



NEW HAVEN PUBLIC SCHOOLS

## AGREEMENT COVER SHEET

**Cover Sheet is an Internal Document for Business Office Use**

### Please Type

Contractor full name: Educators Thriving LLC

Doing Business As, if applicable:

Business Address: 86 Lakeshore Court

Business Phone: 415 606 8386

Business email: [tyler@educatorsthiving.org](mailto:tyler@educatorsthiving.org)

Funding Source & Acct # including location code: ARP ESSER III Carryover  
2553-900-6399-56694-0105

Principal or Supervisor: Keisha Redd-Hannans, Assistant Superintendent of  
Curriculum, Instruction, and Assessment

Agreement Effective Dates: From 9/12/23. To 6/30/24.

Per session rate: \$1,625

Total amount: \$58,500

Description of Service: Please provide a one or two sentence description of the service. Contractor will facilitate three distinct tracks of the Educators Thriving personal development programs to New Haven school staff and administrators in the fall of 2023 and spring of 2024. Participants will learn about and apply research-based strategies empirically proven to increase well-being.

Submitted by: *K. Redd-Hannans* Phone: 475-220-1017



NEW HAVEN PUBLIC SCHOOLS

## Memorandum

**To:** New Haven Board of Education Finance and Operations Committee  
**From:** Keisha Redd-Hannans, Assistant Superintendent of Curriculum, Instruction, and Assessment  
**Date:** August 17, 2023  
**Re:** Educators Thriving

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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:** Educators Thriving LLC
2. **Description of Service:** Contractor will facilitate three distinct tracks of the Educators Thriving personal development programming. One track will be for first-time participants, another for returning participants who have already engaged in the programming, and a third for NHPS administrators. All sessions will be facilitated by Educators Thriving staff and held synchronously on Zoom. During sessions, participants will learn about and apply research-based strategies empirically proven to increase well-being.
3. **Amount of Agreement and hourly or session cost:** \$58,500
  - Contractor: \$58,500
4. **Funding Source and account number:** ARP ESSER III Carryover  
2553-900-6399-56694-0105
5. Approximate number of staff served through this program or service: Approximately 200 NHFT members and 50 NHPS administrators
6. Approximate number of students served through this program or service: N/A
7. **Continuation/renewal or new Agreement?** New  
**Answer all questions:**
  - a. If continuation/renewal, has the cost increased? If yes, by how much?
  - b. What would an alternative contractor cost: n/a
  - 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?  
No. Educators Thriving provides a unique, research-based personal development program designed specifically for educators. The content, skilled facilitation, and data-driven evaluation of the program is not a service existing staff could currently provide in-addition to their current responsibilities.

**8. Type of Service:**

**Answer all questions:**

- a. Professional Development? Yes
  - i. If this is a professional development program, can the service be provided by existing staff? If no, why not?  
No. This is a unique, research-based personal development program crafted for educators and led by experienced well-being facilitators.
- b. After School or Extended Hours Program? No
- c. School Readiness or Head Start Programs? No
- d. Other: (Please describe)

**9. 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? No
- d. Is the Contractor a public corporation? No
- 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?
- g. Will the output of this Agreement contribute to building internal capabilities? If yes, please explain: Yes. This professional learning opportunity will be executed to equip NHPS staff members to facilitate or co-facilitate these trainings in the future.

**10. Contractor Selection: In this section, please describe the selection process, including other sources considered and the rationale for selecting the contractor. Please answer all questions:**

- a. What specific skill set does this contractor bring to the project? Please attach a copy of the contractor's resume if an individual or link to contractor website if a company:
  - i. The research based approach of Educators Thriving, as well as their ability to customize programming based on the needs of the collaborating district, are the key reasons for our selection of this contractor. Each of the facilitators hold deep experience in education, adult facilitation, and workplace well-being. In addition, they have a demonstrated track record with our educators in New Haven as evidenced by the data featured on the [2022 Wellbeing Report](#), which can be accessed here: <https://tinyurl.com/NewHavenEdThrivereport>

Website: <https://www.educatorsthiving.org/>

- b. How was the Contractor selected?

