussions	Leadership development is an ongoing process. During the retreat participants will have established a 30/60/90-day guide for improvement of cultural responsiveness within the building assignment. This improvement plan will include data sources that can be used to assess growth. Using a

	Faculty meeting progress reports	Critical Friends design, participants will share difficulties and successes they have experience during the year.
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Building/District Level Leadership

Proposed Budget	
Summer Retreat	
18 hours x \$225 @ hour x 4 facilitator =	\$16,200.00
25-30 participants	
Monthly Conversations (1.5 hours)	
13.5 hours x \$225@hr x 1 facilitator =	\$3037.50
Total	\$19,237.50

2019-2020

Instructional Staff

Cohorts developed for **Just Schools** are made up of both certified and non-certified individuals

Activity/Schedule	Purpose	Outcome
<p>For each semester of the 2019-2020 School year, the district will select up to 40 instructional staff members to attend the JUST SCHOOLS program of Educational Equity Consultants</p> <p>Just Schools includes an introspective two-day retreat followed by four days of diversity training to improve policies and practices.</p> <p>Exact dates TBA</p>	<p>Just Schools is designed as an approach to both an individual’s stance toward diversity and as well, the strategies that might be used to create an inclusive environment.</p> <p>Participants in this program are provided a number of interpersonal reflections regarding their own stance during the two-day retreat. This retreat will include a comprehensive examination of the architecture of oppressions with emphasis upon racism, but not at the exclusion of other “isms” that exist within a school setting. The work is designed for safe authentic conversations, reflections, and interactive activities.</p> <p>The following up sessions will provide participants with specific instructional strategies at both the classroom and school level to insure an inclusive environment for learning.</p>	<p>Research conducted by Dr. Phyllis Balcerzak, Washington University during a seven-year program period, rendered the following results:</p> <p><i>“The evidence from this study would indicate that the personal and public awareness and knowledge of racism created through the Just Schools program transferred to the educational setting as a desire among participants to act as change agents.</i></p> <p><i>Additionally, the strategies for change that are enacted vary from changing hiring practices, attending ally groups to share knowledge and practices, engaging colleagues in interpersonal conversation about racism in the setting and discovering ways to create learning.”</i></p>

Instructional Staff

Proposed Budget
Just School Program
2-day retreat = \$14,000.00
4 days of follow-up = \$14,000.00
Total Cost of Just Schools = \$28,000 x 2 Cohorts = \$56,000.00

2019-2020 Students

Just Students is an in-school program designed to empower students for social-justice leadership. With Just Students, a school benefits from the experiences and insights of its own students, who are better equipped than most adults in raising awareness of equity challenges. Racial literacy, though seldom regarded by schools as a curriculum offering, no doubt represents a set of knowledge and skill to strengthen students' opportunities as they become global citizens.

The program can be designed aligned with other school programs that identify and support school leaders. The program includes a set of seminars that will establish a language for social justice advocacy, a personal journey to develop leadership skills, and opportunities for participants to play an active role in the development of policy, practices, and the culture of an inclusive school environment.

A series of four seminars are schedule for this program for which EEC will provide facilitation and agenda for participants. A selection of school sponsors will meet periodically between seminars to continue the conversations, to explore initiatives for the participants to take a lead role for improving the cultural of the school, and to advocate with other student and staff the importance of the participant's efforts.

Students

Activity	Purpose	Outcome
Just Students Program 4 seminars TBD	Development of student leaders presently exist in participating middle schools.	Student leaders can be used to develop and facilitate conversation with other students regarding issues of oppression, micro-aggressions, and bullying programs.

<p>Proposed Budget Just Students Seminar cost 3 hours X 2 facilitators X \$225 per hour = \$1,350.00 Total – 4 Seminars = \$5400.00</p>

2019-2020 Parent and Community

Activity	Purpose	Outcome
Each quarter of the school year, Educational Equity Consultants will hold a two hour listen and learn session with parents and community members. Exact dates and location to be determined by the school Administration	Just Conversations is designed to listen to concerns of both parents and community members pertaining to issues which are often met with challenges. It is structured so that those in attendance can work through a process that brings resolution.	Creating a “village” concept where parents and community members are heard, welcomed, and feel a sense of belonging provides a strong, cohesive and productive learning environment where students can thrive and reclaim their inherent nobility.

