

**JEFFERSON COUNTY PUBLIC SCHOOLS
CONTRACT FOR THE PROCUREMENT OF PROFESSIONAL SERVICES**

THIS CONTRACT FOR PROCUREMENT OF PROFESSIONAL SERVICES (hereinafter "Contract") is entered into between the JEFFERSON COUNTY BOARD OF EDUCATION (hereinafter "Board"), a political subdivision of the Commonwealth of Kentucky, with its principal place of business at 3332 Newburg Road, Louisville, Kentucky 40218 and New Leaders, Inc. (hereinafter "New Leaders"), with its principal place of business at 121 W. 36th Street, #308 New York, NY 10018.

WITNESSETH:

WHEREAS, the Board desires to procure the particular services of Contractor, which are more fully defined below; and

WHEREAS, Contractor has held itself out to be competent and capable of performing the services contracted for herein;

NOW, THEREFORE, in consideration of the mutual promises and agreements hereinafter set forth, the Board and Contractor (hereinafter "Parties") agree as follows:

ARTICLE I

Entire Agreement; Amendments

This Contract is the entire agreement between the Parties and supersedes any and all agreements, representations and negotiations, either oral or written, between the Parties before the effective date of this Contract. This Contract may not be amended or modified except in writing as provided in Article VIII. This Contract is supplemented by the Board's Procurement Regulations currently in effect (hereinafter "Regulations") that are incorporated by reference into and made a part of this Contract. In the event of a conflict between any provision of this Contract and any provisions of the Regulations, the Regulations shall prevail.

ARTICLE II

Services

Contractor agrees to perform the following services (hereinafter "Services") of a quality and in a manner that is within the highest standards of Contractor's profession or business. The Services are as follows:

Contractor will provide its proprietary New Leaders: Emerging Leaders program to cohort of up to 25 certified employees with documented leadership experience and KY Administrative Certification for Principal K-12. The program components include the following services to be rendered by the Contractor

Emerging Leaders

Audience: Teacher Leaders

Our signature program for teacher leaders – Emerging Leaders – is designed for equity-focused leaders of teams. In this pathway, participants use their personal leadership skills to develop and lead a high-performing team and effectively implement and monitor observation and coaching, as well as collaborative planning processes, systems, and structures to support the team in advancing instructional excellence and racial equity for all students, especially students of color.

Program Competencies include diagnosing strengths, areas of opportunity, and identify next steps in personal leadership to dismantle racial inequities and in order to support the vision of instructional excellence and racial equity

- Use systems and structures to establish high-performing teams and scale best practices across the team in order to increase outcomes for all students, especially historically marginalized student populations
- Apply the Instructional Core with an racial equity lens to alter teacher practice, align content, and increase outcomes for all students, especially historically marginalized student populations
- Use 4-Part Action Planning to diagnose, set goals, create action plans, and monitor/adjust plans in order to drive instructional excellence and racial equity.
- Create and use systems and structures to implement and utilize the coaching cycle that support equitable teacher practices, align content, and increase outcomes for all students
- Apply strategies for addressing technical challenges, adaptive challenges, and implementation dips that result from changes in practice

Delivery Timeline: See the attached scope of work from New Leaders.

ARTICLE III

Compensation

The Board shall pay Contractor the total amount stated below (hereinafter “Contract Amount”). The Contract Amount shall be paid in a lump sum upon completion of the Services, unless a schedule of progress payments is stated below. The Contract Amount shall be for total performance of this Contract and includes all fees, costs and expenses incurred by Contractor including but not limited to labor, materials, taxes, profit, overhead, travel, insurance, subcontractor costs and other costs, unless otherwise stated below. To receive payment, Contractor must submit an itemized invoice or invoices. If progress payments are authorized, each invoice must specify the actual work performed. If payment of costs or expenses is authorized, receipts must be attached to the invoice.

| | |
|--|---|
| Contract Amount: | \$196,500 |
| Progress Payments (if not applicable, insert N/A): | <u>Invoices to be sent by: October 31, 2025, December 31, 2025, March 31, 2026, and June 30, 2026</u> |
| Costs/Expenses (if not applicable insert N/A): | <u>NA</u> |
| Fund Source: | Wallace Foundation Grant |

ARTICLE IV Term of Contract

Contractor shall begin performance of the Services on July 1, 2025, and shall complete the Services no later than June 30, 2026, unless this Contract is modified as provided in Article VIII.

