



“OUR CHILDREN – OUR FUTURE”

**Ravenswood City School District**  
**ADMINISTRATIVE OFFICE**  
2120 Euclid Avenue, East Palo Alto, California 94303  
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*Board Members:*  
Tamara Sobomchin, President  
Stephanie Fitch, Vice President  
Marielena Gaona- Mendoza, Clerk  
Ana Maria Pulido, Member  
Sharifa Wilson, Member

Gina Sudaria  
*Interim Superintendent*

**Memorandum of Understanding  
BETWEEN  
Ravenswood City School District  
AND  
New Leaders, Inc.**

This Memorandum of Understanding (“MOU” or “Agreement”) describes and confirms an agreement between the **Ravenswood City School District (“DISTRICT” or “RCSD”)** and **New Leaders, Inc. (“New Leaders”)** (together the “Parties” and each a “Party”). The purpose of this agreement is to formalize and clarify any expectations of and the relationship between the parties involved, thereby ensuring an effective working relationship for the implementation of professional development services for District school leaders through New Leaders proprietary programs.

**I. DESCRIPTION OF SERVICES and PURPOSE OF COLLABORATION**

New Leaders hereby agrees to provide services for District as described in Exhibit A hereto, as may be amended by the parties upon mutual agreement in writing (the “Services”). New Leaders will perform the Services and other duties provided in this MOU to the best of New Leaders’ ability, in a trustworthy, efficient, professional and workmanlike manner, and will comply with District’s policies and procedures pertaining to third-party consultants in all material respects to the extent it is informed of such policies and procedures by District. New Leaders may use consultants and other subcontractors to provide the Services without prior approval by District. While New Leaders will attempt to comply with District’s requests for specific individuals to perform the Services, New Leaders shall be responsible for assigning and reassigning New Leaders’ employees and consultants, as appropriate, to perform the Services.

**II. TERMS OF UNDERSTANDING**

This agreement is effective on June 13, 2019 and will remain in effect until June 30, 2022, unless terminated pursuant to Section IX. The MOU shall be reviewed quarterly to ensure that it is fulfilling its purpose and to make any necessary revisions.

Amendments to this MOU must be provided to all signing persons and will become effective upon the signed approval of all parties.

**III. SCHOOL and DISTRICT OBLIGATIONS**

- A. The DISTRICT will ensure that an appropriate administrator will be designated for assistance in implementing the professional development services for district leaders. The administrator will perform, but is not limited to, the following functions:
- i. Coordinate with New Leaders to identify a mutually acceptable implementation calendar prior to program kick-off;
  - ii. Provide New Leaders at least thirty (30) days’ notice of any proposed cancellations or changes in the implementation calendar and work with New Leaders to identify mutually acceptable alternative implementation dates;
  - iii. Review and provide comments on session materials reasonably in advance of each session to allow New Leaders to make appropriate revisions; comments shall be

consolidated through one District point of contact and shall result in one round of revisions by New Leaders;

- iv. Engage in monthly, or as needed, check-ins with New Leaders to ensure delivery of Services aligns with District's expectations;
  - v. Engage in planning meetings with New Leaders, as needed;
  - vi. Establish agreements with New Leaders around outcomes for participants around practice as a result of these programs;
  - vii. Cooperate with New Leaders to develop program metrics for both Parties' evaluation purposes and to assess progress against those metrics;
  - viii. Coordinate logistics for all in-person sessions, including ensuring technology needs, catering, and other set-up are available;
  - ix. Provide information regarding District's strategies, frameworks, and expectations to inform design and delivery of the programs;
  - x. Respond to New Leaders' inquiries and updates in a reasonably timely manner;
  - xi. Clearly delineate expectations, roles, and responsibilities of each vendor providing services to the District to ensure coherence and alignment of the Services;
  - xii. Make available to New Leaders certain data regarding participants for programmatic purposes or research and evaluation purposes; and
  - xiii. Fulfill other responsibilities as set forth herein.
- B. The DISTRICT agrees to appoint District staff, as necessary, to act as the primary point of contact between New Leaders *and* RCSD for the development of a strategic plan for serving Ravenswood students.
- C. The DISTRICT agrees that District staff will help facilitate the process to gain access to program needs such as appropriate space, student information, etc.
- D. The DISTRICT agrees that *Ravenswood City School District* will act as primary reporting agency when a staff person informs school staff of reasonable suspicion of child abuse, child neglect, harm to self or harm to others of a student residing in the district.

RCSD agree to the reporting process outlined in Appendix A.

#### IV. NEW LEADERS OBLIGATIONS

- A. NEW LEADERS agrees to provide stated service as in Section I. Activities outside those specified in the stated services (section I) will be determined jointly by representatives from DISTRICT and NEW LEADERS (e.g. field trips, etc.).
- B. NEW LEADERS agrees to collaborate with the Director of Student Services and/or District Summer Program Coordinator and other RCSD staff in providing timely, programming updates, s, accountability reports, and other unspecified reporting.
- C. NEW LEADERS agrees that services provided by NEW LEADERS pursuant to this MOU may be supervised and evaluated by staff from the Ravenswood City School District as a supplement to NEW LEADERS primary oversight.
- D. NEW LEADERS agrees to provide orientations/presentations to district representatives, program staff, and school staff for informative purposes.
- E. NEW LEADERS agrees to provide the DISTRICT with a schedule and calendar of daily activities and upcoming events and to coordinate with District Staff in the planning and coordination of these events.
- F. NEW LEADERS agrees that when its interns and volunteers are utilized, staff from be responsible for their training, supervision, TB clearance, fingerprinting, federal criminal background check, and of ensuring that such person fulfills all district requirements for

instructional aid status if this person is in a supervisory position within the 20:1 student to staff ratio.

- G. NEW LEADERS agrees to ensure that all of their staff who will be on school property or work with students has proof of a negative skin test or chest x-ray for Tuberculosis. NEW LEADERS will provide RCSD with written verification that program staff has been cleared.
- H. NEW LEADERS agrees to ensure that all program staff that will be on school property has proof of FBI and Department of Justice Child Abuse Index fingerprint clearance. NEW LEADERS will provide RCSD with written verification that program staff has been cleared.
- I. NEW LEADERS agrees that in every case where a program staff person has reasonable suspicion of child abuse, child neglect, harm to self or harm to others of a student residing in the district, the staff person will comply with the reporting process outlined in Appendix A.
- J. NEW LEADERS has in force, and during the term of this Agreement shall maintain in force, a Comprehensive General Liability Insurance policy with limits not less than \$1,000,000.00 (one million dollars) each occurrence combined Single Limit for Bodily Injury and Property Damage. The policy shall name as additional insured the Ravenswood City School District, its Board, officers and employees. The policy shall require the insurer to provide to the District a ten- (10) day notice of any cancellation or reduction of such insurance.