Budget	
Just Conversations	
2 hours x 2 facilitators x @ \$225 per hour	= \$900.00
4 Conversations Total	= \$3,600.00

**2019 – 2020
Cultural Change for Equity & Cultural
Inclusiveness
Total Budget**

LSR7 School Board	\$7200.00
Superintendent’s Exec. Leadership Team	\$6075.00
Building/District Level Leadership	\$19,237.50
Instructional Staff	\$56,000.00
Student	\$5400.00
Parents and Community	\$3600.00
Total	\$97,512.50

2020 – 2021

Program design for this second year will include similar items as the first year. The intent of this proposal is to essentially create authentic professional development that stimulates the appropriate and effective changes for district policy and practices.

2020-2021 The School Board

Activity	Focus	Outcome
Quarterly Conversations	Each quarter of the school year, a conversation is planned by the Superintendent that will give School Board members a review of the work implemented in the previous year and the results, as well as the future efforts toward this cultural change.	Providing consistent information regarding this cultural change is essential for School Board members.

<p>Proposed Budget Quarterly Conversations 2 hours x 1 Facilitator x \$225@hr x 4 sessions = \$1800.00</p>
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2020-2021 Superintendent’s Executive & Leadership Team

Activity/Schedule	Purpose	Outcome
Sept. TBA	A review and evaluation of the professional development work with Building/District Level Leadership from the previous year will be examined. The equity audit issues will also be continually reviewed.	Support at this level must be a continuous effort and promote a strong contextual understanding of future leadership behaviors required for cultural competence to become institutionalized within the fabric of the district’s educational policies and practices.
Quarterly	Quarterly conversations will explore data collections, clarify building and support leadership responsibilities, and examine specific leadership behaviors to strengthen district’s efforts in cultural competence. Educational Equity Consultants will also provide current research and practices to support cultural changes	Data of this nature that support reform efforts “fuels” both the direction, momentum, and appropriate adjustments to embrace a culturally responsive district environment.

Proposed Budget		
Sept. 5 th 3 hours x 2 Facilitators x \$225 @hr		\$1,350.00
Quarterly Conversations		
4 hours x 1 Facilitator x \$225 @hr		\$900.00
	Total	\$2,250.00

2020-2021 Building/District Level Leadership

Activity/Schedule	Purpose	Outcome
Summer Retreat 3-day 2020	Institute will examine the necessary leadership skills to create, support, and monitor social justice advocacy within the school setting. Activities for this week will include: <ul style="list-style-type: none"> ➤ Community Building ➤ Five Leadership Skills for Equity ➤ Impact of social perspectives upon: Disciplinary Patterns, Instructional Attributes, Formative/Summative Evaluations, Faculty meeting developments. ➤ Equity Audits ➤ Grappling with Equity: a planning 	The institute will include a personal as well as professional examination of oppressions and their impact upon creating an inclusive school environment. An adult learning model will be used for this institute. Thus, all activities will include experience, reflection, and application. Participants will be provided an opportunity to focus their leadership attention upon issues unique to their building assignment. A 30/60/90-day planning guide will be used throughout the balance of the year to assess growth and enhancement necessary for leading a cultural competent school.
Monthly Conversations Sept - May	For this second year, the monthly conversations as described in year 2019-2020 will be facilitated by EEC and 2-3 administrators who have attended the previous trainings.	A critical friend's dynamics can be established through these monthly conversations. The Executive Team will determine the partnerships that are formed for this work.

