

River Forest School District 90

Submitted to: Ed Condon, Superintendent
River Forest School District 90
June 13, 2019

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

Cost: \$41,000 + *expenses to be billed actuals*

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

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

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

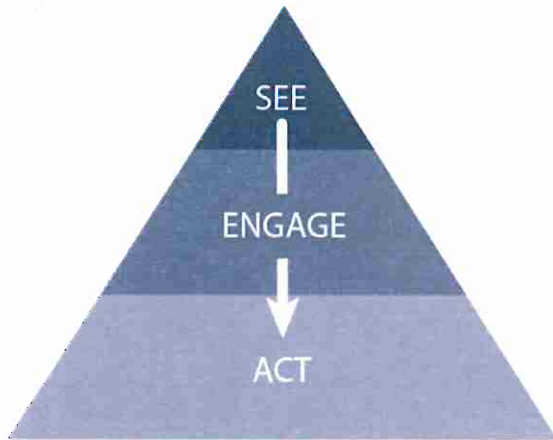
Most of us are accustomed to leading and being led from the "outside-in," where the drivers of our actions are external requirements, hierarchical authority, and requisite programs to implement. When it comes to complex equity challenges - to which there are no step-by-step manuals, and which stretch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

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

Traditional leadership

Controlled approach

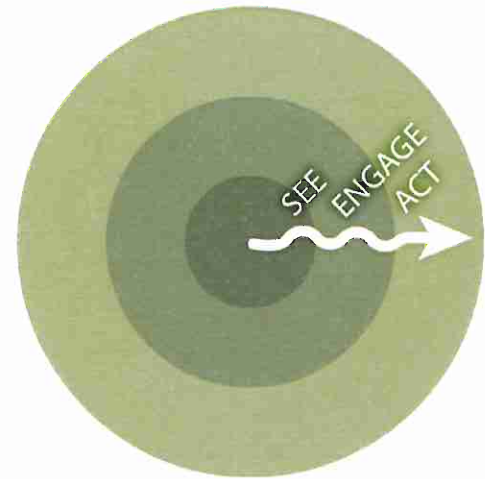
(top-down)



Equity leadership

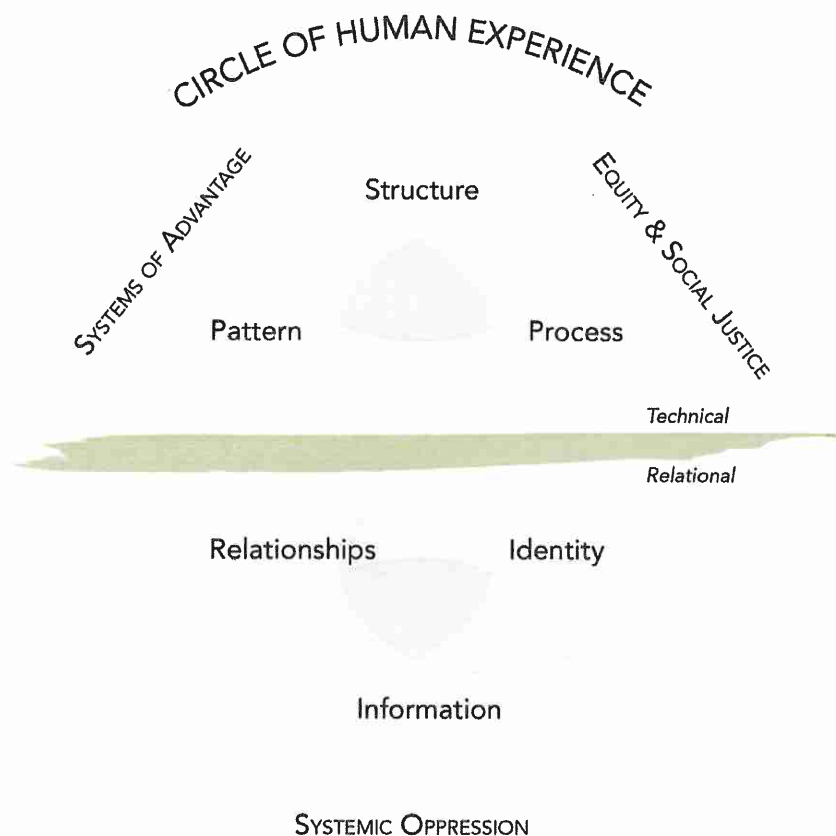
Emergent approach

(inside out)



NEP Leading for Equity "SEA" Framework, 2018

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



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

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

Understanding Your Needs

Working closely with River Forest School District 90 for the past 4 years, we recognize that the next step for moving forward in our work together is to focus on how to support D90 to move from a sense of awareness and concern to comprehensive equity consciousness. Our vision is that D90 will begin to establish a coherent sense of equity as an imperative value manifested visibly at every level of student life, family engagement and Board and Staff commitments.

