



NEW HAVEN PUBLIC SCHOOLS
AGREEMENT COVER SHEET

Cover Sheet is an Internal Document for Business Office Use

Please Type

Contractor full name: The Leadership Academy

Doing Business As, if applicable: The Leadership Academy

Business Address: 10-27 46th Avenue, Long Island City, NY 11101

Business Phone: (646) 666-8181

Business email: leadershipacademy.org

SS# OR Tax ID #:

Funding Source & Acct # including location code: 190 454 00 56694 Location 0000

Principal or Supervisor: Dr. Paul Whyte

Agreement Effective Dates: From 04/01/2021 To 06/30/2021

Hourly rate or per session rate or per day rate.

May 31st, 2021 - \$9,418

June 30th, 2021 - \$11,297

Total amount: \$20,715

Description of Service: Please provide a one or two sentence description of the service. *Please do not write "see attached."*

NHPS seeks to provide a year-long professional learning program for its school leaders - principals (approximately 20) and assistant principals (approximately 40).

Submitted by: Tessa Gumbs-Johnson Phone: 475-220-1774



NEW HAVEN PUBLIC SCHOOLS

Memorandum

To: New Haven Board of Education Finance and Operations Committee
From: Dr. Paul Whyte
Date: 03/2/2021
Re: The Leadership Academy Principals and Assistant Principals Professional Learning Program

Please **answer all questions and attach any required documentation as indicated below.** Please have someone **ready to discuss** the details of each question during the Finance & Operations meeting or this proposal might not be advanced for consideration by the full Board of Education.

1. **Contractor Name:** The Leadership Academy
2. **Description of Service:** NHPS seeks to provide a year-long professional learning program for its school leaders - principals (approximately 20) and assistant principals (approximately 40). This professional learning program will include two major components:

The specific tasks to be conducted to plan, design, deliver, and support this professional learning program are described below.

FY 2021

- Conduct stakeholder engagement analysis in April-June 2021 to better understand NHPS needs and the NHPS school leadership context. More specifically, we will:
 - Conduct interview with the superintendent about her vision for the program and perspective on the strengths and growth areas for NHPS school leaders.

Lead four focus groups:

- Principals (maximum of 10 participants)
- Assistant Principals (maximum of 10 participants)
- Executive team (maximum of 15 participants)
- Teachers (maximum of 10 participants)

- Collect and review key documents and data.

- Create a high-level design arc of the planned program.

Conduct a 3-hour project launch meeting in June 2021 with appropriate NHPS leaders to review the workplan and timeline, key roles and responsibilities, school leadership standards, and the key findings from the stakeholder engagement analysis. In addition, we will review and finalize the high-level design arc.

3. **Amount of Agreement and hourly or session cost:**

May 31st, 2021 - \$9,418

June 30th, 2021 - \$11,297

Total amount: \$20,715

4. **Funding Source and account number: 190 454 00 56694 Location 0000**

5. **Continuation/renewal or new Agreement? New Agreement**

Answer all questions:

- a. If continuation/renewal, has the cost increased? If yes, by how much?
- b. What would an alternative contractor cost?
- c. If this is a continuation, when was the last time alternative quotes were requested?
- d. For new or continuation: is this a service existing staff could provide. If no, why not?
Yes, however, the grantor has acknowledged the vendor, The leadership Academy, for this funding

6. **Type of Service:**

Answer all questions:

- a. Professional Development?
 - i. If this is a professional development program, can the service be provided by existing staff? If no, why not? Yes, however, the grantor has acknowledged the vendor, The leadership Academy, for this funding.
- b. After School or Extended Hours Program?
- c. School Readiness or Head Start Programs?
- d. Other: (Please describe)

7. **Contractor Classification:**

Answer all questions:

- a. Is the Contractor a Minority or Women Owned Business? NO
- b. Is the Contractor Local? NO
- c. Is the Contractor a Not-for-Profit Organization? If yes, is it local or national? Yes, they are a nationally-recognized nonprofit organization.
- d. Is the Contractor a public corporation?
- e. Is this a renewal/continuation Agreement or a new service? New Service
- f. If it is a renewal/continuation has cost increased? If yes, by how much?

Will the output of this Agreement contribute to building internal capabilities? If yes, please explain: Yes.

The design and development of this school leadership professional learning program, holds student learning as the central purpose. The Wallace Foundation sponsored a study on: *How Principals Affect Students and Schools*.