#### **V. CONFLICT RESOLUTION**

The Parties agree that differences of opinion regarding personnel or service practices or Parties will be discussed. If resolution is not obtained then, decisions will be made after discussion between the Director of Student Services, Assistant Superintendent of Curriculum & Instruction, and NEW LEADERS management representatives.

#### **VI. NON-DISCRIMINATION**

NEW LEADERS and the DISTRICT shall not discriminate against any person rendering or receiving services pursuant to this Memorandum, on the basis of race, color, age, marital status, national origin, sex, creed, sexual orientation, or physical or mental disability, including HIV disease, as provided by State and Federal Law.

#### **VII. HOLD HARMLESS**

New Leaders is an independent contractor responsible for its acts and the acts of its officers, agents, and employees. Each party agrees to indemnify, defend, and hold harmless the other party, its officers, agents, and employees from any and all loss, injury, liability, damages, claims, demands, suits, or judgments arising from the acts or omissions of its officers, agents, and employees in connection with the performance of this agreement.

#### **VIII. CONFIDENTIALITY**

The parties shall maintain the confidentiality of all records generated during the period of this agreement pursuant to applicable Federal and State laws.

(i) "Confidential Information" shall mean information of a confidential and proprietary nature revealed by or through a party (whether in writing, orally or by another means) to the other party in connection with this Agreement, including, without limitation, (i) all forms and types of educational methods and training materials, financial, business, scientific, technical, economic, or engineering information including patterns, plans, compilations, program devices, formulas, designs, prototypes, methods, techniques, processes, procedures, programs or codes, whether tangible or intangible, and whether or how stored, compiled, or memorialized physically, electronically, graphically, photographically, or in writing; (ii) information traditionally recognized as proprietary trade secrets; (iii) all copies of any of the foregoing or any analyses, studies or reports that contain, are based on, or reflect any of the foregoing; and (iv) any information marked as confidential by a Party.

(ii) Each Party acknowledges that, through the performance of the Services, it may have access to Confidential Information. Confidential Information provided by New Leaders includes but is not limited to any materials marked as confidential by New Leaders. Each Party agrees not

to publish or otherwise disclose to any person, without specific permission by the other Party, any Confidential Information, nor to use said Confidential Information for any purposes not related to the Services, unless any Confidential Information (i) is or becomes generally known to and available for use by the public other than as a result of a Party's acts or omissions in breach of this Agreement, or (ii) is required to be disclosed pursuant to applicable law or court order. In the event that a Party is requested or required by law or court order to disclose any Confidential Information, that Party will provide the other Party with prompt notice of such request or requirement in order to enable the other Party to seek an appropriate protective order or other remedy (and if a Party seeks such an order or remedy, the other Party will cooperate with it, at the expense of the Party seeking the order or remedy, in connection therewith). Upon expiration or termination of the Agreement, or at any other time a Party ("Disclosing Party") may request in writing, the other Party ("Receiving Party") will deliver to Disclosing Party or, at Disclosing Party's option, destroy, all Confidential Information and other documents relating thereto, that Receiving Party may then possess or have under his or her control, provided that Receiving Party will not be required to deliver to Disclosing Party or destroy any materials in Receiving Party's possession that were obtained or prepared by Receiving Party prior to the engagement hereunder or outside the scope of the Services. The parties hereto agree that Disclosing Party would suffer irreparable harm from a breach by Receiving Party of any of the covenants or agreements contained in this Section VIII. In the event of an alleged or threatened breach by Receiving Party of any of the provisions of this Section VIII, Disclosing Party or its successors or assigns may, in addition to all other rights and remedies existing in its favor, apply to any court of competent jurisdiction for specific performance and/or injunctive or other relief in order to enforce or prevent any violations of the provisions hereof without the requirement of posting any bond.

#### **IX. TERMINATION**

This Agreement may be terminated by either Party for any reason whatsoever by giving a minimum of thirty (30) days advance written notice to all parties. In the event that either party terminates this Agreement, District shall pay New Leaders for: (1) all services provided pursuant to this Agreement prior to receipt of said notice of termination; (2) Services rendered during the period in which New Leaders seeks to cure the breach outlined in the written notice of such breach; and (3) during such period wherein New Leaders brings work to a close. The following provisions survive the termination of this Agreement for any reason whatsoever: Sections VIII (Confidentiality), X (Intellectual Property), XI (Representations and Warranties), VII (Hold Harmless), and XII (Limitation of Liability) IX (Termination).

#### **X. INTELLECTUAL PROPERTY**

- (i) The Parties acknowledge and agree that, as between the parties, New Leaders retains and exclusively owns all right, title and interest in and to its intellectual property rights, including but not limited to: (i) inventions, patents and patent applications; (ii) trademarks, service marks, designs, logos, trade names, Internet domain names; (iii) copyrights or other works of authorship (whether or not copyrightable); (iv) trade secrets, know-how, processes, methodologies, techniques, ideas, and concepts; and (v) technology and software (collectively, the "New Leaders IP"). For the avoidance of doubt, the New Leaders IP includes any works authored or developed by New Leaders in connection with this Agreement. No license is granted in, to or under the New Leaders IP other than as expressly set forth herein.
- (ii) District employees participating in the Services ("Participants") may receive copies of New Leaders' proprietary tools, job aids, handouts, or similar materials with ongoing practical application (collectively, "Tools") as part of their participation. Participants will receive a limited license, as set forth on the Tools, to use the Tools for purposes of their work in District and for their personal and professional development. "Tools" does not include curriculum or instructional material prepared by New Leaders to deliver the Services.

#### **XI. REPRESENTATIONS AND WARRANTIES**

(i) New Leaders represents and warrants to District that New Leaders has the right and authority to enter into and perform its obligations under this Agreement and that it will comply with any applicable law in carrying out its obligations under this Agreement. Except as expressly stated in this Agreement, New Leaders makes no other warranties, express or implied, including, without limitation, any implied warranties of merchantability, fitness for a particular purpose, non-infringement, or otherwise.

(ii) District represents and warrants to New Leaders that it has the power and authority to enter into and perform its obligations under this Agreement and that it will comply with any applicable law in carrying out its obligations under this Agreement. In addition, New Leaders shall be entitled to rely on all District decisions and approvals.

**XII. LIMITATIONS OF LIABILITY.** In no event shall New Leaders or its officers, directors, trustees, employees, or other representatives be liable to District or any other person for any indirect, incidental, special, exemplary, consequential, or punitive damages, including loss of profit or goodwill, for any matter arising out of or relating to the Services or this Agreement, whether such liability is asserted on the basis of contract, tort, or otherwise, even if New Leaders has been advised of the possibility of such damages. New Leaders' total liability for all damages arising from or relating to the Services or this Agreement shall be limited to \$5,000.