We believe the goal for this year should be to support teams to articulate a compelling vision for equity in the district. This may involve a deep dive into what we already know (survey data, achievement gaps, etc.) and use of additional inquiry tools and perhaps district wide use of the PERTS Engagement Project as a principal component of your participation in the Network: <https://www.perts.net/engage>

Additionally, we would work on building a culture of inquiry and shared accountability with regular data reviews disaggregated by socio-economic categories (strategically and as much as the data formats allow) to guide reflection and action cycles. Our vision is that this is another critical area that would be modeled, reinforced and supported through D90's potential participation in the Network.

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

Scope of Work

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

1. Participation in the Midwest District Network will offer D90 a space to:
 - a. Learn and engage with NEP's Leading for Equity (LFE) framework as a way to expand equity consciousness and shift from traditional leadership paradigms to a more dynamic approach to equity-focused problem-solving and decision-making required for leading for equity in complex systems
 - b. Articulate a definition of success that is liberatory and inclusive of the values and aspirations of students of color and students living in poverty in their communities
 - c. Work together to identify or refine a priority "equity challenge" and design, apply, and reflect on approaches to advance progress toward equity
 - d. Learn and apply a Learning Partnership approach to change, working collaboratively with colleagues and students to implement rapid cycles of inquiry, running small tests of change to learn what works, how it works, for whom, under what conditions, and why
 - e. Review, discuss, apply, and contribute to the latest research in the neuroscience of change and the science of learning and development in service of equity.
2. Strategic Advising and Technical Assistance
 - a. NEP facilitator to participate with and act as a strategic advisor to D90 Strategic Planning Team to ensure application of equity focus and implementation in Strategic Plan

3. Equity Design, Strategy, and Learning
 - a. Deepen the level of parent, Board of Education, and community members engagement in understanding the mutual benefit of pursuing the creation of a more equitable, inclusive, thriving community.
4. Equity Centered Consulting and Executive Leadership Coaching
 - a. Ensure the integration of an equity lens and focus in the design and implementation of curricular and pedagogical frameworks and initiatives including UDL, SEL, and Advisory.

Pricing

Service/Deliverable	Fee	Notes
Midwest District Network (Phase 1) <ul style="list-style-type: none"> • Develop equity leadership among vertical team of D90 central office and site-based leaders and teachers • Engage in inquiry-based Liberatory Design process to explore approaches to increasing equitable experiences and outcomes in D90 schools • Learn from and collaborate with districts from around the region engaging in sustained equity efforts • Utilize cutting edge qualitative data platform focused on student engagement in monthly inquiry cycles • Apply the latest research in the Science of Learning and Development (SOLD) to build equitable, social-emotionally and culturally sustaining learning environments to increase student engagement in learning, build student competencies, and nurture student agency and integrated identity development 	\$20,000	<ul style="list-style-type: none"> • Utilize disaggregated quantitative and qualitative data to identify equity priorities and monitor progress
Strategic Advising and Technical Assistance <ul style="list-style-type: none"> • 5 days consultation, participation, and support for Equity-Centered Strategic Planning Process to ensure integration of equity focused values, vision, priorities, and approaches for an equitable and thriving D90. 	\$10,500	<ul style="list-style-type: none"> • Collaborate as needed with Strategic Planning Partners including district, site, community, parent, and student leaders
Equity Leadership Learning and Strategy Sessions: <ul style="list-style-type: none"> • BoE, Equity Committee, IAB • New Teacher - Intro to Leading for Equity 	\$6,300	<ul style="list-style-type: none"> • Continue to build equity leadership • Provide guidance on how to deepen and accelerate change to existing teams
Equity-Centered Consulting and Executive Leadership Coaching <ul style="list-style-type: none"> • Thought partnership and consultation with central office and site-based staff with implementation of equity efforts including integration of equity focus with UDL, SEL, and Advisory 	\$4,200	<ul style="list-style-type: none"> • Utilize IAB Survey Results
Total Service Fees	\$41,000	
*Estimated Expenses (5%)	\$1,050	<i>*to be billed as actuals, Network fee not included</i>

