

A Proposal for Ravenswood City School District in School Year 2020-2021

June 17, 2020

New Leaders® is pleased to continue to support Ravenswood City School District by strengthening the skills and capacity of school leaders to advance student achievement. In support of the district’s mission, New Leaders proposes to provide our proven leadership development in continued 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 and school-based 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

Specifically, we propose to deliver Instructional Leadership for Leaders of Systems and Leaders of Schools that will serve up to 20 district and school-based leaders as well as Instructional Leadership Team Summits that will serve up to 25 school based Instructional Leadership Team (ILT) members. We will also continue to provide executive coaching to the superintendent as we continue the second of our three-year partnership in 2020-2021. These professional development services will supplant the professional development services to be offered during school year 2020-21.

New Leaders Overview

For 20 years, New Leaders has worked in and with schools, districts, and states to improve school performance by developing leaders at all levels—from teacher leaders to principal supervisors—with the mindset, skills, and practice needed to drive instructional excellence at scale. We are an educational leadership organization whose mission is driven by racial equity, social justice, and an unwavering belief in the potential of every student.

Like Ravenswood City School District, we view effective school leaders as the greatest leverage point for transforming schools and students’ lives. We cultivate leaders who are not afraid to do things differently. We support our partners to identify and remove barriers to student success. Our proven leadership solutions reflect the unique strengths and needs of our partners—helping them get results for their schools and students.

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.¹ 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 2014.² 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.

RAND named New Leaders 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.

¹ 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

² 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 https://www.rand.org/pubs/research_reports/RR507.html

To date, we have trained over 4,000 leaders who reach nearly half a million students in high-need communities nationwide. Our district and school leaders work with America's highest-need students: 78 percent live in low-income households and 87 percent are children of color. Upwards of 30 percent are English Language Learners. Honoring this diversity, 64 percent of our alumni are leaders of color compared to only 20 percent nationally.

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, establishing clear data systems that support tier 1, 2, and 3 differentiated instruction ; and 3) support for the superintendent in the development and implementation of a sustainable, multi-year strategic plan.

Our ongoing work will continue to emphasize several key priorities. 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.

New Leaders' Customized Leadership Solutions

In response to the needs stated above, New Leaders proposes to provide a set of leadership development services that reach up to 20 district and school leaders and up to 25 school based ILT members.

Our work is grounded in adult learning theory, and we will use data to drive impact and advance student achievement. 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 comprehensive, three-year leadership development plan in Ravenswood City School District began in SY 2019-20 and will 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. Our first year focused on the essentials of transformational leadership where school leaders began 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	District and School-based Leader Cohort (Y2): Instructional Leadership for Leaders of Systems and Leaders of Schools	District and School-based Leadership (Y3): Gradual Release Model
District Leadership (Y1): Essentials of Transformational Leadership	School-based Instructional Leadership Team (Y2): Summits	
Executive Coaching: Strategic Plan	Executive Coaching	Executive Coaching

*Programming for SY2019-20, year one of the three-year partnership, is complete.

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.

Two independent studies of New Leaders found that our programming for principals-in-training demonstrated positive effects on student achievement and met Tier II evidence requirements for the Every Student Succeeds Act (ESSA).³ In addition, our groundbreaking research outlined in our reports *Ambitious Leadership*⁴ and *Playmakers*⁵ 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 of 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.

³ Two independent studies of New Leaders found that our principal-in-training programming demonstrated positive effects on improved student achievement, student attendance, and stronger principal retention and met the ESSA Tier II (moderate evidence) criteria. (Gates, S.M., Baird, M., Doss, C.J., Hamilton, L., Opper, I.M., Master, B.K., Prado Tuma, A., Vuollo, M. & Zaber, M.A. (2019). *Preparing School Leaders for Success: Evaluation of New Leaders' Aspiring Principals Program, 2012-2017*. Santa Monica, CA: RAND Corporation; Gates, S.M., Hamilton, L.S., Martorell, P., Burkhauser, P.H., Pierson, A., Baird, M., Vuollo, M., Li, J.J., Lavery, D., Harvey, M. & Gu, K. (2014). *Preparing Principals to Raise Student Achievement: Implementation and Effects of the New Leaders Program in Ten Districts*. Santa Monica, CA: RAND Corporation.)

⁴ *Ambitious Leadership: How Principals Lead Schools to College and Career Readiness*. Full text is available at <http://newleaders.org/ambitious-leadership>.

⁵ *Playmakers: How Great Principals Build and Lead Great Teams of Teachers*. Full text is available at <http://newleaders.org/playmakers>.