The new report *How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research* by Jason Grissom, Patricia and Rodes Hart professor, Vanderbilt University; Anna Egalite, associate professor North Carolina State University; and Constance Lindsay, assistant professor, University of North Carolina at Chapel Hill.

This groundbreaking synthesis of research on school principals finds that effective principals have positive impacts on student achievement and attendance, as well as teacher satisfaction and retention. Among key findings and recommendations:

- Studies using new data and methods show that the importance of principals may not have been stated strongly enough in earlier work, given the magnitude and scope of principals' impacts on students and schools.
- A principal in the 75th percentile of effectiveness yields an increase in student learning in reading and math of about three months, nearly as much as the four months of increased learning generated by a teacher at the 75th percentile, but across an entire school. The principal's effects on students are largely indirect, coming in good measure through teachers, with the principal influencing factors including teacher hiring and development as well as the conditions for sound learning.
- Evidence links four domains of principal behaviors to positive outcomes for students and schools—and they include but go beyond engagement with instruction.
- The principalship needs continued reorientation toward educational equity.
- Given the strength and scope of the impact of an effective principal, investing in successful strategies is likely to have a very large payoff.
- We need renewed attention to supporting a high-quality principal workforce.

wallacefoundation.org/principalsynthesis

8. Contractor Selection:

Answer all questions

What specific skill set does this contractor bring to the project?

Since 2003, more than 150 school districts, state departments of education, universities, and nonprofits in 37 states have collaborated with The Leadership Academy to prepare and

support leaders who can transform schools and ensure all students have access to effective instruction and are nurtured socially, emotionally, and academically.

- **Experiential Learning:** Drawing on adult learning theories and research, our programs engage participants in authentic school/district simulations and job-embedded learning.
- **Standards-Based Alignment:** Clear behavior-based leadership performance standards guide program and curriculum design and participant selection and assessment.
- **Culturally Responsive Leadership:** Our deep commitment to equity drives our focus on preparing and supporting culturally responsive leaders committed and equipped to confront and address racial inequities in their schools and in the systems in which they serve.
- **Context-Specific Development:** Our programs are aligned to the goals, policies, and initiatives of the school systems in which leaders serve.
- **Teaming:** Because teamwork is an essential element of school improvement, our programs use teaming to further participant learning and growth.
- **Accountable Practice:** The Leadership Academy holds both program participants and our own staff accountable for achieving standards and expectations of leadership performance.
- **Ongoing Improvement through Evaluation/Feedback:** With a commitment to organizational learning, we continually assess and improve our programs through summative and formative evaluations and external research studies.

- a. If a new contractor, please attach a copy of the contractor's resume.
- b. How was the Contractor selected? Quotes, RFP/RFQ, Sealed Bid or Sole Source? **Sole Source**
- c. Please describe the selection process including other sources considered and the rationale for selecting this Contractor:

This contractor was selected because they are a nationally-recognized nonprofit organization with a clear vision: to support greater academic success for students across the country – especially the most vulnerable – through high-quality school leadership. The work of this organization is supported by a number of foundations including the Wallace Foundation.

9. Evidence of Effectiveness & Evaluation

Answer all questions

- a. What specific need will this contractor address and how will the contractor's performance be measured and monitored to ensure that the need is met?

The Leadership Academy will address the need to advance equity and student success through the design and implementation of high-quality school leadership development programs that prepare aspiring and support sitting leaders to:

- Inspire and mobilize the adults in schools to do the work that is essential for student learning to thrive.

Advance visions that establish high expectations for all and create cultures in which all students can flourish.

- Lead the continuous improvement of instruction, developing and supporting strong classroom teachers.

Manage the use of facilities, human capital, and resources to ensure that every student has access to the learning opportunities and academic supports necessary for success.

- b. If this is a renewal/continuation service attach a copy of the evaluation or archival data that demonstrates effectiveness.

- c. How is this service aligned to the District Continuous Improvement Plan? **Talented Educators:**

Professional Learning: Offer individualized professional growth opportunities to support all staff. This professional learning program is directly aligned with Priority Area 4.3 of the District's Strategic Plan; Talented Educators: Professional Learning.

10. Why do you believe this Agreement is fiscally sound?

The design and development of this school leadership professional learning program, holds student learning as the central purpose. The Wallace Foundation sponsored a study on: *How Principals Affect Students and Schools*.