**XIII. NOTICES**

All notices of the parties shall be in writing and shall be addressed as set forth below:

New Leaders, Inc.  
Laura B. Kadetsky  
General Counsel, Chief Business Solutions Officer,  
& Secretary  
30 West 26th Street, 10th Floor  
New York, NY 10010  
[legalteam@newleaders.org](mailto:legalteam@newleaders.org)

TO SCHOOL DISTRICT:  
Superintendent  
Ravenswood City School District  
2120 Euclid Avenue  
East Palo Alto, CA 94303

Copy to:

Assistant Superintendent C & I  
Ravenswood City School District  
2110 Euclid Avenue  
East Palo Alto, CA 94303

Copy to:

Chief Business Official, Business Services  
Ravenswood City School District  
2110 Euclid Avenue  
East Palo Alto, CA 94303

## SIGNATURE PAGE

### XI. AUTHORIZATION

The signing of this MOU is not a formal undertaking. It implies that the signatories will strive to reach, to the best of their ability, the objectives stated in the MOU.

On behalf of the organization I represent, I wish to sign this MOU and contribute to its further development.

#### RAVENSWOOD CITY SCHOOL DISTRICT

  
\_\_\_\_\_  
Ms. Gina Sudaria, Interim Superintendent

7/3/19  
\_\_\_\_\_  
Date

\_\_\_\_\_

\_\_\_\_\_

#### NEW LEADERS, INC.

Jean Desravines  
\_\_\_\_\_  
Jean Desravines, Chief Executive Officer

July 12, 2019  
\_\_\_\_\_  
Date

Laura Kadetsky  
\_\_\_\_\_  
Laura Kadetsky, General Counsel,  
Chief Business Solutions Officer, & Secretary

July 12, 2019  
\_\_\_\_\_  
Date

## APPENDIX A

### REPORTING PROCESS OF CHILD ABUSE, CHILD NEGLECT, HARM TO SELF OR HARM TO OTHERS

#### RAVENSWOOD CITY SCHOOL DISTRICT and NEW LEADERS, INC.

The DISTRICT and the schools within the district and NEW LEADERS *agree* to the following process in the case of a student within the district reporting child abuse, child neglect, harm to self or harm to others:

1. In the case of harm to self, harm to others, or reporting of child abuse, NEW LEADERS) staff will immediately contact and inform the appropriate program coordinator and/or school administrator to initiate the school's reporting process and NEW LEADERS ) staff-person will make a verbal and written report to that after school program site coordinator and/or school administrator.
2. The district's school sites shall carry out the reporting responsibilities (reports to law enforcement/child protective agencies) required by the Child Abuse and Neglect Reporting Act (Penal Code section 11164 et seq.) These include reports of the known or suspected instance of abuse to the child protective agency immediately, or as soon as practically possible, by telephone and by sending a written report within 36 hours of receipt of information by NEW LEADERS.
3. Within 24 hours, the school will send a facsimile transmission immediately, or as soon as practically possible, to NEW LEADERS confirming that the verbal report was made, as required by the Child Abuse and Neglect Reporting Act (Penal Code section 11164 et seq.), to the appropriate child protective agency.

The school will also send a facsimile transmission immediately, or as soon as practically possible, to NEW LEADERS confirming that a written report was made, as required by the Child Abuse and Neglect Reporting Act (Penal Code section 11164 et seq.), to the appropriate child protective agency within thirty-six (36) hours.

4. NEW LEADERS staff will send a letter concerning the incident within twenty-four (24) hours to the Director of Student Services. (Director should be notified immediately along with site coordinator-Director should be aware and will be consulted in the event that a report is made – probably move this up in your process...)

Exhibit A

New Leaders' Revised Proposal for Ravenswood City School District dated June 4, 2019  
attached hereto and incorporated herein.



# Revised Proposal for Ravenswood City School District

June 4, 2019

New Leaders is pleased to propose a partnership with Ravenswood City School District to strengthen the skill and capacity of school and district leaders to drive student achievement. In support of the district's mission, New Leaders proposes to provide our proven leadership development in response to three district-identified areas of need and opportunity:

1. **Develop highly effective principals and instructional leadership teams** to lead rigorous data-driven instructional practices and dramatically improve student learning outcomes
2. **Build leadership alignment across the district and develop the collective capacity of district leaders** to develop systems and structures that advance instructional excellence in every school
3. **Strengthen the transformational leadership practices of the superintendent** to build and implement a strategic plan to develop, inspire and retain existing talent to lead schools in which adults and students thrive

Integral to these supports is our emphasis on leadership alignment and coherence. All participants will engage around the same research-based practices outlined in New Leaders' Transformational Leadership Framework™ (defined below), strengthening alignment across school and district leaders and forging a unified approach to school and system-level transformation.

Like Ravenswood City School District, equity is at the forefront of our work. Equity-based practices are a fundamental part of our programming and development of transformational leaders. Our partnership will provide a laser-like focus on the leadership practices that ensure all students have access to a high-quality education and are well-prepared for success in college, career, and participation in a global society.

## New Leaders Overview

New Leaders develops transformational leaders at every level of the education system—from teacher leaders to principals and their supervisors. For 18 years, we have been developing equity-driven leaders to transform schools and improve learning outcomes for all students. We work together with our state, district, and charter partners, delivering leadership solutions that build on their strengths and address their most-pressing priorities.

**An independent evaluation has shown that our approach works.** In 2019, RAND Corporation released an independent, multi-year evaluation confirming New Leaders' effectiveness in improving student achievement.<sup>1</sup> The RAND researchers found that New Leader principals have a positive, statistically significant impact on student's math and literacy performance, providing further validation and detail on the "New Leaders effect" previously reported by RAND in 2014.<sup>2</sup> In addition to student achievement, RAND found that New Leader principals are retained in their roles at higher rates and support higher student attendance than their peers.

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<sup>1</sup> Gates et al. (2019). Preparing school leaders for success: RAND evaluation of New Leaders' Aspiring Principals program, 2012-2017. Santa Monica, CA: RAND Corporation. Retrieved from [https://www.rand.org/pubs/research\\_reports/RR2812.html](https://www.rand.org/pubs/research_reports/RR2812.html)

<sup>2</sup> Gates et al. (2014). Preparing principals to raise student achievement: Implementation and effects of the New Leaders program in ten districts. Santa Monica, CA: RAND Corporation. Retrieved from [http://www.rand.org/content/dam/rand/pubs/research\\_reports/RR500/RR507/RAND\\_RR507.pdf](http://www.rand.org/content/dam/rand/pubs/research_reports/RR500/RR507/RAND_RR507.pdf)

**RAND recently named New Leaders as the principal preparation program with the strongest evidence of positive impact.** Related, district and charter leaders in the study reported that New Leaders understood their needs and responded to them accordingly, provided better value for the money, and built their capacity to identify highly qualified leaders in-house.

To date, we have trained nearly 3,900 leaders who reach more than 440,000 students in high-need communities nationwide. Our district and school leaders work with America's highest-need students: 78% live in low-income households and 87% are children of color, with upwards of 30% percent English Language Learners.