ARTICLE V Performance of Services by Contractor

The Services shall be performed by Contractor, and in no event shall Contractor subcontract with any other person to aid in the completion of the Services without the prior written approval of the Contract Administrator defined below.

Contractor shall appoint one person who shall be responsible for reporting to the Board on all Services performed under the terms of this Contract and who shall be available for consultation with the Contract Administrator.

Contractor is an independent contractor, not an employee. Contractor is responsible for the payment of all federal, state and local payroll taxes and providing unemployment insurance and workers compensation coverage to Contractor's employees. Contractor shall provide all equipment, materials and supplies necessary for the performance of the Services.

Contractor shall at all times during the term of this Contract comply with all applicable laws, regulations, rules and policies. Contractor shall obtain and keep in force all licenses, permits and certificates necessary for the performance of the Services.

Contractor agrees to hold harmless, indemnify, and defend the Board and its members, agents, and employees from any and all claims or losses accruing or resulting from injury, damage, or death of any person, firm, or corporation, including the Contractor himself, in connection with the performance of this Contract. Contractor also agrees to hold harmless, indemnify, and defend the Board and its members, agents, and employees from any and all claims or losses incurred by any supplier, contractor, or subcontractor furnishing work, services, or materials to Contractor in connection with the performance of this Contract. This provision survives termination of this Contract.

Unless waived in writing by the Contract Administrator, Contractor shall maintain during the term of this Contract policies of primary insurance covering the following risks and in at least the following amounts: commercial general liability, including bodily injury, property damage, personal injury, products and completed operations, and contractual, \$1,000,000; and automobile liability, \$1,000,000. Contractor shall furnish to the Contract Administrator certificates of insurance evidencing this coverage and naming the Board as an additional insured. Additionally, Contractor shall maintain workers compensation coverage with limits required by law; and professional errors and omissions coverage with minimum limits of \$1,000,000. Contractor shall furnish certificates of insurance evidencing this coverage to the Contract Administrator.

ARTICLE VI Equal Opportunity

During the performance of this Contract, Contractor agrees that Contractor shall not discriminate against any employee, applicant or subcontractor because of race, color, national origin, age, religion, marital or parental status, political affiliations or beliefs, sex, sexual orientation, gender identity, gender

expression, veteran status, genetic information, disability, or limitations related to pregnancy, childbirth, or related medical conditions. If the Contract Amount is paid from federal funds, this Contract is subject to Executive Order 11246 of September 24, 1965, and in such event the Equal Opportunity Clause set forth in 41 Code of Federal Regulations 60-1.4 is hereby incorporated by reference into this Contract as if set forth in full herein.

ARTICLE VII Prohibition of Conflicts of Interest

It shall be a breach of this Contract for Contractor to commit any act which is a violation of the provisions of Article XI of the Regulations entitled "Ethics and Standards of Conduct," or to assist or participate in or knowingly benefit from any act by any employee of the Board which is a violation of such provisions.

ARTICLE VIII Changes

The Board and Contractor may at any time, by mutual agreement set forth in a written addendum, make changes in the definition of the Services; the scope of the Services; and the Contract Amount. The Contract Administrator and Contractor may, at any time, by mutual agreement set forth in a written addendum, make changes in the time within which the Services are to be performed; the schedule of Progress Payments; and mutual Termination of the Contract.

ARTICLE IX Termination for Convenience of the Board

The Board may terminate this Contract in whole or in part at any time by giving written notice to Contractor of such termination and specifying the effective date thereof, at least thirty (30) days before the specified effective date. The Board shall compensate Contractor for Services satisfactorily performed through the effective date of termination.

ARTICLE X Termination for Default

The Board may, by written notice of default to Contractor, terminate the whole or any part of this Contract, if Contractor breaches any provision of this Contract, or so fails to make progress as to endanger performance of this Contract, and in either of these circumstances, does not cure the breach or failure within a period of five (5) days after receipt of notice specifying the breach or failure. In the event of termination for default, the Board may secure the required services from another contractor. If the cost to the Board exceeds the cost of obtaining the Services under this Contract, Contractor shall pay the additional cost. The rights and remedies of the Board provided in this Article shall not be exclusive and are in addition to any other rights and remedies provided by law or under this Contract.