We have collected quotes from vendors offering similar programming. Based on this information, we are recommending the selection of the contractor Educators Thriving. The New Haven Federation of Teachers (NHFT) partnered with Educators Thriving during the 2022-2023 academic year and we have developed a strong partnership with this team. They are responsive to our district’s specific needs, they demonstrate a willingness to be flexible as we collaborate, and they are committed to the ongoing wellbeing of educators in our district. Not only that but the work proposed in this agreement is part of a national effort with the American Federation of Teachers to address educator wellbeing as part of our collaborative effort to address educator retention. In addition, we know that “by prioritizing educator wellbeing, schools can create an environment that promotes growth, resilience, and better educational outcomes (Harding et al., 2019).

<b>Vendor</b>	<b>Description</b>	<b>Estimate</b>
Greater Good in Education	Greater Good in Education provides research-based and informed strategies and practices for the social, emotional, and ethical development of students, for the well-being of the adults who work with them, and for cultivating positive school cultures.	\$12,250-49,750 per course
RULER @ Yale Center for Emotional Intelligence	<p>RULER is a systemic approach to SEL developed at the Yale Center for Emotional Intelligence. The Center works with both district-level and preK-12 school-level teams to help them understand the value of emotions, build the skills of emotional intelligence, and create and maintain positive emotional climates with RULER.</p> <p>They offer a six-week, online training institute designed to equip a team of 5 participants from each school to lead RULER implementation (including the site administrator). The training covers the skills and principles of emotional intelligence and the tools developed at the Yale Center for Emotional Intelligence to support individual growth and to improve school climate. During the training, teams begin developing a plan for bringing RULER back to their school, starting with how they will train the rest of their school staff.</p>	\$8,000 per school site team
Second Step SEL for Adults	<p>Second Step SEL for Adults provides professional learning that strengthens the social-emotional skills and well-being of K–12 teachers, leaders, and staff. They seek to equip every adult in a school with the skills to create a positive learning environment.</p> <p>They offer whole-staff access and both individual- and group-learning experiences via an ongoing program that</p>	\$2,159 per school site

	<p>encourages incremental learning over time. School leaders are engaged along with staff using a Leader Track. This track provides a variety of supports and an additional 2–3 hours of learning, including forming a Leader Team, developing a Leader Implementation Plan, and facilitating module kickoffs to support leaders in successful self-implementation of the program.</p>	
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- c. Is the contractor the lowest bidder? If no, why? Why was this contractor selected?
  - i. The quotes presented in the comparisons above are not direct like-for-like comparisons. For instance, whereas Educators Thriving would facilitate synchronous professional learning experiences, a number of the other organizations outlined above provide asynchronous content that educators would engage in separate and apart from their peers. As a result, while the quotes listed above are somewhat comparable to what we are presenting in this agreement with Educators Thriving, it is hard to name the ultimate “lowest bidder.” There is value added through our established relationship and potential for ongoing collaboration. And there are additional possibilities to incorporate a train-the-trainer model so we can do more of this type of professional and personal learning in the months and years to come.
- d. Who were the members of the selection committee that scored bid applications?
  - i. n/a
- e. If the contractor is Sole Source, please attach a copy of the Sole Source designation letter from the City of New Haven Purchasing Department.
  - i. n/a

**11. 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?  
 Contractor will support well-being and burnout prevention among New Haven educators including school staff and administrators. Contractors will measure program impact using validated well-being scales and program satisfaction survey measures. A previous version of this program, which ran in the fall of 2022, was funded by the American Federation of Teachers. A report outlining program results is accessible here: <https://tinyurl.com/NewHavenEdThrivereport>
- b. If this is a **renewal/continuation service** attach a copy of the evaluation or archival data that demonstrates effectiveness.
  - i. n/a
- c. How is this service aligned to the District Continuous Improvement Plan?  
 The District Continuous Improvement Plan prioritizes educator retention as we must

have a highly qualified and certified educator in every classroom in order to support our students' academic and social-emotional growth. In order to support and retain educators in New Haven Public Schools, we must be intentional and creative about the professional and personal learning opportunities we provide. The Educators Thriving Program focuses on strengthening educator agency and wellbeing which not only increases retention but also has the potential of improving student outcomes as well. Our collaboration with Educators Thriving is also in line with our District Improvement Plan's SEL goals - where NHPS prioritizes Social and Emotional Learning for all stakeholders - students, educators, and staff alike.