## Statement of Need

Ravenswood City School District is focused on one purpose: student success. Faced with diminishing enrollment and staff turnover, the district has an urgent need to develop, empower, and retain highly effective instructional leaders at the school and district level. The district is seeking a sustainable solution to developing transformational leaders who have the skills and capacity to create a culture of excellence in every school.

With an eye toward ensuring equity and access, the district identified three critical areas of need and opportunity: 1) the development of principals and instructional leadership teams; 2) the development of senior district leaders to support school transformation and build cohesion across the district; and 3) support for the superintendent in the development and implementation of a sustainable, multi-year strategic plan.

Several key priorities emerged during our exploratory conversations and recent site visit. First, the ideal leadership development will create a cohesive school and district culture that is rooted in rigorous standards-based instruction, data-driven decision making, and collective efficacy. Second, the approach to talent and change management will include a strong focus on instructional leadership competencies in ELA and math. [This focus will include implementing rigorous standards-based instruction at scale, leading data-driven instructional cycles, providing focused and high-quality feedback to teachers, and implementing systems and structures that impact learning and teaching.](#) Third, the leadership development will build sustainability across the district, forging a common language that unites all staff in working together to ensure student success. The district also requests that New Leaders work collaboratively to align our efforts with an additional district partner, Instruction Partners.

## New Leaders' Customized Leadership Solutions

In response to the urgency of the above needs, New Leaders proposes to provide job-embedded and evidence-based support for multiple roles across the leadership continuum: 1) principals and members of school-based instructional leadership teams; 2) senior district leaders; and 3) the superintendent.

Research shows—and our experience confirms—that transformational principals are the leverage point for moving schools from struggling to great. Strong school leaders have a magnifying impact when working with skilled, site-based leadership teams that enable leaders to focus on what matters most: student learning. Our partnership will build the collective capacity of district and school leaders to impact learning and teaching at scale—and ensure sustainability beyond the life of our partnership.

Our comprehensive, three-year leadership development plan will begin in SY 2019-20 and continue through SY 2021-22. As outlined in Table 1. (below), each cohort of school and district leaders will receive up to two years of job-embedded and evidence-based leadership development. The first year will focus on the essentials of transformational leadership where school leaders will begin to build common language and practice around the key actions that drive sustainable change in school improvement. The second year will provide an intentional focus on rigorous ELA instruction, assessments and curriculum aligned to college and career readiness standards. The third year will explore a gradual release model (defined below) to deepen the district's focus on data-driven decision making.

**Table 1. Overview of New Leaders' Three-Year Leadership Development Plan**

| SY 2019-20  | SY 2020-21   | SY 2021-22   |
|---|--|--|
| School Leadership Cohort (Y1):Essentials of Transformational Leadership | School Leadership Cohort (Y2): Instructional Leadership in ELA | District Leadership (Y3): Gradual Release Model<br>Data-Driven Decision Making |
| District Leadership (Y1): Essentials of Transformational Leadership     | District Leadership (Y2): Instructional Leadership in ELA      |  |
| Executive Coaching: Strategic Plan                                      |  |  |

### Job-embedded and Research-based Approach

New Leaders job-embedded approach to leadership development reflects the research that adults learn best when training is rooted in challenging, real-world work. We offer cohort-based learning, authentic practice, and expert coaching to equip participants with the ambitious leadership practices needed to be change agents. Our content and program delivery allow leaders to translate theory into practice.

Our programming meets Tier II evidence requirements for the Every Student Succeeds Act (ESSA). In addition, our groundbreaking research outlined in our reports, *Ambitious Leadership*<sup>3</sup> and *Playmakers*,<sup>4</sup> affirms the power of highly effective principals and school-based teams to position their schools and students for lasting success. Our partnership will allow the district to leverage our proven content and build the capacity of school and district leaders to engage in ongoing cycles of improvement that lead to sustained student outcomes.

### Gradual Release Model

To ensure sustainability beyond the life our partnership, New Leaders and Ravenswood City School District will meet and begin planning in spring 2021 regarding a potential scope of work to increase the capacity of senior district leaders to facilitate similar leadership development activities for the district educators. The parties anticipate launching a gradual release model (i.e., train-the-trainer) with a deep focus on data-driven decision making in year three of the partnership (SY 2021-22), subject to mutual agreement of the parties. New Leaders' proprietary training programs use a research-based approach to develop the leadership capacity of school leaders in our nation's public schools and rely on New Leaders' proprietary content, tools, and materials. New Leaders is the developer of all its professional development training programs and owns the copyright to those trainings. Any gradual release model will require negotiation of an appropriate usage agreement for New Leaders' proprietary materials.

### New Leaders' Transformational Leadership Framework™

Our Transformational Leadership Framework (TLF™) outlines our competency-based approach to leadership development. The TLF defines five major categories (see Table 2.) that are central to school improvement and the basis of our work with district and charter partners.<sup>5</sup> Aligned with Professional Standards for Educational Leaders, the TLF

<sup>3</sup> Ambitious Leadership: How Principals Lead Schools to College and Career Readiness. Full text is available at <https://newleaders.org/research-policy/ambitious-leadership>

<sup>4</sup> Playmakers: How Great Principals Build and Lead Great Teams of Teachers. Full text is available at <http://newleaders.org/research-policy/playmakers>

<sup>5</sup> The TLF evidence base includes more than 100 site visits and case studies of schools that achieved dramatic gains between 2006-2011 in New Leaders' program sites and Effective Practice Incentive Community (EPIC) partner sites; an extensive review of the available research on the practices of effective schools and leadership; and the collective knowledge of the New Leaders staff and program participants.

pulls from a wide evidence base and has been documented in New Leaders' book, *Breakthrough Principals*.<sup>6</sup> All of our programming is based upon this proven content.

**Table 2. Transformational Leadership Framework**

|                                |  |
|--------------------------------|--|
| <b>Learning and Teaching</b>   | Ensure that curriculum, instruction, and assessments are aligned to rigorous college and career readiness standards  |
| <b>Talent Management</b>       | Ensure the development, efficacy, and sustainability of professional learning communities and teacher teams within the school; deliver actionable feedback and coach staff members to achieve excellence                             |
| <b>School Culture</b>          | Foster an intellectual and caring culture of deep learning, structured inquiry, and ongoing curiosity for all members of the school community including families; build this out through high expectations and shared accountability |
| <b>Planning and Operations</b> | Create and sustain successful structures which support learning and culture for all members of the school community, including families; ensure that resources are always allocated in alignment with instructional priorities       |
| <b>Personal Leadership</b>     | Define leadership stance and style; act with integrity in accordance with values; reflect frequently on performance and continually seek and make change for improvement   |

## Equity Lens

Equity is at the center of all our work. Our mission is to provide access to high-quality schools for ALL children, particularly children of color and children living in communities of poverty. To that end, we have embedded a deep focus on equity in each category in our Transformational Leadership Framework.