The new report *How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research* by Jason Grissom, Patricia and Rodes Hart professor, Vanderbilt University; Anna Egalite, associate professor North Carolina State University; and Constance Lindsay, assistant professor, University of North Carolina at Chapel Hill.

This groundbreaking synthesis of research on school principals finds that effective principals have positive impacts on student achievement and attendance, as well as teacher satisfaction and retention. Among key findings and recommendations:

- Studies using new data and methods show that the importance of principals may not have been stated strongly enough in earlier work, given the magnitude and scope of principals' impacts on students and schools.

- A principal in the 75th percentile of effectiveness yields an increase in student learning in reading and math of about three months, nearly as much as the four months of increased learning generated by a teacher at the 75th percentile, but across an entire school. The principal's effects on students are largely indirect, coming in good measure through teachers, with the principal influencing factors including teacher hiring and development as well as the conditions for sound learning.
- Evidence links four domains of principal behaviors to positive outcomes for students and schools—and they include but go beyond engagement with instruction.
- The principalship needs continued reorientation toward educational equity.
- Given the strength and scope of the impact of an effective principal, investing in successful strategies is likely to have a very large payoff.
- We need renewed attention to supporting a high-quality principal workforce.

wallacefoundation.org/principalsynthesis

11. What are the implications of not approving this Agreement? NHPS would be out of compliance with the grant deliverables.

Rev: 8/10/2020



NEW HAVEN PUBLIC SCHOOLS

AGREEMENT
By And Between
The New Haven Board of Education
AND
The Leadership Academy

FOR DEPARTMENT/PROGRAM:

Professional Learning Development

This Agreement entered into on the 23 day of March 2021, effective (*no sooner than the day after Board of Education Approval*), the 1day of April, 2021, by and between the New Haven Board of Education (herein referred to as the “Board” and, The Leadership Academy located at, 10-27 46th Street, Long Island City, NY 11101 (herein referred to as the “Contractor”).

Compensation: The Board shall pay the contractor for satisfactory performance of services required the amount of May 31st, 2021 - \$9,418, June 30th, 2021 - \$11,297 for a total of 105 hours. A detailed breakdown is attached.

The maximum amount the contractor shall be paid under this agreement: \$20,715. Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed and date of service.

Fiscal support for this Agreement shall be by **Wallace Foundation Uconn Grant Program** of the New Haven Board of Education, **Account Number: 190 454 00 56694 Location Code:0000__**

This agreement shall remain in effect from April 1, 2021 to June 30, 2021.

SCOPE OF SERVICE: *Please provide brief summary of service to be provided.*

FY 2021

- Conduct stakeholder engagement analysis in April-June 2021 to better understand NHPS needs and the NHPS school leadership context. More specifically, we will:

- Conduct interview with the superintendent about her vision for the program and perspective on the

strengths and growth areas for NHPS school leaders. ○ Lead four focus groups:

- Principals (maximum of 10 participants)

- Assistant Principals (maximum of 10 participants) ○ Executive team (maximum of 15 participants)

- Teachers (maximum of 10 participants)

- Collect and review key documents and data.

- Create a high-level design arc of the planned program.

- Conduct a 3-hour project launch meeting in June 2021 with appropriate NHPS leaders to review the

workplan and timeline, key roles and responsibilities, school leadership standards, and the key findings from the stakeholder engagement analysis. In addition, we will review and finalize the high-level design arc.

Executive Coaching for the Director of Professional Development

Executive coaching will provide the NHPS Director of Professional Development with structured opportunities to receive feedback, reflect on the feedback, set leadership learning goals, and receive regular coaching and guidance from their coach. The Leadership Academy will design and implement a coaching program comprised of ten 2-hour coaching sessions.

To ensure that the director will be matched with an appropriate coach, we will:

- Ask the director to complete a short matching survey.
- Check-in with the director and coach after their second coaching session.
- Adjust the coach/coachee pairing as needed.

Exhibit A: Scope of Service: Please attach contractor's detailed Scope of Service on contractor letterhead with all costs for services including travel and supplies, if applicable

FY 2021

				Estimated
Invoice Date	Invoice		Relevant Proposal Activities	Hours
May 31, 2021	\$9,418		360-degree Leadership Assessment / Executive Coaching Session / Stakeholder Engagement activities	50
June 30, 2021	\$11,297		Executive Coaching Session / Stakeholder Engagement Activities/Project Launch Meeting	58
Total	\$20,715			108

Prior to starting the actual coaching sessions, we will administer the *Leadership Circle Profile*, a 360 assessment of your leadership skills. The *Leadership Circle Profile* is an independently validated assessment that will survey your boss, your boss's boss (optional), peers, direct reports, and others about their perception of your leadership. Unlike other 360 assessments, the *Leadership Circle Profile* measures two crucial leadership domains – Creative Competencies and Reactive Tendencies – and integrates information in a way that enable key strengths and areas for development to rise to the surface. The 360 results will provide each leader and their coach with a rich set of data to analyze in terms of leadership skills and areas for growth, and this data will be used to set learning goal(s).