ARTICLE XI Disputes

Any differences or disagreements arising between the Parties concerning the rights or liabilities under this Contract, or any modifying instrument entered into under Article VIII of this Contract, shall be resolved through the procedures set out in the Regulations.

ARTICLE XII Contractor's Work Product

~~Unless waived in writing by the Contract Administrator, the Board shall retain ownership in and the rights to any reports, research data, creative works, designs, recordings, graphical representations or other works of a similar nature (hereinafter "Works") produced or delivered by Contractor under this Contract. Contractor agrees that the Works are "works for hire" and Contractor assigns all right, title and interest in the Works to the Board. The Parties acknowledge and agree that , as between the parties, Contractor retains and exclusively owns the right, title and interest in and to its intellectual property rights, including but not limited to: (i) inventions, patents, and patent applications; (ii) trademarks, service marks designs, logos, trade names, internet domain names; (iii) copyrights or other works of authorship (whether or not copyrightable); (iv) trade secrets, know-how, processes, methodologies, techniques, ideas, and concepts; and (v) technology and software (collectively the "New Leaders IP"). For the avoidance of doubt, the New Leaders IP includes any works authorized or developed by the Contractor in connection with this Contract. No license is granted in, to or under the New Leaders IP other than expressly set forth herein.~~

Board employees participating in the Services ("Participants") may receive copies of Contractor's proprietary tools, job aids, handouts, or similar materials with ongoing practical application (collectively, "Tools") as part of their participation. Participants will receive a limited license, as set for the Tools, to use the Tools for purposes of their work in Board and for their personal and professional development. "Tools" does not include curriculum or instructional material prepared by Contractor to deliver Services.

Any reports, information, data, etc. given to or prepared or assembled by Contractor under this Contract shall not be made available to any individual or organization by Contractor without the prior written approval of the Board. Provided, nothing in this Article may be used to violate the provisions of any Kentucky or Federal statute or regulation which requires reporting of information.

ARTICLE XIII Contract Administrator

The Board shall appoint a Contract Administrator for the purposes of daily administrative decision-making pertaining to the Contract. If Contractor and the Contract Administrator disagree on any circumstance or set of facts pertaining to the administration or execution of this Contract, the Board shall resolve the matter after notification by either the Contract Administrator or the Contractor in the manner prescribed by the Regulations. If the Board fails to give notice to Contractor of the appointment of a Contract Administrator, the Contract Administrator shall be the Board's Chief Financial Officer.

ARTICLE XIV Right to Audit

The Board shall have the right to inspect and audit all accounting reports, books or records which concern the performance of the Services. Inspection shall take place during normal business hours at Contractor's place of business. Contractor shall retain all records relating to the performance of this Contract for five (5) years after the end of the term of this Contract.

ARTICLE XV Miscellaneous

- A. All Articles shall be construed as read, and no limitation shall be placed on any Article by virtue of its descriptive heading.

- B. Any notices or reports by one Party to the other Party under this Contract shall be made in writing, to the address shown in the first paragraph of this Contract, or to such other address as may be designated in writing by one Party to the other. Notices shall be effective when received if personally delivered, or three days after mailing if mailed.
- C. If any part of this Contract is held to be void, against public policy or illegal, the balance of this Contract shall continue to be valid and binding.
- D. This Contract shall be governed and construed in accordance with the laws of the Commonwealth of Kentucky.
- E. No delay or omission by either Party in exercising any right under this Contract shall operate as a waiver of that or any other right or prevent a similar subsequent act from constituting a violation of this Contract.
- F. At all times during the term of this Contract, Contractor shall comply with the Family Educational Rights and Privacy Act of 1974. If Contractor has access to student records, Contractor shall limit its employees' access to those records to persons for whom access is essential to perform this Contract.
- G. If this Contract requires Contractor and/or any employees of Contractor access to school grounds on a regularly scheduled and continuing basis for the purpose of providing services directly to a student or students, all individuals performing such services under this Contract are required to submit per KRS 160.380 to a national and state criminal history background check by the Department of Kentucky State Police and the Federal Bureau of Investigation and have a letter, provided by the individual, from the Cabinet for Health and Family Services stating no administrative findings of child abuse or neglect found through a background check of child abuse and neglect records maintained by the Cabinet for Health and Family Services.
- H. Contractor shall be in continuous compliance with the provisions of KRS Chapters 136, 139, 141, 337, 338, 341 and 342 that apply to the Contractor or subcontractor for the duration of this Contract and shall reveal any final determination of a violation by the Contractor or subcontractor of the preceding KRS Chapters.