Specifically, in Learning and Teaching, we support district and school leaders to understand how to use data, systems of analysis, and action planning to identify and address the needs of all students. Our goal is to ensure all schools are using differentiated approaches and instructional resources to accelerate the learning of all children.

District and school leaders are also positioned to improve their own personal leadership through examining their own biases and setting clear expectations for how staff lead and teach from an equity mindset. Through culture and talent management, participants focus on creating an environment where their staff can explore the impact of internal bias in their practices and shift to more efficacious belief systems that allow all students to take on the rigorous learning required of college and career readiness standards.

In this way, the TLF becomes a vehicle for Ravenswood City School District to create school and district cultures focused on increasing student success and preparing all students for college, careers and participation in a global society—empowering them to achieve their personal best.

## Collaboration with Instruction Partners

New Leaders will leverage the collaboration with Instruction Partners to develop instructional leadership skills, including the identification of rigorous curriculum, assessments and instructional practices aligned to college and career readiness standards. New Leaders will bring to bear the transformational leadership practices required to create robust systems to support teaching and learning; establish a culture of collective efficacy and belief that all children can achieve; improve the overall quality of schools and drive sustained improvement in student outcomes. Our collaboration with Instruction Partners in SY 2019-20 will provide the following benefits for school and district

<sup>6</sup> Desravines, J., Aquino, J., & Fenton, B. (2016). *Breakthrough Principals*. San Francisco: Jossey-Bass.

leaders in Ravenswood City District:

- The unique strengths and assets of both organizations will be optimized to support school and district leaders.
- School and district leaders will experience our support as cohesive, well-coordinated and additive.
- The sum of our support will add up to more than the parts would alone ( $1 + 1 = 3$ ).
- Our collaboration will uniquely position Ravenswood City District for success and provide all involved with valuable insights that will strengthen and inform future work.

During our initial planning and collaboration, New Leaders and Instruction Partners will seek to:

1. Clarify the primary focus of each organization's work clearly and consistently for all involved while streamlining structures of delivery wherever possible.
2. Co-design content that has a shared focus across both organizations.
3. Stay coordinated on the state of work with each school to stay coherent and reduce mixed signals and redundancies.

Specific examples of what this may entail include: 1) upfront design with key members of the senior team as well as the delivery team to ensure coherent frameworks and clear distribution of focus; 2) joint participation by the delivery team in key moments of each organization; 3) development of collaborative structures to ensure the district experience is coherent and cohesive; 4) data gathering and sharing around instructional improvement and improved leadership capacity within the district; and 5) the creation of a chart that delineates each organization's roles and commitments in service of Ravenswood City District.

## Needs Assessment

Prior to the launch of New Leaders' programming (as detailed in the pages that follow), New Leaders will conduct a needs assessment to achieve the following purpose: 1) ensure mutual understanding of the district's theory of action, strengths, priorities, and expected outcomes for the proposed scope of work; and 2) inform and refine content or services, if needed, in consultation with the district. The needs assessment includes 90-minute school visit(s), a 60-minute interview with senior district leaders, and 60-minute focus group(s) with potential participants representing the range of roles, schools, and tenure of participants. An initial leadership assessment will also be given to participants that may include questions about their knowledge of instruction and reflections on personal leadership qualities, strengths, and areas of growth. The final scope and sequence of all programming will be finalized in consultation with the district.

## School Leadership Cohort: Principals and Instructional Leadership Teams

In response to the urgency of the district-identified needs, New Leaders proposes to develop the transformational and instructional leadership competencies of sitting principals and up to three members of their school-based instructional leadership teams. In collaboration with Instruction Partners, we will develop the collective capacity of school leaders to drive the instructional vision of their schools and strengthen practices that lead to sustainable student gains.

New Leaders and Instruction Partners will work closely with the district to understand district priorities and identify areas of growth. We will also customize our programming to meet the unique needs of experienced principals and principals early in their tenure. Our goals for Ravenswood City School District school leaders include:

- **Improve knowledge and identification of rigorous curriculum, assessment and instructional practice** aligned to college and career readiness standards to improve learning and teaching
- **Increase knowledge, skills, and ability of principals to coach** effectively to improve student outcomes
- **Improve data-driven decision-making skills** to prioritize action steps in a continuous improvement cycle and impact student outcomes
- **Develop a positive and efficacious school culture** where adults and students work collaboratively to continuously improve the school community
- **Use self-reflection as a strategy** to hone personal leadership competencies, strengthen systemic decision-making, and develop sustainable practices that drive student achievement

These key TLF-aligned leadership skills will guide the learning in each of the program components detailed below. Our approach is grounded in the synergy among the five leadership competencies defined in the TLF—which are indispensable for transforming schools and advancing equity and excellence at scale.

### Program Components

The proposed program components detailed below are for an estimated cohort of up to 28 participants, including seven principals and up to three members of each school-based instructional leadership team. The components describe job-embedded services to be delivered on-site (unless noted otherwise). As shown in Table 1., the first year will provide a deep dive into the essentials of transformational leadership, followed by a second year focused on ELA.

**Program Launch (One 2-day session).** Our two-day program launch provides participants with a deep dive into the essential elements of transformational leadership that have been shown to dramatically improve student learning outcomes. Participants will be trained on the TLF to diagnose strengths and gaps in schools. Participants will also have an opportunity to reflect on their personal leadership skills, capacity to lead change, and equity-based beliefs. Working together, we will build a community of learners and lay the foundation for developing the mindset, culture, and practices required to lead school transformation.

**Community of Practice Sessions (Up to five one-day sessions).** New Leaders will facilitate up to five day-long community of practice sessions that engage participants in collegial, rigorous, transparent conversations and activities to deepen knowledge and implementation of standards-based instruction. These sessions will strengthen the collective capacity of participants to diagnose and solve school-based challenges that accelerate or impede student learning. Possible topics include:

- Rigorous instruction and learning tasks aligned to college and career readiness standards in ELA and math
- Data-driven instructional cycles and strategic decision-making
- Coaching and post-observation feedback
- Building high-performing instructional leadership teams
- Cultivating a culture of trust, efficacy, and continuous improvement

Working collaboratively in community of practice sessions, participants will experience: 1) actionable and practical learning, including opportunities to address school-based challenges; 2) tools, resources, and strategies to improve student achievement and advance instructional excellence; 3) planning strategies to leverage existing leadership in schools; and 4) continuous professional learning and mentoring from peers.

**Job-Embedded Assignments for Principals (up to 2 assignments).** All principal participants will complete up to two job-embedded assignments that provide them with the opportunity to practice the knowledge and skills they are learning in community of practice sessions. For each assignment, principal participants will observe classroom instruction and provide focused and high-quality feedback to teachers, coaching them to enhance instruction. Both job-embedded assignments will be observed on-site by a New Leaders Facilitator.