Proposed Budget

Summer Retreat

18 hours x \$225 @ hour x 4 facilitator = \$16,200.00
25-30 participants

Monthly Conversations (1.5 hours)

13.5 hours x \$225@hr x 1 facilitator = \$3037.50

Total \$19,237.50

2020-2021 Instructional Staff

Cohorts developed for **Just Schools** are made upon of both certified and non-certified individuals

Activity/Schedule	Purpose	Outcome
<p>For each semester of the 2020-2021 School year, the district will select up to 40 instructional staff members to attend the JUST SCHOOLS program of Educational Equity Consultants</p> <p>Just Schools includes an introspective two-day retreat followed by four days of diversity training to improve policies and practices.</p> <p>Exact dates TBA</p>	<p>Just Schools is designed as an approach to both an individual’s stance toward diversity and as well, the strategies that might be used to create an inclusive environment.</p> <p>Participants in this program are provided a number of interpersonal reflections regarding their own stance during the two-day retreat. This retreat will include a comprehensive examination of the architecture of oppressions with emphasis upon racism, but not at the exclusion of other “isms” that exist within a school setting. The work is designed for safe authentic conversations, reflections, and interactive activities.</p> <p>The following up sessions will provide participants with specific instructional strategies at both the classroom and school level to insure an inclusive environment for learning.</p>	<p>Research conducted by Dr. Phyllis Balcerzak, Washington University during a seven-year program period, rendered the following results:</p> <p><i>“The evidence from this study would indicate that the personal and public awareness and knowledge of racism created through the Just Schools program transferred to the educational setting as a desire among participants to act as change agents.</i></p> <p><i>Additionally, the strategies for change that are enacted vary from changing hiring practices, attending ally groups to share knowledge and practices, engaging colleagues in interpersonal conversation about racism in the setting and discovering ways to create learning.”</i></p>

Proposed Budget
Just School Program
2-day retreat = \$14,000.00
4 days of follow-up = \$14,000.00
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2020-2021 Students

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The program can be designed aligned with other school programs that identify and support school leaders. The program includes a set of seminars that will establish a language for social justice advocacy, a personal journey to develop leadership skills, and opportunities for participants to play an active role in the development of policy, practices, and the culture of an inclusive school environment.

A series of four seminars are schedule for this program for which EEC will provide facilitation and agenda for participants. School sponsors selected for this program will meet periodically between seminars to continue the conversations, to explore initiatives for the participants to take a lead role for improving the cultural of the school, and to advocate with other student and staff the importance of the participant's efforts.

Students

Activity	Purpose	Outcome
Just Students Program 4 seminars TBD	Development of student leaders presently exist in the participating <u>middle schools</u> . The Just Student Program will align well with present middle school SIP	Student leaders can be used to develop and facilitate conversation with other students regarding issues of oppression, micro-aggressions, and bullying programs.
Just Students Program 4 Seminars TBD	Development of student leaders experienced at the middle school from the past year will provide catalyst for the development of a similar program at participating <u>high school</u> levels	Student leaders can be used to develop and facilitate conversation with other students regarding issues of oppression, micro-aggressions, and bullying programs. Student voice from this program could be used as well with the develop of policy and practices of school setting.

Proposed Budget	
3 hours X 2 Facilitators x \$225 per hour =	\$1,350.00
*8 Seminars	= \$10,800.00
	Total = \$12,150.00
*4 – Middle School & 4 – High School	

2020 - 2021 Parent and Community

Activity	Purpose	Outcome
Each quarter of the school year, Educational Equity Consultants will hold a two hour listen and learn session with parents and community members. Exact dates and location to be determined by the school Administration	Just Conversations is designed to listen to concerns of both parents and community members pertaining to issues which are often met with challenges. It is structured so that those in attendance can work through a process that brings resolution.	Creating a “village” concept where parents and community members are heard, welcomed, and feel a sense of belonging provides a strong, cohesive and productive learning environment where students can thrive and reclaim their inherent nobility.

Budget	
Just Conversations	
2 hours x 2 Facilitators x @ \$225 per hour	= \$900.00
4 Conversations Total	= \$3,600.00

**2020-2021
Cultural Change for Equity & Cultural
Inclusiveness
Total Budget**

LSR7 School Board	\$1,800.00
Superintendent's Exec. Leadership Team	\$2250.00
Building/District Level Leadership	\$19,237.50
Instructional Staff	\$56,000.00
Student	\$12,150.00
Parents and Community	\$3600.00
Total	\$95,037.50

2021 – 2022

The third year of this proposal is based upon the previous year's growth in terms of changes to policy and practices as well as a significant impact upon personal preferences and embedded belief systems.

The proposal continues previous program for instructional staff, students and parents. The professional development for the School Board and the Superintendent's Executive and Leadership team is minimize.