12. Why do you believe this Agreement is fiscally sound? This Agreement will provide teachers and administrators with a safe place to discuss and learn strategies to cope with stress and burnout. It is an investment in our community's wellbeing. And it will support and reinforce the significant work of our Human Resources department as they continue to recruit educators; this program will help to retain the educators who chose to work in New Haven Public Schools.
13. What are the implications of not approving this Agreement? Teachers and administrators will not be afforded the opportunity to learn positive strategies to decrease burnout and increase wellbeing. If we do not address burnout and wellbeing, we will not be able to fully address educator retention. If we do not more fully address educator retention, we will continue to run the risk of having vacancies in classrooms where our students deserve and need highly qualified and certified teachers.



NEW HAVEN PUBLIC SCHOOLS

**AGREEMENT**  
**By And Between**  
**The New Haven Board of Education**  
**AND**

**Educators Thriving LLC**

FOR DEPARTMENT/PROGRAM:

*(Office of Academics)*

This Agreement entered into on the 11 day of September 2023, effective (*no sooner than the day after Board of Education Approval*), the 12 day of September, 2023, by and between the New Haven Board of Education (herein referred to as the “Board” and, Educators Thriving LLC located in Richmond, California (herein referred to as the “Contractor”).

**Compensation:** The Board shall pay the contractor for satisfactory performance of services required the amount of \$ 1,625 per session, for a total of 58,500 days, hours or sessions.

The maximum amount the contractor shall be paid under this agreement: \_\_\_\_\_ (\$ 58,500). 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 ARP ESSER III Carryover **Program** of the New Haven Board of Education, **Account Number:** 2553-900-6399-56694 **Location Code:** 0105.

This agreement shall remain in effect from 9/12/23 to 6/30/24.

**SCOPE OF SERVICE:** *In the space below, please provide brief summary of service.*

Educators Thriving will provide professional development to New Haven educators. Sessions equip educators to learn about and apply strategies empirically proven to increase well-being and reduce burnout. Educators Thriving will facilitate sessions synchronously on Zoom with multiple cohorts. Learning tracks will be offered in spring 2023 and then again in the fall of 2023. Educators Thriving will also provide recruitment materials, impact evaluation reports, and a unique webpage for participants and district staff.

**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 Privacy - attached

**Exhibit C:** Contractor's Declaration Attesting to Compliance with Executive Order No. 13G – form must be completed by the contractor. See attached form for contractors who are working with students or staff in school or in after school programs, regardless of location.

**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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Tyler Hester, CEO

\_\_\_\_\_  
Contractor Printed Name & Title





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## 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.



## Well-being Report 2022 New Haven Federation of Teachers

This summary of feedback reflects the experience of 47 educators who completed the baseline Educators Thriving survey in September 2022 and a follow-up survey in October 2022, following the end of the program (see Table 1 for participant demographics).

**98%**

of participants reported the program improved their well-being.

**87%**

of participants agreed that the program has made their work feel more sustainable.

**81%**

of participants agree the program made them feel more effective at work

- Educators reported **significant improvement in resilience** at the end of the program.
- Educators reported **significant improvement in workplace accomplishment and relationships** at the end of the program.
- A majority of participants reported strategies from the program have improved their well-being.