**One-on-One Coaching for Principals (up to 8 hours in-person and/or virtual).** New Leaders will provide up to eight hours of in-person and virtual coaching as a differentiated layer of support for each principal. Coaching will address the unique needs of experienced principals and principals early in their tenure. Targeting individual areas of growth, coaching will provide on-time feedback to stimulate problem-solving and the identification of action steps. Examples of coaching may include a focus on honing personal leadership skills, developing high-performing teams, facilitating coaching conversations, and identifying leadership actions that contribute to a culture of trust and efficacy.

**Sustainability Action Planning (one 1-day session).** To build alignment across the district, this one-day session will be collaboratively planned and delivered jointly with Instruction Partners and the district leadership cohort. The session will allow district and school leaders to work together to use their newly acquired leadership knowledge and skills to sustain learning and address new challenges in the following school year. Co-constructed with New Leaders, the sustainability action plan will identify key stakeholders and concrete leadership actions to drive continuous improvement.

New Leaders reserves the right to modify the proposed program components in consultation with Ravenswood City School District. The number and type of program components may be changed based on the needs assessment and/or program implementation over the delivery term.



## Delivery Timeline

Table 3 outlines the proposed timeline for New Leaders to deliver program services in SY 2019-20. The final timeline will be determined based on the scheduling needs of Ravenswood City School District and New Leaders.

**Table 3. Program Delivery Table for the School Leadership Cohort**

| Program Components                     | Sessions PER Participant |                  |                   | Timeline for SY 2019-20 |  |     |     |     |     |     |     |     |
|--|--------------------------|------------------|-------------------|-------------------------|--|-----|-----|-----|-----|-----|-----|-----|
|  | Participant              | Total # Sessions | Length of Session | AUG                     | SEP  | OCT | NOV | DEC | JAN | FEB | MAR | APR |
| Program Launch++                       | All                      | 1                | 2 days            | ●                       |  |     |     |     |     |     |     |     |
| * Community of Practice                | All                      | 5                | 1 day             |                         | ●  | ●   |     |     | ●   | ●   | ●   |     |
| One-on-One Coaching (onsite & virtual) | Principals               | Varies           | Up to 8 hours     |                         | To be scheduled with New Leaders Facilitator |     |     |     |     |     |     |     |
| Job-Embedded Assignments (onsite)      | Principals               | 2                | N/A               |                         | To be scheduled with New Leaders Facilitator |     |     |     |     |     |     |     |
| Sustainability Action Planning         | Both Cohorts             | 1                | 1 day             |                         |  |     |     |     |     |     |     | ●DL |

++ As described earlier, prior to the program launch, New Leaders will conduct a **needs assessment**.

## Program Outcomes

Expected outcomes for participants are in alignment with our partnership goals. Throughout the program year, we will leverage tools from both New Leaders and Instruction Partners to monitor and track changes in participant leadership development that will lead to stronger student achievement outcomes over time. As the primary change agents in schools, we will support principals to:

- **Build a common language and calibrate on what effective, rigorous standards-based instruction** looks like in order to drive teacher coaching, professional development, and data analysis
- **Identify and hone leadership capacity within their schools and lead effective instructional teams** to build collective efficacy and implement high-quality instruction at scale
- **Develop a variety of coaching habits and skills** that will develop teacher talent and advance the instructional vision of the school
- **Effectively integrate multiple forms of data** and identify key stakeholders to develop a school-based sustainability action plan
- **Develop comprehensive systems to manage school operations** and resources towards achieving rigorous goals
- **Advance equity-driven leadership practices** that drive change and support the learning needs of all students

*\*We removed leadership walks because Instruction Partners will take the lead.*



## District Leadership Cohort: Senior District Leaders

As a second lever to ensure Ravenswood City School District is well-positioned to execute against its vision, New Leaders proposes to provide system-level support for an estimated cohort of up to six senior district leaders to ensure alignment across all departments. Our evidence-based programming places instructional excellence and equity at the center of all district leadership roles.

Our experiential approach will support senior district leaders in building systems and structures to advance rigorous standards-based instruction, support principals, and drive system-level impact. Working with Instruction Partners, we will increase the alignment and sustainability of high-impact leadership practices across the district. Our partnership goals include:

- **Develop the capacity of senior district leaders** to implement a set of standard leadership practices that are embedded in the district's vision and strategy for equity and excellence
- **Improve knowledge and implementation of rigorous curriculum, instructional practice, and assessments** aligned to college and career readiness standards to improve learning and teaching outcomes
- **Develop systems and structures** to support the implementation of high-quality instruction that meets the needs of all students
- **Integrate multiple sources of school and system-level data** to develop structures to drive and sustain district-wide priorities and initiatives
- **Use self-reflection as a strategy to hone leadership competencies**, strengthen systemic decision-making, and develop sustainable practices that drive student achievement

### Program Components

The proposed program components detailed below are for an estimated cohort of up to six senior district leaders. The components describe job-embedded services to be delivered onsite (unless stated otherwise). As shown in Table 1., the first year will provide a deep dive into the Essentials of Transformational Leadership , followed by a second year focused on ELA.

**Program Launch (One 2-day session).** Our two-day program launch will provide participants with a deep dive into the essential elements of transformational leadership that have been shown to dramatically improve student learning outcomes. Using the TLF, participants will explore the interplay among all five leadership categories, including how personal leadership and school culture advance learning and teaching. Participants will also have an opportunity to reflect on their personal leadership skills, capacity to lead change, and equity-based beliefs.

**Community of Practice (Up to five 1-day sessions).** New Leaders will facilitate up to five day-long community of practice sessions that will engage participants in collegial, rigorous, transparent conversations and activities designed to deepen knowledge of rigorous, standards-based instruction and build district structures to advance instructional excellence at scale. Sessions will strengthen the collective capacity of participants to use data to diagnose and solve challenges, develop systems for change management, and hone personal leadership skills.

Possible topics include:

- Rigorous instruction and learning tasks aligned to college and career readiness standards in ELA and math
- Development of district systems to accelerate learning and teaching
- Triangulation of data to drive strategic plans
- Effective systems for change management

Participants will also engage in consultancy protocols to share problems of practice and gain clarity around next steps. Working collaboratively in community of practice sessions, participants will experience: 1) actionable and practical learning, including opportunities to address role-specific challenges; 2) tools, resources, and strategies to improve student achievement across the district; 3) planning strategies to leverage the leadership capacities of school leaders; and 4) continuous professional learning and mentoring from peers.

**Job-Embedded Goal and Plan (one per participant).** Over the course of the program year, each participant will work towards a specific goal to enhance their leadership practices. Using TLF-aligned leadership actions as a guide, participants will design an individualized and targeted plan to implement and achieve their goal during the program year. Together with the New Leaders Facilitator, participants will monitor progress toward their goal and course-correct their plan, as needed, during one-on-one coaching sessions.