A focus for this year is to build internal capacity for promotion, support, and accountability of this equity initiative for future years. Consequently, a Training of Trainers Initiative begins during this year.

2021-2022 The School Board

Activity	Focus	Outcome
Quarterly Conversations	As in the past years, these conversations can present evidence of growth	Providing consistent information regarding this cultural change is essential for School Board members.

<p>Proposed Budget 1 hour x 1 Facilitator x \$225@hr x 4 = \$900.00</p>

2021-2022 Superintendent's Leadership Team

Activity/Schedule	Purpose	Outcome
Quarterly	Continuation of intentional conversation for review and support of adopted programs.	Data of this nature that support reform efforts “fuels” both the direction, momentum, and appropriate adjustments to embrace a culturally responsive district environment.

Proposed Budget	
Quarterly Conversations	
4 hours x 1 Facilitator x \$225@hr	\$900.00
Total	\$900.00

2021-2022 Building/District Level Leadership

Activity/Schedule	Purpose	Outcome
Summer Institute June 2021	Institute will examine the necessary leadership skills to create, support, and monitor social justice advocacy within the school setting. Activities for this week will include: <ul style="list-style-type: none"> ➤ Community Building ➤ Five Leadership Skills for Equity ➤ Impact of social perspectives upon: Disciplinary Patterns, Instructional Attributes, Formative/Summative Evaluations, Faculty meeting developments. ➤ Equity Audits ➤ Grappling with Equity: a planning 	The institute will include a personal as well as professional examination of oppressions and their impact upon creating an inclusive school environment. An adult learning model will be used for this institute. Thus, all activities will include experience, reflection, and application. Participants will be provided an opportunity to focus their leadership attention upon issues unique to their building assignment. A 30/60/90-day planning guide will be used throughout the balance of the year to assess growth and enhancement necessary for leading a cultural competent school.

*Proposed Budget
 Summer Institute:
 \$1,600 per participant x 12 participants = \$19,200.00
 *Dependent upon identified leaders by the district

2021-2022 Instructional Staff

Cohorts developed for **Just Schools** are made upon of both certified and non-certified individuals

Activity/Schedule	Purpose	Outcome
<p>For each semester of the 2021-2022 School year, the district will select up to 40 instructional staff members to attend the JUST SCHOOLS program of Educational Equity Consultants</p> <p>Just Schools includes an introspective two-day retreat followed by four days of diversity training to improve policies and practices.</p> <p>Exact dates TBA</p>	<p>Just Schools is designed as an approach to both an individual’s stance toward diversity and as well, the strategies that might be used to create an inclusive environment.</p> <p>Participants in this program are provided a number of interpersonal reflections regarding their own stance during the two-day retreat. This retreat will include a comprehensive examination of the architecture of oppressions with emphasis upon racism, but not at the exclusion of other “isms” that exist within a school setting. The work is designed for safe authentic conversations, reflections, and interactive activities.</p> <p>The following up sessions will provide participants with specific instructional strategies at both the classroom and school level to insure an inclusive environment for learning.</p>	<p>Research conducted by Dr. Phyllis Balcerzak, Washington University during a seven-year program period, rendered the following results:</p> <p><i>“The evidence from this study would indicate that the personal and public awareness and knowledge of racism created through the Just Schools program transferred to the educational setting as a desire among participants to act as change agents.</i></p> <p><i>Additionally, the strategies for change that are enacted vary from changing hiring practices, attending ally groups to share knowledge and practices, engaging colleagues in interpersonal conversation about racism in the setting and discovering ways to create learning.”</i></p>

Proposed Budget
Just School Program
2-day retreat = \$14,000.00
4 days of follow-up = \$14,000.00
Total Cost of Just Schools = \$28,000 x 2 Cohorts = \$56,000.00

2021-2022 Students

Just Students is an in-school program designed to develop a student group fit for social-justice leadership. With Just Students, a school benefits from the experiences and insights of its own students, who are better equipped than most adults in raising awareness of equity challenges. Racial literacy, though seldom regarded by schools as a curriculum offering, no doubt represents a set of knowledge and skill to strengthen students' opportunities as they become global citizens.