### Data Collection

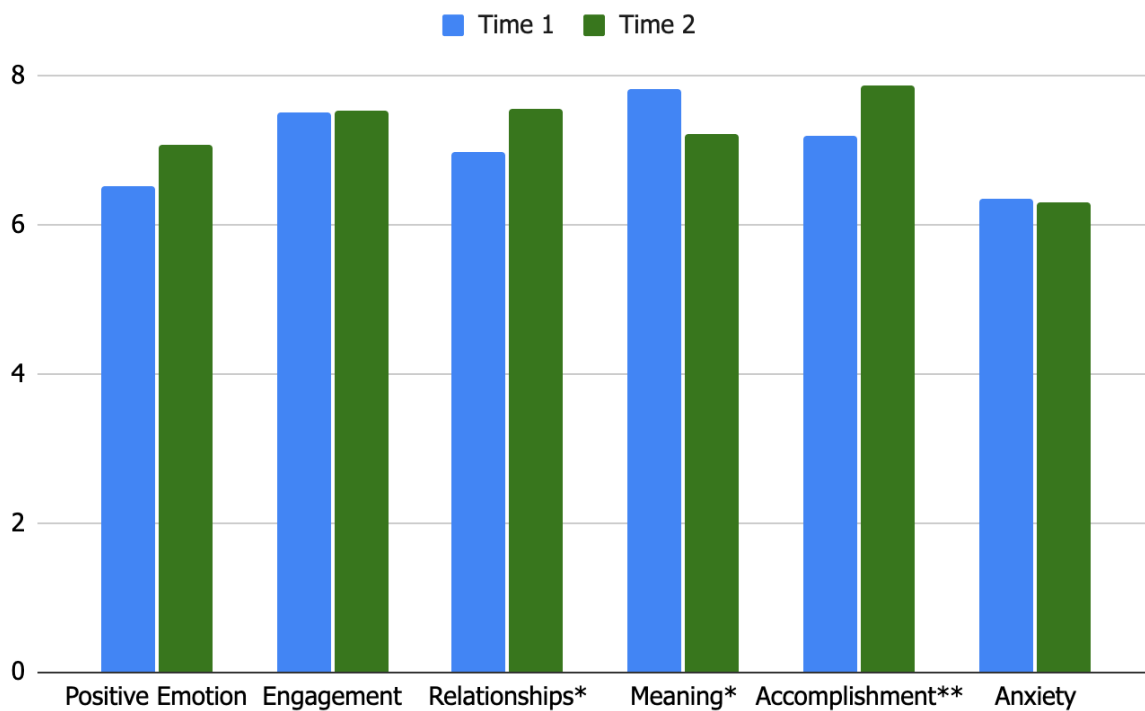
Teacher well-being and resilience are associated with positive outcomes for students and schools' ability to retain teachers (e.g. [Herman et al., 2017](#); [Roffey, 2012](#); [Warren & Hale, 2016](#)). In light of that, we explored the following constructs among staff. Data analysis included descriptive statistics and significance tests (paired sample t-tests).

- **Workplace Well-being:** Dr. Martin Seligman, the early leader of positive psychology, defined 5 core pillars of well-being - PERMA - positive emotions (e.g., joy), engagement, relationships, meaning, and accomplishment.
- **Burnout:** Participants respond to items on the emotional exhaustion subscale of the Maslach Burnout Inventory which includes items such as "*I feel used up at the end of the workday*" (higher scores indicate higher levels of burnout).
- **Resilience:** The APA defines resilience as a *process* of adapting well in the face of adversity or significant sources of stress. We measured resilience using the Connor Davidson Resilience Scale. Individuals respond on a scale of 1 to 5, with higher scores indicating greater resilience.

- **Teacher Retention Intentions:** We asked educators their intentions to stay in education. This included how long they plan to remain in the profession, their intention to stay in their school or district, and the extent to which they think retention is a priority in their school or district.

### Workplace Well-being (PERMA)

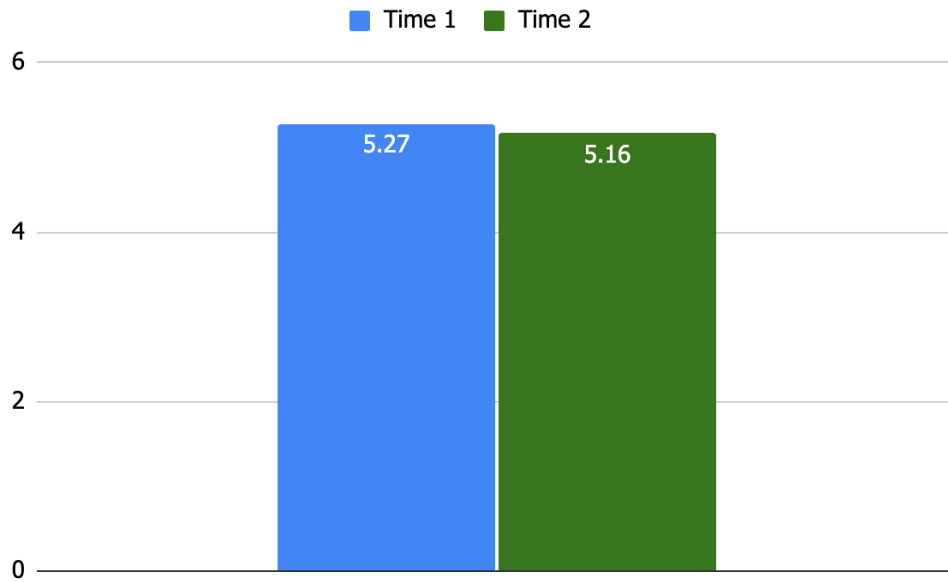
Educator perceptions of workplace well-being remained relatively stable over time. A majority of educators reported moderate to high levels of workplace well-being, including **statistically significant improvements in accomplishment** associated with work ( $p < 0.01$ ) as well as **improvements in workplace relationships** ( $p < 0.1$ ). Although it remained high, participants also reported a reduction in meaning ( $p < 0.1$ ) at the end of the program.