**One-on-One Coaching (Up to 8 hours of in-person and virtual sessions).** Up to eight hours of coaching will be provided to each participant to develop their instructional leadership skills and prioritize leadership actions that advance system-level change. Individualized coaching sessions will use a cycle of inquiry to drive deep thinking, monitor progress on job-embedded goal and plan, and build the capacity of senior district leaders to reflect, analyze, and problem-solve. Examples of coaching may include support for role-specific responsibilities, personal leadership, and development of systems to support student achievement. Coaching sessions will be in-person and virtual.

**Sustainability Action Planning (One 1-day session).** To build alignment across the district, this one-day session will be collaboratively planned and delivered jointly by Instruction Partners with the school leadership cohort. This session will allow district and school leaders to work together to use their newly acquired leadership knowledge and skills to sustain learning and address new challenges in the following school year. Co-constructed with New Leaders, the sustainability action plan will identify key stakeholders and concrete leadership actions to drive continuous improvement.

New Leaders reserves the right to modify the proposed program components in consultation with Ravenswood City School District. The number and type of program components may be changed based on the needs assessment and/or program implementation over the delivery term.

## Delivery Timeline

Table 4 outlines the proposed timeline for New Leaders to deliver program services. The final timeline will be determined based on the scheduling needs of Ravenswood City School District and New Leaders.

**Table 4. Program Delivery Table for the District Leadership Cohort**

| Program Components             | Sessions PER Participant |                  |                   | Timeline for SY 2019-20 |   |     |     |     |     |     |     |     |
|--------------------------------|--------------------------|------------------|-------------------|-------------------------|---|-----|-----|-----|-----|-----|-----|-----|
|                                | Delivery                 | Total # Sessions | Length of Session | AUG                     | SEP   | OCT | NOV | DEC | JAN | FEB | MAR | APR |
| Program Launch                 | Onsite                   | 1                | 2 day             | ●                       |   |     |     |     |     |     |     |     |
| Community of Practice          | Onsite                   | 5                | 1 day             |                         | ●   | ●   |     |     | ●   | ●   | ●   |     |
| Job-Embedded Goal and Plan     | Onsite                   | 1                | N/A               |                         | To be implemented over the course of the program year |     |     |     |     |     |     |     |
| One-on-One Coaching            | In-person & Virtual      | Varies           | Up to 10 hours    |                         | To be scheduled with New Leaders Facilitator          |     |     |     |     |     |     |     |
| Sustainability Action Planning | On-site                  | 1                | 1 day             |                         |   |     |     |     |     |     |     | ●SL |

To enhance leadership alignment and sustainability, SL represents a program component delivered jointly with the school leadership cohort.

## Program Outcomes

Expected outcomes for participants are in alignment with our partnership goals. Throughout the program year, we will [leverage tools from both New Leaders and Instruction Partners](#) to monitor and track changes in participant leadership development that will lead to stronger student achievement outcomes over time. Specifically, we will support participants to:

- **Strengthen the implementation of instruction, assessment, and curriculum** aligned to college and career readiness standards to advance student achievement
- **Effectively integrate multiple forms of data**, at both the school and system levels, to inform and sustain district initiatives that advance learning and teaching
- **Create and implement systems and structures** that ensure instructional practices meet the learning needs of all students and advance student achievement across the district
- **Demonstrate personal leadership** by building a district culture of collective efficacy, equity, and collaboration
- **Advance equity-driven leadership practices** that provide all students with access to high-quality learning opportunities

## Executive Coaching: Superintendent

As the third lever for change and district sustainability, New Leaders proposes to provide executive coaching to hone the transformational leadership practices of the superintendent. New Leaders will serve as a thought partner to examine and develop talent management and data-driven decision making at the system-level. Our focus will include:

1. Strengthen and implement a strategic plan to develop, empower, and retain existing talent across the district, particularly highly effective instructional leaders
2. Develop cohesion and alignment across district and school leaders to fuel collective efficacy and shift the culture toward excellence and collaboration
3. Implement systems and structures that support principals and instructional leadership teams to scale effective school practice and impact student achievement
4. Examine and hone personal leadership skills to unify the district in achieving student success

Executive coaching services with the superintendent will be provided pro bono by New Leaders. Coaching will include up to five half-day sessions as well as monthly two-hour virtual sessions (see Table 5 below). Onsite sessions will include the opportunity to observe the superintendent's leadership practices, develop and refine a sustainable strategic plan for the district, observe district team meetings, and visit schools to collaboratively observe and debrief instruction.

In alignment with the district strategic plan, the superintendent will develop specific goals to enhance transformational leadership practices that drive impact at scale. All coaching sessions will examine progress toward these goals and support the superintendent in deep reflection and problem-solving around the myriad challenges that are consistent with system-level leadership. Outcomes will include the development of targeted action plans to implement and achieve goals, moving the district forward with a sense of urgency, purpose, and efficacy.

**Table 5. Program Delivery Table for Executive Coaching**

| Program Components          | Sessions with Superintendent |                     |                   | Timeline for SY 2019-20 |     |     |     |     |     |     |     |     |
|-----------------------------|------------------------------|---------------------|-------------------|-------------------------|-----|-----|-----|-----|-----|-----|-----|-----|
|                             | Delivery                     | Total # of Sessions | Length of Session | AUG                     | SEP | OCT | NOV | DEC | JAN | FEB | MAR | APR |
| Kick-Off Meeting            | Onsite                       | 1                   | ½-day             | ●                       |     |     |     |     |     |     |     |     |
| Quarterly Strategic Session | Onsite                       | 4                   | ½-day             |                         | ●   |     | ●   |     | ●   |     | ●   |     |
| Coaching                    | Virtual                      | 9                   | 2 hours           | ●                       | ●   | ●   | ●   | ●   | ●   | ●   | ●   | ●   |

New Leaders' executive coaches will include Jean Desravines, Executive Director, Dr. John Jenkins, Deputy Chief Officer, Program Implementation; and former superintendent, Dr. Carol Johnson-Dean, Regional Executive Director, Program Implementation. All bios can be found in the Appendix.

New Leaders will also use learning trends and the substance of the coaching sessions to inform the broader district partnership and ensure that all participants experience a cohesive and comprehensive network of support.

## New Leaders Staff

Led by practitioners, New Leaders draws on decades of distinguished success. Our staff has an average of 24 years of experience in education and six years of principal experience. We also have deep roots in the communities in which we work and reflect the diversity in the schools that we serve: close to 60% of our staff identify as people of color. Former superintendents, principals, and New Leaders alumni are among our expert facilitators.

Our facilitators often have first-hand experiences in the same roles of participants, allowing them to build trust quickly and address the unique needs of participants across the leadership continuum. They use their deep knowledge and skills to provide participants with timely and actionable feedback. Our facilitators also engage in continuous learning and professional development to remain relevant in an ever-changing education landscape.