The program can be designed aligned with other school programs that identify and support school leaders. The program includes a set of seminars that will establish a language for social justice advocacy, a personal journey to develop leadership skills, and opportunities for participants to play an active role in the development of policy, practices, and the culture of an inclusive school environment.

During this year, individuals who have worked with students in the past at the middle and high school will participate in a training opportunity for development of curriculum aligned to school goals and missions. Empowering these individuals to facilitate these programs assures the students a continued opportunity for their voices to be an attribute to the culture and inclusiveness of the school.

2021 – 2022 Students

Activity	Purpose	Outcome
<p>Individuals within both the middle and high school levels who have sponsored Just Students program of the past two years will participate in a training program.</p> <p>A two-day seminar will be conducted prior to the 2021-2022 school year</p>	<p>Student voice as promoted from the Just Students programs of the previous years need to become an attribute of culturally responsive educational settings.</p>	<p>Individuals who had previously sponsored this program and who had been meeting with participants’ periodically between seminars are well informed of the curriculum of this program.</p> <p>Development of curriculum and activities aligned with school values and missions will be the goal of this training program, assuring the internal capacity for this student program.</p>
<p>Consultant Services will be planned to support the efforts of initiative.</p>	<p>Sponsors for this program will be given support and as well ideas and strategies for the expansion of the program as determined by the school’s SIP</p>	<p>Strength of program is an investment for future student participation in the learning experience.</p>

Proposed Budget	
Just Students	
2-day Seminar	
12 hours x 2 Facilitator x \$225@hr	= \$5400.00
Consultant Services	
10 hours x 1 Facilitator x \$225@hr	= \$2,500.00
Total	\$7,900.00

2021 – 2022 Parent and Community

Activity	Purpose	Outcome
Each quarter of the school year, Educational Equity Consultants will hold a two hour listen and learn session with parents and community members. Exact dates and location to be determined by the school Administration	Just Conversations is designed to listen to concerns of both parents and community members pertaining to issues which are often met with challenges. It is structured so that those in attendance can work through a process that brings resolution.	Creating a “village” concept where parents and community members are heard, welcomed, and feel a sense of belonging provides a strong, cohesive and productive learning environment where students can thrive and reclaim their inherent nobility.

Budget	
Just Conversations	
2 hours x 2 Facilitators x @ \$225@hr	\$900.00
Total 4 Conversations	\$3.600.00

2021-2022 Training of Trainers

Activity	Purpose	Outcome
<p>Summer of 2021 A selection of 20 – 30 individuals will be selected through a consensus agreement of the Executive and Building Administration This group will meet for a 2.5 day training prior to the start of the 2020-2021 school year.</p>	<p>It is critical that the Lee Summit R7 district adopt a design for each school to continue the professional development and maintain the cultural changes that have been promoted from the previous two years.</p> <p>A design for this initiative has been the development of a Social Justice Advocacy teams be developed and assigned for each building site.</p>	<p>The group selected for this activity will be provided in-service as to the protocols, practices, and reflective activities that support the growth of courageous conversations at the school site level</p>
<p>Four full day follow-up sessions will be schedule for participants to develop skills, knowledge, and attributes of adult learning. In addition, participants will examine seven early release day programs that may be used by the district.</p> <p>I</p>	<p>During these follow-up sessions participants will receive seven early release day modules that highlight both stance and strategies for the continuation of this reform effort.</p>	<p>The early release day manual was developed for 2.5 hours of professional development. There are seven modules within this manual that include lesson plans, power points, and additional materials for each module. Schools may adapt this material to align with school site professional plans.</p>

Proposed Budget

Summer Training (20 - 30 participants)		
15 hours x 4 Facilitators x \$225@hr	=	\$13,500.00
Follow-up Sessions (6 hour per day)		
24 hours x \$225 per hour x 2 facilitators	=	\$10,800.00
*5 Early Release Day Manuals x 1,000 per	=	\$5,000.00
Total	=	\$29,300.00

*District will receive written consent to duplicate manuals as need only for district use.