Note. \* = trend significant at  $p < 0.1$ , \*\* = significant at  $p < 0.01$

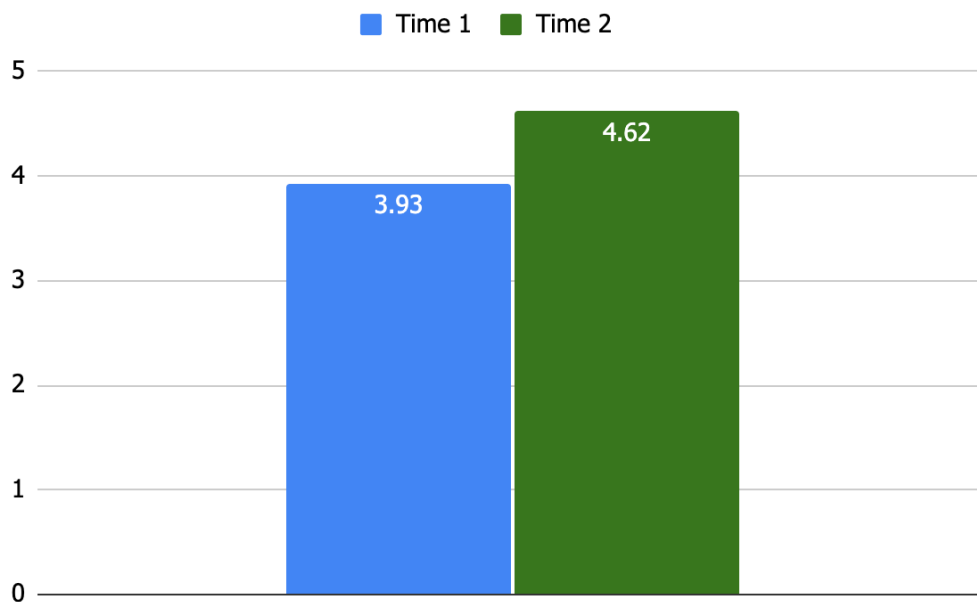
### Emotional Exhaustion

Participants reported **reductions** in emotional exhaustion - a leading indicator of burnout at the end of the program (5.27 at time 1 → 5.16 at time 2). This is particularly notable as October tends to be a high stress month for educators.