As demonstrated by the RAND results, our work in diverse urban districts like Ravenswood City School District—Oakland Unified School District, Birmingham Public Schools, and Chicago Public Schools, among others—have produced lasting outcomes for students, teachers, and leaders alike. New Leaders staff exemplify the TLF: they develop great leaders because they are great leaders.

## Program Monitoring and Communication

Over the course of each program year, New Leaders will use multiple proprietary tools to gather data to: 1) monitor, support, and ensure that participants implement with fidelity; 2) inform program content and drive participant goals, action steps, and foci; and 3) assess program impact on participants, students, and/or schools.

New Leaders will actively monitor and support ongoing fidelity of implementation and impact through the following assessments and avenues for communication:

*Implementation Data.* New Leaders will gather observation data via the program components that require participants to apply their new learning. During job-embedded assignments, leadership walks, and one-on-one coaching, participants will share evidence of ongoing implementation and receive targeted feedback from the New Leaders facilitator. These reflective conversations provide opportunities to monitor and course-correct participant progress toward goals.

*Participant Surveys.* New Leaders will conduct regular participant surveys after each session and at the mid- and end-of-year points. New Leaders will use this year-long data to monitor and support participant growth, including their improvement in skills and knowledge, application of program content, and impact on school improvement.

*Monthly Check-ins.* We will also host monthly check-ins with the district leadership to provide updates on participant progress, fidelity of implementation, and identified areas of opportunity. These collaborative conversations will inform our differentiated support for participants and provide insights to the district toward supporting and sustaining transformational leadership practices across all schools.

*Formal Step-back Meetings.* New Leaders will host formal “step-back” meetings with district leadership at mid- and end-of-year. The purpose of the step-back is to understand: 1) district satisfaction with the program to-date across all facets of the program; 2) participant perceptions and effect of programming on participant growth; and 3) needs for the next program year based on feedback and lessons learned.

## Cost Proposal

New Leaders proposes to provide our proven leadership development in response to three district-identified areas of need. Our partnership will begin in SY 2019-20 and continue through SY 2021-22. Working together, we will strengthen the instructional expertise and transformational leadership practices across all roles: principals, select members of school-based instructional leadership teams, district leaders, and the superintendent.

The client services described herein will be provided by New Leaders based on the price summary tables below. **Table 6 outlines the price for the district.** Table 7 provides a summary of the price of the original proposal. As described earlier, the executive coaching will be delivered pro bono by New Leaders. Any adjustments to the scope of work may result in budget adjustments. New Leaders will raise additional funds to cover the gap between the price to the district and our full cost to deliver the program proposed above.

**Table 6. Final Price Summary for New Leaders' Three-Year Leadership Development Plan**

| Client Services               | SY 2019-20               | SY 2020-21        | SY 2021-22        | Total             |
|-------------------------------|--------------------------|-------------------|-------------------|-------------------|
| School Leadership Cohort      | \$ 239,000               | \$ 239,000        | \$ -              | \$ 478,000        |
| District Leadership Cohort    | \$ 150,000               | \$ 150,000        | \$ 150,000        | \$ 450,000        |
| Executive Coaching (pro bono) | \$ 23,000<br>\$ (23,000) | \$ -              | \$ -              | \$ -              |
| <b>Total</b>                  | <b>\$ 389,000</b>        | <b>\$ 389,000</b> | <b>\$ 150,000</b> | <b>\$ 928,000</b> |

**Table 7. Original Price Summary for New Leaders Three-Year Leadership Development Plan**

| Client Services               | SY 2019-20               | SY 2020-21        | SY 2021-22        | Total               |
|-------------------------------|--------------------------|-------------------|-------------------|---------------------|
| School Leadership Cohort      | \$ 310,000               | \$ 310,000        | \$ -              | \$ 620,000          |
| District Leadership Cohort    | \$ 180,000               | \$ 180,000        | \$ 180,000        | \$ 540,000          |
| Executive Coaching (pro bono) | \$ 23,000<br>\$ (23,000) | \$ -              | \$ -              | \$ -                |
| <b>Total</b>                  | <b>\$ 490,000</b>        | <b>\$ 490,000</b> | <b>\$ 180,000</b> | <b>\$ 1,160,000</b> |

Additional client services requested by the district and delivered by New Leaders may be subject to pricing modification. Pricing for later years may be adjusted based on the client services selected by the district.

## New Leaders Contact

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## Appendix: New Leaders Staff

**Jean Desravines | Chief Executive Officer.** Under Jean's stewardship, New Leaders has grown to more than 150 staff members supporting leaders in over 20 cities, with program participation increasing by 170 percent. Prior to his appointment as CEO, Jean served as Chief Officer for Cities and Policy for five years, overseeing management of New Leaders' city teams, including the launch of five new program sites as well as national public policy and public funding work. He is the co-author of two books: *Breakthrough Principals* and *The School Leadership Playbook*.

Jean has more than 18 years of experience in education and community development, with a primary focus on improving outcomes for underserved students. Before joining New Leaders, he held multiple leadership positions at the New York City Department of Education, including Senior Counselor to Joel Klein, the Chancellor of New York City's public-school system under Mayor Michael Bloomberg. Jean also served as the Director of Organizational Development and Community Programming for the Faith Center for Community Development, Inc.

**John Jenkins, Ed.D. | Deputy Chief Officer, Program Implementation.** Dr. John Jenkins brings 26 years of experience to his current role in which he leads our program team to implement New Leaders flexible and signature program offerings in districts across the country. Before joining New Leaders, Dr. Jenkins served as National Vice President of Programs for the School Leaders Network. He also served as the Instructional Program Manager for the Diploma Plus New York City Network where he provided coaching and support to principals and school leadership teams. Dr. Jenkins is also a certified Diversity Practitioner and has traveled internationally facilitating diversity, social justice and anti-oppression work with National Training Laboratory's Diversity Leadership Certification Program.

**Carol Johnson-Dean, Ed.D. | Regional Executive Director, Program Implementation.** Dr. Carol Johnson-Dean has a wealth of experience in public education as a teacher, principal, and district administrator. She served as Superintendent of the Boston Public Schools from 2007-2013. Under her leadership, the district improved proficiency rates, narrowed achievement gaps, focused on access and opportunity, as well as graduating students prepared for college and career success. Prior to her appointment in Boston, Dr. Johnson-Dean was Superintendent in Minneapolis, Minnesota and Memphis, Tennessee, where she was named Minnesota Superintendent of the Year and the Tennessee PTA Superintendent of the Year. In 2012, Dr. Johnson-Dean received the nation's highest honor for urban education leadership, the Richard R. Green Award, presented by the Council of the Great City Schools. She is a 2014 Harvard Advanced Leadership Fellow and a visiting professor at Vanderbilt/Peabody College.