New Leaders' Transformational Leadership Framework™

New Leaders' Transformational Leadership Framework (TLF) outlines our competency-based approach to leadership development. The TLF defines five major categories (see Table 2 below) that are central to school improvement and the basis of our work with district, charter, and state partners.⁶ Aligned with Professional Standards for Educational Leaders, the TLF pulls from a wide evidence base and has been documented in New Leaders' book, *Breakthrough Principals*.⁷ All of our programming is based upon this proven content.

Table 2. Transformational Leadership Framework

Learning and Teaching	Ensure that curriculum, instruction, and assessments are aligned to rigorous college and career readiness standards
Talent Management	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
School Culture	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
Planning and Operations	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
Personal Leadership	Define leadership stance and style; act with integrity in accordance with values; reflect frequently on performance and continually seek and make change for improvement

Focus on Equity. Equity is at the center of all our work. Our mission is to ensure high academic achievement for all children, especially students in poverty and students of color, by developing transformational school leaders and advancing the policies and practices that allow great leaders to succeed.

To that end, we have embedded a deep focus on equity in each category of the TLF. 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 schools not only calibrate on effective practices for rigorous standards-based instruction but use differentiated approaches and instructional resources to accelerate the learning of all children.

Ravenswood City School District and school leaders are also positioned to improve their own personal leadership through examining their own biases and setting clear expectations for how teams and staff lead and teach from an equity mindset. Through culture and talent management, leaders 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 will become a vehicle for Ravenswood City School District to create school cultures focused on increasing opportunities and access to high-quality learning for all students.

⁶ 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.

⁷ Desravines, J., Aquino, J., & Fenton, B. (2016). *Breakthrough Principals*. San Francisco: Jossey-Bass.

Proposed Services

Instructional Leadership for Leaders of Systems and Leaders of Schools

Program Overview

Strong instructional leadership is the most critical factor in driving school-wide academic excellence. Instructional Leadership in ELA and Math is designed to support school leaders in establishing a vision of excellence for ambitious instruction, diagnosing the present state of their schools, and identifying the gaps between where they are and where they want to go so that the staff and students can thrive. Over the course of this program, system and school leaders will set up systems and structures to drive academic gains and equitable outcomes for all students.

Program Outcomes

- Establish and uphold a vision of school-wide instructional excellence and equity
- Implement and maintain school-wide systems and structures for leading and managing high-quality instruction that drive excellent and equitable outcomes. This includes:
 - Enabling collaborative planning through purposeful scheduling and school-wide systems/norms
 - Leveraging the 4-Part Action Planning Process to drive the creation of both long-term and short-term action plans
 - Establishing systems for coaching and feedback based upon both observational data and student data/work
 - Developing systems for setting SMART goals, communicating expectations, and holding adults accountable for those expectations
- Continuously reflect on personal leadership, instructional leadership practice, and school-wide data to recognize highest-leverage priorities and adjust the strategy so that staff and students receive what they need to reach their full potential

Program Components

New Leaders will execute the following program components: 1) Program Launch; 2) Community of Practice sessions; 3) Asynchronous Webinars; 4) Reflective Learning Exercises; 4) Leadership Walks; and 5) Coaching.

Program Launch (two days). The program launch is an introduction to the year-long development that instructional leaders will experience and an opportunity to introduce them to us as an organization, the TLF, an equity mindset, and help them understand what to expect over the course of the year. Participants will develop an understanding of the foundations of instructional leadership and equity mindset that have the greatest impact on learning and teaching. They will engage in vision setting for instructional excellence and equity for their schools, diagnosing current state to identify gaps between current practice and ideal state, and understanding their role in bridging the gap, all towards shifting and enhancing adult practice and driving towards improved outcomes for students.

Community of Practice Sessions (five full-day sessions). New Leaders will facilitate up to five day-long community of practice sessions that engage participants in collegial, rigorous, transparent activities to develop empowered instructional leaders. Participants will deepen their collective capacity to develop high performing instructional leadership teams and effectively distribute leadership to drive rigorous standards-based instruction in ELA and Math and achieve equitable outcomes for students. They will uncover mindsets and behaviors necessary for advancing the work while simultaneously building foundational skills, systems, and structures that support instructional excellence and equity. Community of practice sessions may include breakout sessions to support the differentiated needs of system- and school-level leaders.

Asynchronous Webinars (three web-based tutorials). Three self-guided asynchronous learning opportunities will introduce concepts to be explored in more depth during the half-day community of practice sessions. Topics may

include a focus on SMART goals and action planning, college and career readiness and collaborative planning, coaching to improve teacher practice, and accountability strategies, among others. Web-based tutorials occur in between the community of practice sessions. Hosted on our New Leaders Portal (i.e., web-based platform), each tutorial is easily accessible on any web browser, from any device, and at any time.