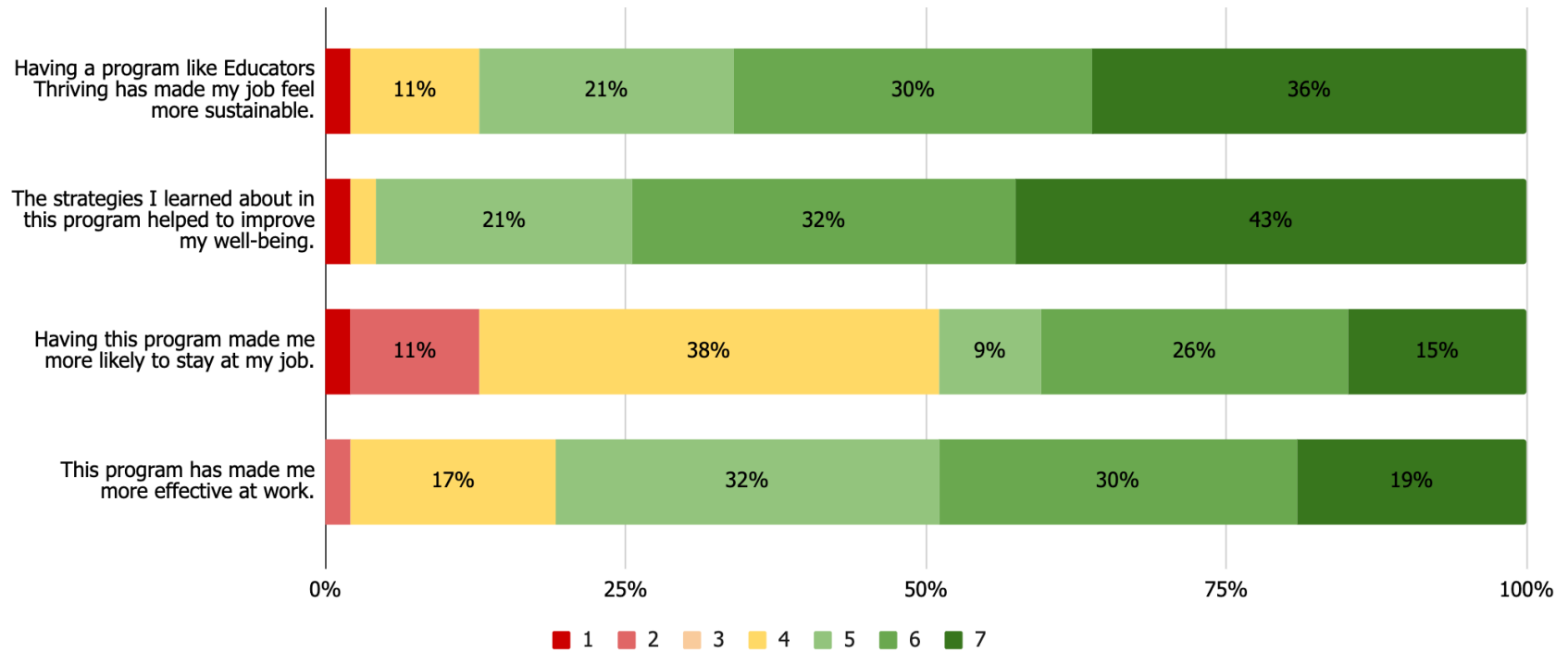
### Resilience

Participants reported **statistically significant improvements** in resilience following the end of the program (3.93 at time 1 → 4.62 at time 2,  $p < .001$ ).

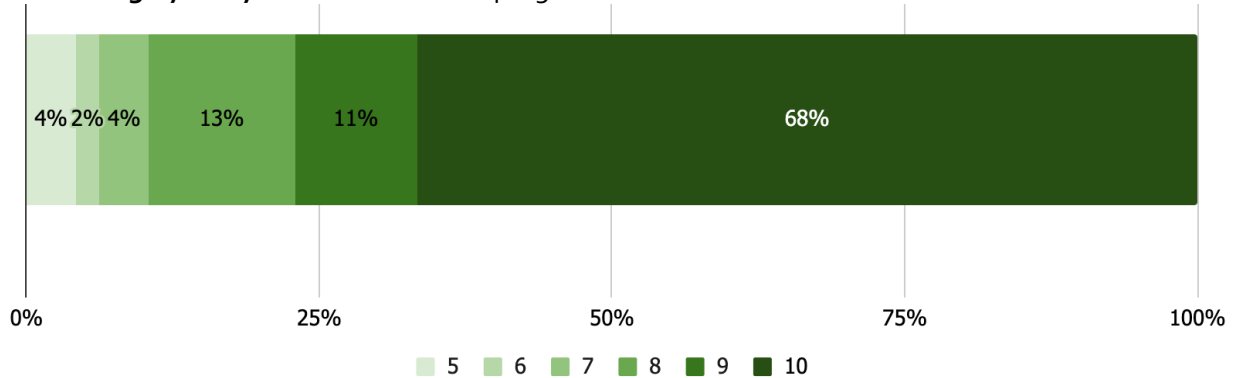


## Program Satisfaction

Participants reported high levels of satisfaction at the end of the five-week program. **98%** of participants agreed that the program has improved their well-being. **87%** of participants agreed that the program has made their job feel more sustainable.



We asked, on a scale of zero (not at all likely) to ten (very likely), "How likely are you to recommend the Educators Thriving program to a friend or colleague if it were to be offered next year?" **79%** said they would be **highly likely** to recommend the program to others.