The initial coaching session will focus on rapport building, articulating what success looks like, setting the parameters for an effective coaching relationship, deconstructing feedback from 360-degree assessment, and identifying primary learning goals. The survey data, coupled with an assessment of the director's role and work context, will allow the director and the coach to set leadership learning goals.

Once the goals are established, the remaining coaching sessions will allow for reflection, problem-solving, skill practice, and guidance. The coaching may also include observations and feedback where the coach observes the director's leadership during a staff meeting, professional learning session, etc. or examines a work artifact that connects to the director's learning goals. Our coach will collect feedback on the experience during each session.

We assume that this executive coaching will:

- Start in April 2021 and continue through the June 2021
- Be conducted virtually.

Exhibit A: Scope of Service: Please attach contractor's detailed Scope of Service on contractor letterhead with all costs for services including travel and supplies, if applicable.

Exhibit B: Student Data and Privacy Agreement: Attached

APPROVAL: This Agreement must be approved by the New Haven Board of Education *prior to service start date*. Contactors may begin service no sooner than the day after Board of Education approval.

HOLD HARMLESS: The Contractor shall insure and/or indemnify the Board and its members, employees and agents against all claims, suits, and expenses, including reasonable attorney's fees, in connection with loss of life, bodily injury or property damage arising from any neglect act or omission of the Contractor or its employees or agents. Further, the Contractor covenants and agrees that it shall hold the Board and its members, employees and agents harmless against any and all claims, suits judgments of any description whatsoever caused by the Contractor' breach of this agreement or based upon the conduct of the Contractor, or its agents or its employees or arising out of in connection with their activities under this agreement.

TERMINATION: The Board may cancel this agreement for any reason upon thirty (30) days' written notice sent to the Contractor by certified U.S. mail, return receipt requested; provided however, that the Board shall be responsible to the Contractor for all services rendered by the Contractor through the last day of thirty (30) day notice period, as long as the Agreement was approved by the Board prior to the start date of service.


Contractor Signature

President
New Haven Board of Education

March 9, 2021

Date

Date

Nancy B. Gutierrez, President & CEO
Contractor Printed Name & Title



NEW HAVEN PUBLIC SCHOOLS

EXHIBIT B

**STUDENT DATA PRIVACY AGREEMENT
SPECIAL TERMS AND CONDITIONS**

For the purposes of this Exhibit B "directory information," "de-identified student information," "school purposes," "student information," "student records," "student-generated content," and "targeted advertising" shall be as defined by Conn. Gen. Stat. §10-234aa.

1. All student records, student information, and student-generated content (collectively, "student data") provided or accessed pursuant this Agreement or any other services agreement between the Parties are not the property of, or under the control of, the Contractor.
2. The Board shall have access to and the ability to delete student data in the possession of the Contractor except in instances where such data is (A) otherwise prohibited from deletion or required to be retained under state or federal law, or (B) stored as a copy as part of a disaster recovery storage system and that is (i) inaccessible to the public, and (ii) unable to be used in the normal course of business by the Contractor. The Board may request the deletion of any such student information, student records or student-generated content if such copy has been used by the operator to repopulate accessible data following a disaster recovery. The Board may request the deletion of student data by the contractor within two (2) business days of receiving such a request and provide to the Board confirmation via electronic mail that the student data has been deleted in accordance with the request, the date of its deletion, and the manner in which it has been deleted. The confirmation shall contain a written assurance from the Contractor that proper disposal of the data has occurred in order to prevent the unauthorized access or use of student data and that deletion has occurred in accordance with industry standards/practices/protocols.
3. The Contractor shall not use student data for any purposes other than those authorized pursuant to this Agreement.
4. A student, parent or legal guardian of a student may review personally identifiable information contained in student data and correct any erroneous information, if any, in such student data. If the Contractor receives a request to review student data in the Contractor's possession directly from a student, parent, or guardian, the Contractor agrees to refer that individual to the Board and to notify the Board within two (2) business days of receiving such a request. The Contractor agrees to work cooperatively with the Board to permit a student, parent, or guardian to review personally identifiable information in student data that has been shared with the Contractor, and correct any erroneous information therein.