Reflective Learning Exercises (two job-embedded tasks). In alignment with adult learning theory, each participant will complete reflective learning exercises over the course of each program year. These job-embedded tasks offer real-time opportunities for leaders at all levels to apply their newly acquired knowledge and skills to their actual work. Participants receive individualized feedback on the state of their practice and then apply that feedback so that they can adjust and develop.

- **Reflective Learning Exercise 1.** Creating a vision for instructional excellence and equity, diagnosing current state, goal setting, and action planning
- **Reflective Learning Exercise 2.** Final Presentation: Reflecting on vision for instructional excellence and equity, current state, action plan, and progress towards goals

Leadership Walks (two half-day sessions). Building on the content of the community of practice sessions, leadership walks deepen skills in the supervision of instruction aligned to college and career readiness standards in ELA and math. Led by New Leaders, up to two half-day day-long leadership walks will engage participating principals in observing classroom instruction and identifying school-wide patterns that, if addressed, will improve learning. They provide participants with a real-time opportunity to:

- Develop a mental model for quality instruction and learning tasks
- Identify high-leverage action steps to improve instructional patterns
- Build collective capacity to lead instructional change and improve student outcomes

Coaching (20 hours). To address the unique leadership needs of district-level leaders, principals and assistant principals, up to 20 hours of coaching will be provided to each eligible participant. Coaching uses a cycle of inquiry to drive deep thinking and build the capacity of leaders to reflect, analyze, and problem-solve independently. Examples of coaching may include deepening strategic thinking or data analysis; developing a specific leadership skill to advance the team; or refining systems to support the implementation of effective instructional practice at scale. Coaching sessions will be in person and virtual. Coaching will be provided for a maximum of 10 participants.

Program Timeline

Table 3 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.⁸

⁸ Due to the global pandemic, New Leaders will not be providing on-site delivery through at least September 30, 2020. New Leaders is prepared to offer virtual delivery of program components described herein. In advance of the dates indicated herein, New Leaders will confer with Ravenswood City School District as to the appropriateness of on-site or virtual delivery.

Table 3. Suggested Program Delivery Table for Instructional Leadership for Leaders of Systems and Leaders of Schools

Program Component	Sessions Per Participant			July 2020 – June 2021											
	Delivery Location	Total # of Sessions	Length of Session	JUL 2020	AUG 2020	SEP 2020	OCT 2020	NOV 2020	DEC 2020	JAN 2021	FEB 2021	MAR 2021	APR 2021	MAY 2021	JUN 2021
Summer Program Launch	On-site & virtual	1	2 days	●											
Community of Practice Sessions	On-site & virtual	5	1 day		●		●			●		●	●		
Reflective Learning Exercises	On-site & virtual	2	Varies		●								●		
Asynchronous Webinars	Virtual	3	1-hour		●						●	●			
One-on-One Coaching	On-site & virtual	Varies	20 hours		●	●	●	●	●	●	●	●	●	●	●
Leadership Walks	On-site	2	½ day					●			●				

Instructional Leadership Team Summits

Program Overview

Strong instructional leadership is the most critical factor in driving grade- and team-wide academic excellence. Instructional Leadership Team Summits are designed to support teacher leaders in championing a vision of excellence for ambitious instruction, diagnosing the present state of their teams, and identifying the gaps between where they are and where they want to go so that their teams and students can thrive. Over the course of this program, leaders of teams will implement systems and structures to drive academic gains and equitable outcomes for all students.

Program Outcomes

- Establish and champion a team-wide vision of instructional excellence and equity
- Diagnose present state of practice using multiple data points to identify high-priority areas of focus and create action plans
- Create and implement systems and structures for leading and managing high-quality instruction, including:
 - Structures that facilitate professional learning, including collaborative planning
 - Systems for observation, coaching, and feedback
 - Systems for gathering, analyzing, and acting upon strong data sources
 - Protocols for curriculum and task analysis
- Continuously reflect on personal leadership, instructional leadership practices, and team-wide data to recognize highest-leverage priorities and adjust the strategy so that staff and students receive what they need to reach their full potential

Program Components

New Leaders will execute the following program components: 1) Summit Sessions and 2) Leadership Walks.

Summits (up to 5 full day sessions). New Leaders will be using a summit structure to provide additional support to principals and their ILT members (APs, coaches, and teacher leaders). Each school-based team will be able to bring up to 6 team members to the summit. Summits provide opportunities to build coherence and sets the stage for the work of the ILT in between sessions; allowing teams the space for collaborative action planning to support the implementation of systems and structures designed to improve core instruction. Summit sessions may include, but are not limited to:

1. Calibration on equitable instruction
2. Collaborative planning meetings and effective team norms
3. Data analysis and protocols