### Qualitative Program Feedback

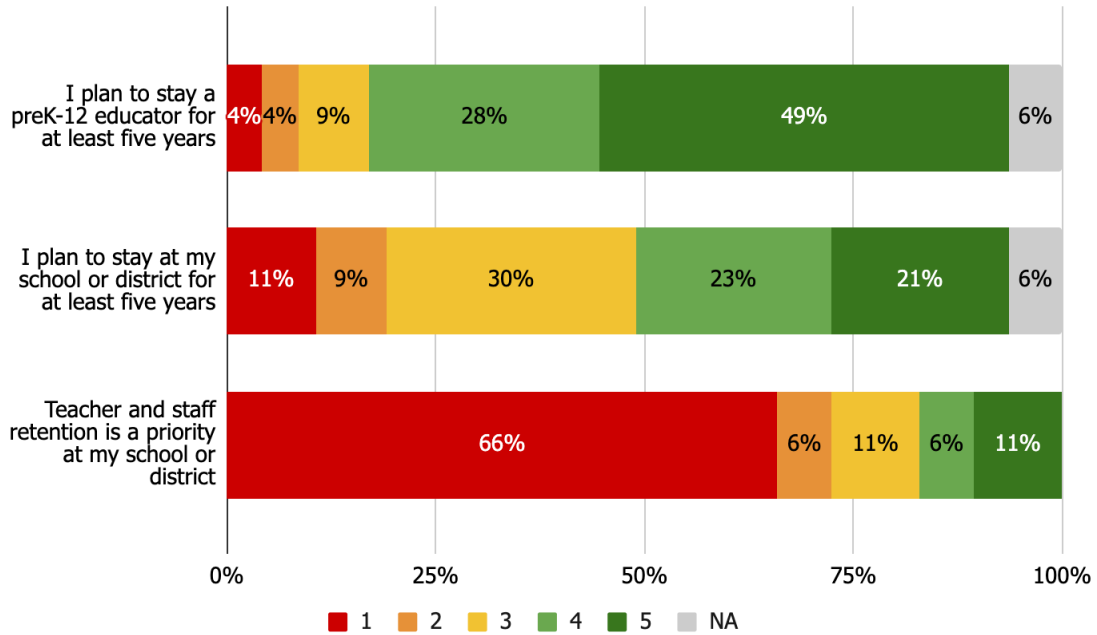
We asked participants: "Is there anything else you would like to share about the program?" Below is a sample of their responses highlighting three main themes found throughout the feedback.

Theme	Quotes
<b>Connection</b>	<ul style="list-style-type: none"> <li>● Great information - loved having the same people in break out groups - really gave us a chance to make connections with those people.</li> <li>● I loved being able to collaborate with other educators through the breakout rooms. ...I also loved to discover that I am not going through this alone. Sharing and collaborating with my group and everyone else gives us more strength together.</li> <li>● Having the connection to other educators from throughout my district was fantastic!</li> </ul>
<b>Facilitators</b>	<ul style="list-style-type: none"> <li>● The staff was amazing and worked well together.</li> <li>● Thanks so much to the facilitators and my group. This was inspiring and I enjoyed it.</li> </ul>
<b>Impact</b>	<ul style="list-style-type: none"> <li>● This was a beneficial five weeks of learning and I am glad that I took part in the program. I love how many resources are included on the web page and how researched everything is for us. Amazing opportunity! Thank you all!</li> <li>● Through these sessions, I have come to the realization that as teachers we need to prioritize our health and well being and deserve to be treated and valued more.</li> </ul>