2021-2022 Cultural Change for Equity & Cultural Inclusiveness

LSR7 School Board	\$900.00
Superintendent's Exec. Leadership Team	\$900.00
Building/District Level Leadership	\$19,200.00
Instructional Staff	\$56,000.00
Student	\$7,900.00
Parents and Community	\$3,600.00
Training of Trainers	\$29,300.00
Total	\$117,800.00

2022-2023

Over the past three years, it is reasonable to conclude that a critical mass has been established for this cultural change. Thus, this final year will focus upon continued support primarily based upon consultant services. In addition, as has been found in other large districts this proposal will include “New Teacher” program to acclimate individuals with the district values regarding equity.

2022 - 2023 Consultant Services

Work Groups	Hours	Purpose
LSR7 Board of Education	10	As determined by the Superintendent to support initiative.
Superintendent's Executive and Leadership Team	10	As determined by Superintendent to support administrative teams for new members resulting from transitions
Building/District Level Leaders	20	District will have a group of trainers to support efforts in the initiative who may wish to meet for support and efforts to explore more resources for their efforts.
Instructional Staff (which includes classified staff)	20	To serve as "coaches" for individuals who would require support from outside of the formal evaluative system.

Projected Budget

60 hours/consultant x 1 facilitator x \$225@hr = \$13,500.00

2022 - 2023 New Teacher Program

Activity/Schedule	Purpose	Outcome
1.5 - Day Workshop TBA	Same agenda as identified with the Instructional Staff	Same agenda as identified for the Instructional Staff
Quarterly full day Seminars	<p>Each of these seminars will address Cultural Competence aligned with the issues that new teachers generally face in their first year. Thus focus will be upon:</p> <ul style="list-style-type: none"> ➤ Classroom Management ➤ Lesson Planning ➤ Assessment of student work ➤ Communication with Parents ➤ Instructional strategies for ALL students 	Once again, the needs of this group of individuals reflect issues that are unique and often the novice teacher has not developed the skills and/or understanding to move forward effectively. Aligning each of these issues with a lens of cultural competence is an excellent way to achieve a culturally competent classroom environment.

Proposed Budget

1.5 - Day Workshop		
9 hours x 4 facilitators x \$225@hr =		\$ 8,100.00
Quarterly Seminars (6 hours)		
24 hours x 2 facilitators x \$225@hr =		\$10,800.00
	Total	\$18,900.00

2022 - 2023
Cultural Change for Equity & Cultural
Inclusiveness

Consultant Services	\$13,500.00
New Teacher Program	\$18,900.00
Total	\$32,400.00

Partnership Agreement with Lee Summit R7 District

Education Equity Consultants views this proposal as a partnership with the Lee Summit R7 District. Quality and effective partnerships are clear about the expectations of each party and are committed to reviewing the effectiveness of the partnership on a regular basis. The previous pages outline the expectations for Education Equity Consultants. Listed below are proposed expectations we would hope the Lee Summit R7 District would commit to providing. Certainly, this list is not all inclusive and may be adjusted based on conversations between the Executive Leadership Team of Lee Summit R7 District and Education Equity Consultants.

The Lee Summit R 7 District Executive Leadership Team will...

- Support the implementation of the plan;
- Provide support and hold the building leaders accountable for the implementation of identified strategies;
- Work with EEC to examine the evaluation tools for all categories of participants for inclusion of cultural competence and make adjustments as needed with the support of EEC.
- Assist principals in providing support and holding their staff accountable for the implementation of identified strategies for building staff;
- Use a portion of their regularly meetings with building leaders to continue their learning and focus on socially just school communities;
- Provide EEC with quarterly feedback and work with them to make adjustments as needed;
- Work with EEC to create and implement an evaluation tool for the ongoing professional development sessions;
- Provide substitutes to enable the full participation of identified staff;
- Provide the necessary technology and room setup for each professional learning session;
- Provide the copies needed for each professional learning session;
- Provide timely payment for services provided;
- Fully participate in the sessions for the Executive Leadership Team.

Appendices

Becoming a Social Justice Leader: Using Head, Heart, and Hands to Dismantle Oppression

By: Phil Hunsberger, Billie Mayo, and Anthony Neal

Contents:

1. Before You Begin
2. Designing Conversations
3. A Conversation of the Heart
4. A Conversation of the Head
5. A Conversation of the Hand
6. Allies: We Can't Do This Alone
7. Lessons Learned

This book helps school leaders let go of a “comfortable” mindset and enter a world of courageous conversations that examine and challenge the impact of racism and other forms of oppression on disciplinary patterns, instructional practices, and school policies. Published 2016.