4. Effective PLCs and accountability structures
5. Final presentations and/or sustainability action planning

Leadership Walks (two half-day sessions). Building on the content of the community of practice sessions, leadership walks deepen skills in the supervision of instruction aligned to college and career readiness standards in ELA and math. Led by New Leaders, up to two half-day day-long leadership walks will engage participating principals in observing classroom instruction and identifying school-wide patterns that, if addressed, will improve learning. They provide participants with a real-time opportunity to:

- Develop a mental model for quality instruction and learning tasks
- Identify high-leverage action steps to improve instructional patterns
- Build collective capacity to lead instructional change and improve student outcomes

Program 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.⁹

Table 4. Suggested Program Delivery Table for Instructional Leadership Team Summits

Program Component	Sessions Per Participant			July 2020 – June 2021											
	Delivery Location	Total # of Sessions	Length of Session	JUL 2020	AUG 2020	SEP 2020	OCT 2020	NOV 2020	DEC 2020	JAN 2021	FEB 2021	MAR 2021	APR 2021	MAY 2021	JUN 2021
Summit Sessions	On-site & virtual	5	1 day			●		●		●		●		●	
Leadership Walks	On-site	2	½ day						●			●			

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 what they’ve learned 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 strategies:

Implementation Data. New Leaders program staff will observe the program components that require participants to apply their new learning. Through reflective learning exercises 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.

Participant Surveys. New Leaders will administer 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 program quality, participant satisfaction, and support continued program outcomes and participant growth, including their improvement in skills and knowledge, application of program content, and impact on school improvement.

Monthly Check-ins. We will host monthly check-ins with senior Ravenswood City School District leaders 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.

⁹ Due to the global pandemic, New Leaders will not be providing on-site delivery through at least September 30, 2020. New Leaders is prepared to offer virtual delivery of program components described herein. In advance of the dates indicated herein, New Leaders will confer with Ravenswood City School District as to the appropriateness of on-site or virtual delivery.

Formal Step-back Meetings. New Leaders will host two formal “step-back” meetings with senior Ravenswood City School District leaders at mid-year and end-of-year. The purpose of the step-back is to understand: 1) Ravenswood City School 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.

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. Monthly in-person and/or virtual coaching sessions will be scheduled and designed collaboratively between the Superintendent and NL executive coaching team.

In alignment with the district’s 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.

New Leaders’ executive coaches will include Jean Desravines, Executive Director, Dr. John Jenkins, Deputy Chief Officer, Program Implementation.

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.

Roles and Responsibilities

Parties’ Responsibilities

New Leaders shall:

1. Provide a staff person to serve as the programmatic point of contact for participants;
2. Define the Program timeline according to Program circumstances;
3. Differentiate the delivery of the Program to meet local needs, participant learning styles and experience, and school context, as determined in New Leaders’ sole discretion;
4. Review feedback provided throughout the Program and use it to inform Program improvement;
5. Support participants in their leadership growth and development as set forth herein;
6. Develop the content of the Program using content from New Leaders’ proprietary content and materials and modify and update it at any time at New Leaders’ sole discretion;
7. Provide access to a virtual learning management system to support program delivery;
8. Provide high-level session outlines to Ravenswood City School District; and
9. Deliver the Program as set forth herein.

To support these Services, Ravenswood City School District shall:

1. Identify Instructional Leadership for Leaders of Systems and Leaders of Schools program participants and selecting Instructional Leadership Team Summits program participants, sharing full names and Ravenswood City School District-issued email addresses of all participants to New Leaders at least three (3) weeks prior to the Program launch date, and holding participants accountable for registration activities;
2. Coordinate with New Leaders to identify a mutually acceptable implementation calendar prior to Program launch;
3. 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;
4. Engage in monthly, or as needed, check-ins and/or planning meetings with New Leaders to review high-level session outlines and ensure delivery of Services aligns with Ravenswood City School District 's expectations;
5. Coordinate logistics for all sessions, including ensuring meeting space, technology needs, catering, and other set-up are available;
6. Provide information regarding Ravenswood City School District 's strategies, frameworks, and expectations to inform design and delivery of the Program;
7. Respond to New Leaders' inquiries and updates in a reasonably timely manner;
8. Make available to New Leaders certain data regarding participants for programmatic purposes, or research and evaluation purposes;
9. Encourage Program participation and engagement by ensuring that participants complete surveys, attend sessions, complete reflective learning exercises, and engage with the learning management system to support ongoing growth and development; and
10. Fulfill other responsibilities as set forth herein.

Cost Proposal

The services described above will be delivered for a flat fee of \$313,390 during school year 2020-21 provided by the generous support of the Ravenswood Education Foundation. Any adjustments to the scope of work may result in price adjustments.

New Leaders works to reduce the fee-for-service burden on Ravenswood City School District partners via local philanthropic support. The flat fee (above) does not reflect the total cost of our programming.

Additional client services requested by Ravenswood City School 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 Ravenswood City School District.

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