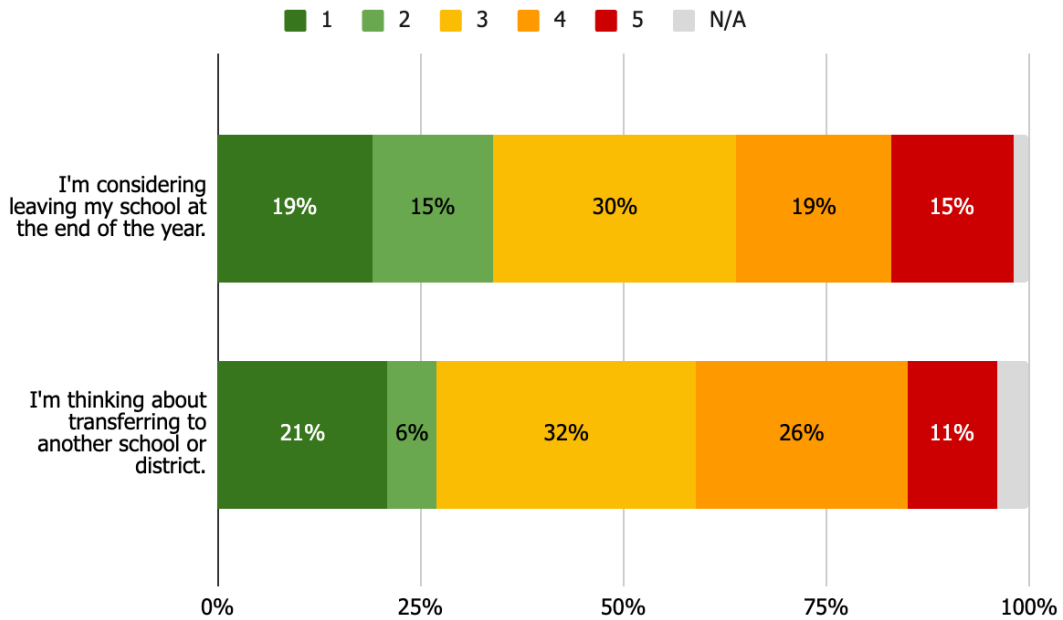
- I always felt a lot better after each session, especially during really tough days.

### Retention Intentions

Finally, we asked educators their intentions to stay in education. **77%** agreed or strongly agreed that they plan to stay in education for at least five years, but an equal amount remained “neutral” or undecided. Only **17%** agreed that teacher and staff retention is a priority at their school or district.



A little over a third of educators agreed or strongly agreed that they were considering leaving their school district or transferring to another school district at the end of the year.





We also asked participants, "On the chance that you're considering leaving, what would make you more likely to stay at your school or district?" Below are a few select responses and themes:

Theme	Quotes
<b>Pay &amp; Benefits</b>	<ul style="list-style-type: none"> <li>● Higher salaries that reflect my years and quality of education would probably convince me to stay.</li> <li>● Better health benefits. I don't have the luxury of being grandfathered into the old contract and incurred a debt to pay for a medical procedure and am hesitant to see a doctor about any medical issue that may come up because of my outrageous deductible...We are front line workers but without the bumper stickers of support and salary compensation.</li> <li>● ...be given a decent salary and benefits commensurate with the dedication and loyalty I have shown my employer, the families I serve and the colleagues I have supported and encouraged to stay with NHPS.</li> </ul>
<b>District Support</b>	<ul style="list-style-type: none"> <li>● I need BOE members to be real and recognize how hard we are all working to make school valuable and enjoyable for students, regardless of hardships.</li> <li>● I feel like I have to serve everyone and meet their high demands, but no one really cares about our wellbeing as teachers. On the contrary, the BOE wants to freeze our salaries again, increase our health costs, and increase our hours. I'm already looking into alternatives that provide better working and living conditions.</li> <li>● Primarily respect from the district and administrators with a better work environment.</li> </ul>
<b>Caseload Size</b>	<ul style="list-style-type: none"> <li>● A caseload cap for special education.</li> <li>● If we were fully staffed [and] my caseload was reasonable.</li> </ul>
<b>Student Needs &amp; Behavior</b>	<ul style="list-style-type: none"> <li>● I (we) also need less violence in the schools. I grew up in NH and know it well. There's always been an element. There always will be. But I don't remember schools in lockdown for multiple fights.</li> <li>● Better response to student unsafe behaviors and climate.</li> <li>● More staff to help kids and families with their burdens.</li> </ul>

## Appendix

**Table 1: Demographics (n = 47)**

Gender	91% Female 9% Male
Race/Ethnicity	10% Black or African American 5% Hispanic, Latinx, or Spanish origins 85% White
Years of Experience	36% 0-9 years 40% 10-19 years 23% 20+ years
Grade Level	33% PreK - 5 33% 6-8 33% 9-12

**Table 2: Averages Over Time**

	Time 1	Time 2
Emotional Exhaustion	5.27	5.16
Resilience**	3.93	4.62
Positive Emotion	6.53	7.09
Engagement	7.52	7.53
Relationships*	6.98	7.57
Meaning*	7.83	7.23
Accomplishment**	7.20	7.87
Anxiety	6.36	6.30

\* = trending significant at  $p < 0.1$ , \*\* = statistically significant at  $p < 0.01$