Total Project Cost	\$42,050
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Service fees include planning and travel time, materials development and production, and reflection and debriefing. Service fees do not include travel expenses, which will be billed based on actual expenses. 25% of project cost is due upon contract signature; NEP will invoice the remainder in quarterly intervals. Additional services may be negotiated as needed.

Project Team Leadership



Juan Alegria, NEP Associate

Juan joined the National Equity Project in February 2019, bringing more than 30 years experience in nonprofit management, including 18 years of leadership experience in educational reform, community schools and violence prevention. Most recently, Juan served as Executive Director of the San Jose Obrero Mission in Chicago. Juan has a B.A. in psychology and philosophy from Ottawa University. He also earned a Master of Divinity from Northern Baptist Theological Seminary and a Master of Arts from the University of Chicago in the School of Social Service Administration. Juan has been featured on NPR's Morning Edition, The News Hour with Jim Lehrer, several local TV and radio programs and various magazines and periodicals. Juan also wrote a paper for the World Bank entitled Programa de Prevención de Violencia con Jóvenes de Chicago y su Posible Aplicación al Contexto Centroamericano. Juan lives in Chicago with his wife and two sons who attend Chicago Public Schools.

Experience & Partners

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

In our view, working towards equity entails:

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

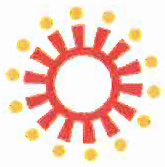
We support educational, intermediary, community-based, and philanthropic leaders to authentically collaborate to transform the systems to which they belong. We have partnered with a range of organizations and foundations including the following recent clients:

Alameda Unified School District
Annie E. Casey Foundation

Alameda, CA
Baltimore, MD

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

Client references are available upon request.



IN THIS AREA

Black Teacher Project

Black Teacher
Leadership &
Sustainability Institute

California

Coaching For Equity
Institute

Coaching for Equity: A
Focal Student Approach

Designing and Facilitating
Meetings for Equity

Instructional Coaching
for Equity

Leading for Equity
Institute

Liberatory Design in
Complex Systems

There's Another Way

Midwest

Leading for Equity
Institute

Midwest District Network

Denver

Fellowship

MIDWEST DISTRICT NETWORK

We excited to announce our new **Midwest District Network**, launching in Fall 2019. This Network will provide an opportunity for school district teams to connect and learn with other districts from across the Midwest region who are actively engaged in efforts to increase educational equity for their students and particularly those students whom we have served least well in our schools and communities. The Network will run for 2 years (school year 2019-2020 and 2020-2021).

Participating districts and national partners will work collaboratively to apply current research and *contribute to emerging research* in the Science of Learning and Development (SOLD) in service of equity. Our core purpose will be to learn about, study, and test approaches to teaching and learning in which every student engages in meaningful and rigorous work, experiences a sense of belonging, and contributes to the design of their own learning.

Despite strong efforts toward equity, educators throughout the Midwest region are facing pervasive challenges as they work to significantly shift outcomes and opportunities for our students of color and students living in poverty. We think a more fundamental exploration of how we “do school” and how to create engaging, culturally responsive, and rigorous learning environments is required. The design of the Network will reflect our understanding that rather than being complicated problems that can be solved through prescribed solutions, equity challenges are more than complicated – *they are complex* – and require emergent solutions that can only be found through dynamic interactions of diverse people and networks working together. With this in mind, the Network will be designed to facilitate equity leadership development in complex systems, application of new knowledge, and testing of approaches to increase student engagement and learning with a focus on the students who are not yet being well served.