5. The Contractor shall take actions designed to ensure the security and confidentiality of student data.
6. The Contractor will notify the Board, in accordance with Conn. Gen. Stat. § 10-234dd, when there has been an unauthorized release, disclosure or acquisition of student data. Such notification will include the following steps:

Upon discovery by the Contractor of a breach of student data, the Contractor shall conduct an investigation and restore the integrity of its data systems and, without unreasonable delay, but not more than thirty (30) days after such discovery, shall provide the Board with a more detailed notice of the breach, including but not limited to the date and time of the breach; name(s) of the student(s) whose student data was released, disclosed or acquired; nature of and extent of the breach; and measures taken to ensure that such a breach does not occur in the future.

7. Student data shall not be retained or available to the Contractor upon expiration of the contract between the Contractor and Board, except a student, parent or legal guardian of a student may choose independently to establish or maintain an electronic account with the Contractor after the expiration of such contract for the purpose of storing student-generated content.
8. The Contractor and Board shall each ensure their own compliance with the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g, as amended from time to time.
9. The Contractor acknowledges and agrees to comply with the above and all other applicable aspects of Connecticut's Student Data Privacy law according to Connecticut General Statutes §§ 10-234aa through 10-234dd.
10. The Parties agree that this Agreement controls over any inconsistent terms or conditions contained within any other agreement entered into by the Parties concerning student data.