Courageous Conversations About Racism and Culturally Responsive Teaching

By: Educational Equity Consultants

Contents: An Early Dismissal Manual for implementation of the following seven programs:

1. **Courageous Conversations:** Participants will engage in activities to discover the ways that they individually learned information and misinformation about race and other identities.
2. **Intent and Impact:** Participants are invited to explore intent and impact and how these variables often confuse rather than clarify conversation. In particular, participants will examine “school Language” commonly used with colleagues, students, and parents.
3. **Ubuntu:** Participants will explore how belonging contributes to building an inclusive learning environment for all children, thus helping to eliminate the achievement gap.
4. **Dreamkeepers:** Participants examine the notions of teacher power and responsibility, and are introduced to instructional practices of culturally relevant teaching.
5. **Dreamkeepers Part Two:** Participants will explore the role as teachers, their view of social relations with students and their families, and their conception of knowledge.
6. **What Doesn't Meet the Eye:** Participants will explore the research of Ronald Ferguson that examines what contributes to academic achievement gaps and what educators can do to eliminate the gaps. This module explores the centrality of the student/teacher relationship in eliminating academic achievement gaps.
7. **What Doesn't Meet the Eye Part Two:** Participants will explore instructional strategies to enhance student participation and engagement.

**Leading for Equity:
The Pursuit of Excellence in Montgomery County Public Schools
By: Stacey Childress, Denis Doyle, David Thomas**

Contents:

1. Challenging the status Quo
2. Implementing a Differentiation Strategy
3. Building Relationships for Sustainability
4. Expanding Capacity Through Investments in People
5. Designing New Systems and Structures for Change
6. Creating an Equity-Focused Culture
7. Six Lessons from the Montgomery County Journey and a New Call to Action
8. Strategy as Problem Solving

This book is an excellent guide for educational leaders. Published 2009

**Not Light, But Fire
How To Lead Meaningful Race Conversations in the Classroom
By Matthew R. Kay**

Part 1: The Ecosystem

Part 2: A Study of Conversations

The focus of this book is the development of skill, disposition, and classroom culture to engage in courageous conversations regarding race. Published 2018

**Culturally Responsive Teaching & the Brain
Zaretta Hammond**

Part I: Building Awareness and Knowledge

Part II: Building Learning Partnerships

Part III: Building Intellectual Capacity

An excellent exploration of instructional approaches aligned with brain research to insure greater engagement and academic success of culturally and linguistically diverse students. Published 2015

Nothing's Impossible: Leadership Lessons from Inside and Outside the Classroom

By Lorraine Monroe

Contents:

1. On a Noble Mission: The Frederick Douglass Academy Story (Working from the Heart)
2. Gifts of the Ancestors: Lasting Legacies of My Early Life (Attitude)
3. Glimpses of the World: First Lessons in Living, Learning, and Leading (Perseverance)
4. You Can't Outrun Your Fate: Finding a Personal Mission (Being and Idealist in a Less-Than-Ideal World)
5. Believing in Me: Rising Above the People Who Would Drag You Down (Teaching and Learning)
6. I'm an Idea Whose Time has Come: Becoming a Leader (Leadership I)
7. The Hum of Excellence: Insisting on Quality (Pursuing Excellence)
8. How to Find and Feed the creatively Crazy: Inspiring Innovation (Making Things New)
9. Wars and Alarms: Some Battles You Win...Some Battle You Lose (Leadership II)
10. You Cannot Lose Your Good: Finding a New Path – Tales of a Roving Educator (Human Touch)
11. Feed Your Soul: What a Leader Must Do to Nourish Her Own Spirit (Inner Strength)
12. Last Licks: Some Things I've Learned About Myself and the Work (The Heart of the Matter)

Although this is an older text its relevance is still current. It provides great lessons on leadership.
Published 1997

So You Want to Talk about Race **Ijeoma Oluo**

Seventeen Chapters exploring all the issues that minimize and/or silences the talk about race.
Published 2018