Network Design and Goals

Through a combination of in-person convenings and virtual learning sessions, consultancies and shared inquiry, teams will engage in facilitated cross-district learning and will:

- Learn and engage with NEP's Leading for Equity (LFE) framework as a way to expand equity consciousness and shift from traditional leadership paradigms

LFE Fellowship: Current Cohort

LFE Fellowship: Previous Cohorts (2015-18)

Reduced-fee Application

Webinars

to a more dynamic approach to equity-focused problem-solving and decision-making required for leading for equity in complex systems

- Articulate a definition of success that is liberatory and inclusive of the values and aspirations of students of color and students living in poverty in their communities
- Work together to identify or refine a priority “equity challenge” and design, apply, and reflect on approaches to advance progress toward equity
- Learn and apply a Learning Partnership approach to change, working collaboratively with colleagues and students to implement rapid cycles of inquiry, running small tests of change to learn what works, how it works, for whom, under what conditions, and why
- Review, discuss, apply, and contribute to the latest research in the neuroscience of change and the science of learning and development in service of equity.

Learning Partnership Approach

Our Learning Partnership Approach is a collaborative, inquiry-based approach in which educators learn *with and from* students and families in order to transform instructional approaches, adjust systemic responses, and design new structures to respond to a diverse range of student needs, with a particular focus on students we currently serve least well in our schools and communities. In addition, the Learning Partnership approach involves working in vertical teams in order to leverage wisdom from various vantage points in the system to understand what is happening and co-design innovative approaches to increasing student engagement and equity.

- **District Leaders** will learn how to work in partnership with site administrators, to create and support the conditions needed to increase student engagement and learning and maintain and expand successful Learning Partnerships throughout their system.
- **School administrators** will gain valuable insight into how to work in partnership with teachers and other site-level leaders to learn about and test equity-focused approaches.
- **Instructional Leaders and Coaches** will gain knowledge, skill and capacity to coach for equity, with a focus on addressing opportunity gaps in classrooms and schools through a learning partnership approach.
- **Teachers and their students** will build shared understanding of the essential connection between culture and learning and apply what they learn to gain greater synchrony and increase engagement in the learning process.
- **Teachers** will gain valuable insight from their students into how to design their lessons and create classroom learning environments that are inclusive and responsive to their students’ identities and learning processes.
- **Students** will boost their sense of belonging within an academic setting, and experience the acceleration of success that comes with full agency as learners, in control of their learning successes and developing an integrated identity as full participants in their community and in the learning process.

Partners

The Network will be supported by an innovative partnership between the National Equity Project and the following partners:

- UChicago Consortium for School Research
- Project for Education Research that Scales (PERTS)
- Shift Results
- Collaborative for Social, Emotional and Academic Learning (CASEL)

Who Should Apply

- Teams from districts with current or prior experience with the National Equity Project are encouraged to apply.
- Teams of 4-8 leaders from a school district, that are diverse by gender, race and vertically articulated roles; to include central office and site-based administrators, resource specialists, and classroom teachers. Secondary students are also welcome.*
- Teams should be comprised of people with a high interest in learning about taking leadership for equity in complex systems and implementing the Learning Partnership Approach in service of increasing equitable student engagement, learning, and outcomes.
- All team members must be willing and able to attend a total of:
 - Four full-day in person convenings per year
 - Three 2-hour virtual convenings
 - Two 1-hour virtual Role-Alike Sessions

**If students are not part of the participating team it will be important to identify a source for regular student input either through a student leadership body, student surveys, or through a partner organization that supports student leadership and agency.*

During the 2019-20 School Year, the Network will consist of:

September 2019	Team Consultations and Pre-Work
October 2019	2-Day In Person Network Kick-off
November 2019	Virtual Role-Alike Teams Launch
December 2019	Webinar – Partnerships for Learning
January 2019	1-day In Person Convening
February 2020	Virtual Role-Alike Teams Meet
March 2020	Webinar – Transformational Social Emotional Learning (SEL)
April 2020	Network Virtual Convening
May 2020	1-day in-person Year in Review Convening

Work for the 2020-2021 school year will be similar to Year 1, with input and direction from Network participants.

Fees

\$20,000/per district team, per year. *Note: Several funders have expressed interest in supporting the work of this network so we are able to offer this subsidized rate for participation.*

Application

- Applications are due June 1. [Click here to apply.](#)
- Acceptance decisions will be communicated the week of June 10.
- Contact Erin Bruner at ebruner@nationalequityproject.org with questions.

Contact Us

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Our Vision

Every child in America has the right to a quality education. We support people to make good on that promise.