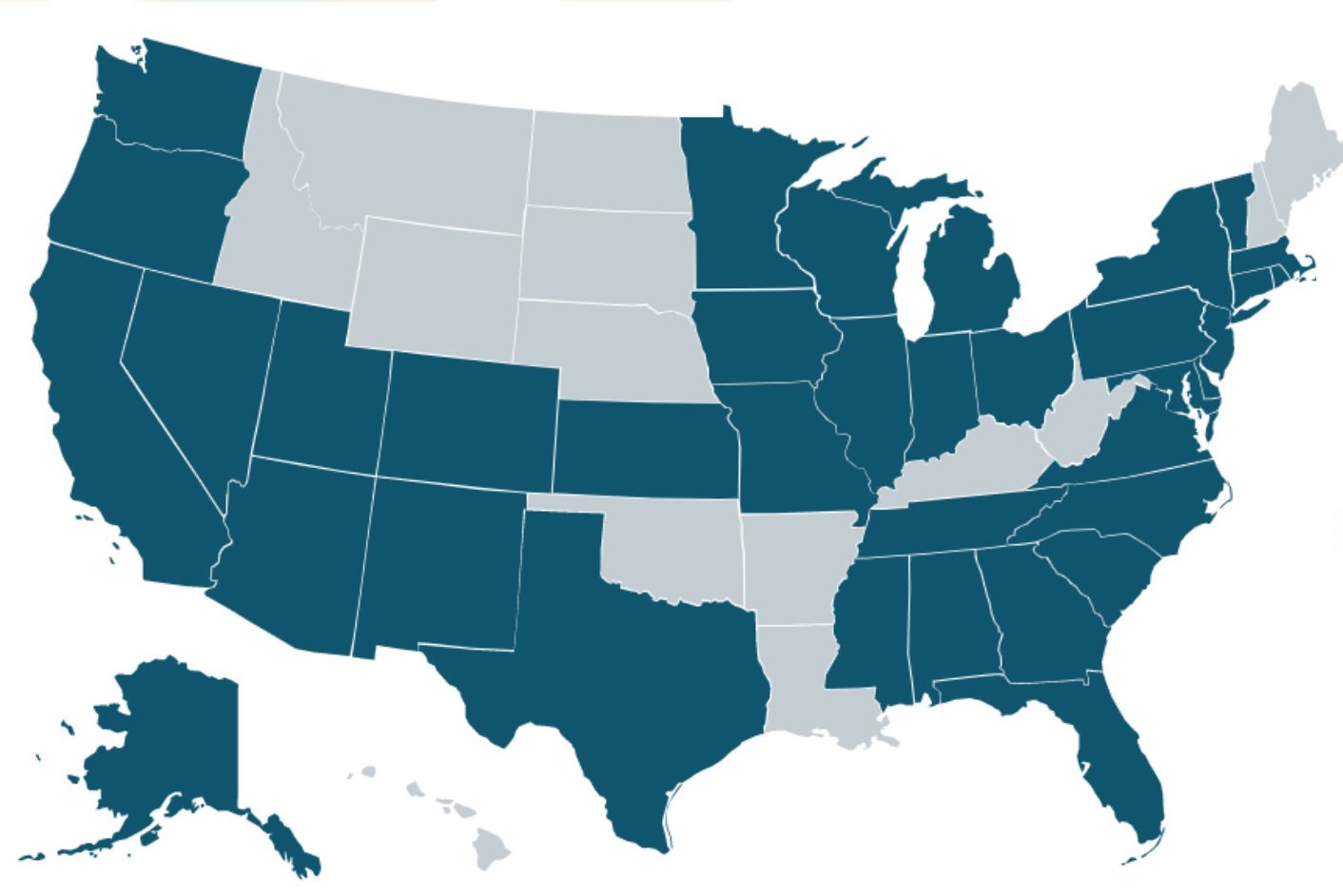
Revised: 10/2/18

ABOUT THE LEADERSHIP ACADEMY

- ✓ Work at the **nexus of leadership and equity** to cultivate culturally responsive leaders
- ✓ Extensive national experience with a **track record of success**
- ✓ Research-based, job-embedded professional development with the **proven ability to support both school and non-school staff**
- ✓ Expertise in **coaching for behavioral change**
- ✓ Approach to leadership development that **emphasizes customization and collaboration**



OUR NATIONAL EXPERIENCE



8,000 Leaders



210 School Systems



7 Million Students

IMPACT OF OUR PROFESSIONAL LEARNING

In 2018-19 we provided professional learning to over 1,800 education leaders.

96%

of participants were satisfied with NYCLA's overall leadership development support



90%

of participants would be interested in attending future sessions with NYCLA



92% agreed they can immediately apply session learnings



91% agreed that the session they attended developed their thinking around equity



88% agreed that the session they attended developed their skills around leading/coaching for equity

IMPACT OF OUR COACHING

In 2018-19 we provided coaching to nearly 200 school leaders across the country.

Coaching impacted leadership practice

94% of leaders agreed that coaching improved their ability to develop the capacity of others

92% of leaders agreed that coaching improved their ability to develop and strengthen teams in their schools

88% of leaders agreed that coaching improved their ability to assess and dismantle school-based inequities

Coaching led to school improvements

94% of leaders agreed that coaching led to improvements in classroom instruction in their school

91% of leaders agreed that coaching led to improvements in their school culture

A study of **the impact of coaching** on NYC principals who worked with a NYCLA coach for at least 5 years found - **principals stayed in their positions longer; avoid complacency; and improved their ability to supervise staff, distribute leadership, and communicate.**

WHAT MAKES OUR PROFESSIONAL DEVELOPMENT UNIQUE?

Our approach to leadership development holds student learning as the central purpose and includes:

- ✓ Experiential Learning
- ✓ Standards-Based Alignment
- ✓ Culturally Responsive Practice
- ✓ Context-Specific Customization
- ✓ Teaming
- ✓ Commitment to Ongoing Improvement
- ✓ Both Technical & Adaptive Challenges
- ✓ Thoughtful Selection of Facilitators (experience, skills, racial identity, gender, etc.)

HOW DO WE ENSURE CONSISTENT HIGH-QUALITY PROFESSIONAL DEVELOPMENT?

- ✓ Adhere to our equity design principles
- ✓ Debrief every professional learning session – internally and with client
- ✓ Collect feedback from participants
- ✓ Where appropriate, attempt to measure the impact of the learning
- ✓ Invest in development of our staff
- ✓ Stay abreast of leading research on leadership development and K-12 education trends

PROFILE OF LEADERSHIP ACADEMY DISTRICT CLIENTS

Compared to the average U.S. public school district, The Leadership Academy works with districts where:

- ✓ 14% of students, compared to 9%, are English Language Learners
- ✓ 64% of students, compared to 48%, are eligible for Free/Reduced Price Lunch
- ✓ 4-year graduation rate is 75%, compared to 85%

Compared to US public schools nationwide, The Leadership Academy works in districts where:

- ✓ 28% of students are White, compared to 48% nationwide
- ✓ 22% of students are Black/African American, compared to 15% nationwide
- ✓ 9% of students are Asian, compared to 5% nationwide
- ✓ 37% of students are Latinx, compared to 27% nationwide