Tony Neal - President/CEO Educational Equity Consultants

Tony Neal is currently President/CEO of Educational Equity Consultants and Executive Director of the Center for Educational Equity. He served as Director of Southern Illinois University East St. Louis Charter School for eleven years. In addition to this full-time position, Tony is adjunct professor for Webster University where he teaches in the Media Communications department. He is also a senior partner with Educational Equity Consultants. Tony has served as faculty and trainer for numerous Dismantling Racism Institutes of the National Conference for Community and Justice and has trained for the Anti-Defamation League/ A World of Difference and for the Coro Midwestern Leadership Center. In 1991, Tony received a United States Court Appointment to the Educational Monitoring Advisory Committee, St. Louis Desegregation Program. Tony has presented at the International Principals' conference in London, England and Toronto, Canada. Tony holds a B.A. degree from Morehouse College and a M.A. degree from Washington University. He is a 2000 graduate of the Focus St. Louis Leadership program, a 2003 graduate of the Harvard University Urban Principals' Institute, a 2006 graduate of the Vanderbilt University/ Peabody College Summer Fellows program, and a 2007 graduate of the National School Leaders Network Facilitator's training at Wellesley College. He served as regional facilitator for the St. Louis Metropolitan School Leaders Network for two years. He currently serves on numerous local and national boards.

Phil Hunsberger – Co-owner / Senior Facilitator

Phil Hunsberger was formerly the Executive Director of the Metro East Consortium for Child Advocacy (MECCA), a partnership of six Illinois School Districts that included East St. Louis, Cahokia, Madison, Dupon, Venice and Brooklyn. MECCA provided professional development for these districts in the areas of literacy, school leadership, mentoring, and social justice advocacy for teaching and leading. Dr. Hunsberger also served as the Coordinator an Illinois State Board of Education RESPRO Region V grant. This initiative provided professional development for schools not reaching adequately yearly progress (AYP) in a sixteen-county area of southern Illinois. From 1971 until the 1998 assignment, Phil served as a teacher, principal and central office administrator in the Sterling Unit #5 School District. He received his Bachelor of Science in Education and his Master in Science in Educational Administration from Northern Illinois University. His doctorate in Educational Leadership is from National-Louis University, Wheaton Campus. In 1994, the National Association of Elementary School Principals selected Phil as the National Distinguished Principal from Illinois. Most recently Phil served on the faculty for the National Conference for Community and Justice; Dismantling Racism Institute from 2002-2006. He has served as the Director of the International Network of Principals' Centers and has presented for school districts and leadership centers in the Chicago, Denver, New Orleans, Atlanta, Rochester, New York, Little Rock and Columbus, Ohio area.

Educational Equity Consultants – References

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St. Louis Public Schools – 314-345-2549

Dr. Tiffany Anderson, Superintendent
Topeka Unified School District – 785-295-3035

Dr. John Simpson, Superintendent
Webster Groves School District – 314-918-4008

Dr. Charlotte Ijei, Director Pupil Personnel/Diversity
Parkway School District – 314-415-5062

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University City School District – 314-290-4002

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Dr. Phil Hunsberger

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3/29/19



FORM NO. 6: PRICING

Equity Based Consultant Work

Based on all items included in Specifications. Please add additional items in space below, if needed.

DESCRIPTION OF SERVICE	
3.1 & 3.2 - Develop a Working Definition for Equity and Develop a Long-Term Plan for Equity Professional Learning that is Aligned with the District's Strategic Plan	Included in proposal
3.3 & 3.7 - Facilitate Equity Based Work with Groups Identified in the RFP	\$97,512.50 2019-2020
3.4 - Conduct Analysis of Existing Organizational Strengths/Challenges with Recommendations on how to Build Upon Strengths to Foster Equity, Diversity & Inclusion in all Areas of the District	Included in proposal
3.5 & 3.6 - Guide & Support Development of Shared Organizational Goals and a Mission Regarding Equity, Diversity & Inclusion for the District	Included in proposal
GRAND TOTAL	\$ 97,512. 50
Hourly Rate for all services, if applicable	\$ 225.00
*Budgets for 2020-21, 2021 – 2022, & 2022-2023 are outlined in Project Narrative.	