ARTICLE XVI Confidentiality

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

B. Each Party acknowledges that, through the performance of the Services, it may have access to Confidential Information. Confidential Information provided by New Leaders includes but is not limited to

any materials marked as confidential by New Leaders. Each Party agrees not to publish or otherwise disclose to any person, without specific permission by the other Party, any Confidential Information, nor to use said Confidential Information for any purposes not related to the Services, unless any Confidential Information (i) is or becomes generally known to and available for use by the public other than as a result of a Party's acts or omissions in breach of this Contract, (ii) is required to be disclosed pursuant to applicable law or court order. In the event that a Party is requested or required by law or court order to disclose any Confidential Information, that Party will provide the other Party with prompt notice of such request or requirement in order to enable the other Party to seek an appropriate protecting order or other remedy (and if a Party seeks such an order or remedy, the other Party will cooperate with it, at the expense of the Party seeking the order or remedy, in connection therewith). Upon expiration or termination of the Contract, or at any other time a Party ("Disclosing Party") may request, in writing, the other Party ("Receiving Party") will deliver to Disclosing Party or, at Disclosing Party's option, destroy all Confidential Information and other documents relating thereto, that Receiving Party may then possess or have under his or her control, provided that Receiving Party will not be required to deliver to Disclosing Party or destroy any materials in Receiving Party's possession that were obtained or prepared by Receiving Party prior to the engagement hereunder or outside the scope of the Services. Nothing in this Agreement shall allow for the destruction of documents in a manner not in accordance with the Public School District Records Retention Schedule set forth by the Kentucky State Archives and Records Management Division (the "Retention Schedule"). In the event that a request is made to have records destroyed prior to the permissible destruction period under the Retention Schedule, the Receiving Party will notify the Disclosing Party that records shall not be destroyed at that time, and the records shall be retained until the date of destruction specified by the Retention Schedule.

IN WITNESS WHEREOF, the Parties hereto have executed this Contract on August 20, 2025, to be effective as of July 1, 2025.

Contractor's Social Security Number or Federal Tax ID Number:

JEFFERSON COUNTY BOARD OF
EDUCATION

NEW LEADERS, INC

By: _____
Dr. H. Brian Yearwood
Title: Superintendent

DocuSigned by:
By: Laura B. Kadetsky
6CA486A0C7D084B7
Laura Kadetsky
Title: Chief Administrative Office &
General Counsel

Cabinet Member: Robert Moore

(Initials)

Jefferson County Public Schools
**NONCOMPETITIVE NEGOTIATION
DETERMINATION AND FINDING**

1. An emergency exists which will cause public harm as a result of the delay in competitive procedures (Only the Superintendent shall declare an emergency.) —

State the date the emergency was declared by the superintendent:

2. There is a single source for the items within a reasonable geographic area —

Explain why the vendor is a single source:

3. The contract is for the services of a licensed professional, education specialist, technician, or an artist —

State the type of service: Education Specialist

4. The contract is for the purchase of perishable items purchased on a weekly or more frequent basis —

State the item(s):

5. The contract is for proprietary item(s) for resale: This can include the buying or selling of item(s) by students when it is part of the educational experience —

State the type(s) of item(s):

6. The contract is for replacement parts when the need cannot be reasonably anticipated and stockpiling is not feasible —

State the item(s):

7. The contract or purchase is for expenditures made on authorized trips outside the boundaries of Jefferson County Public Schools —

State the location:

8. The contract is for a sale of supplies at reduced prices that will afford Jefferson County Public Schools a savings (Purchase must be approved by Director of Purchasing) —

Explain the logic:

9. The contract is for the purchase of supplies which are sold at public auction or by receiving sealed bids —

State the items:

I have determined that, pursuant to K.R.S. 45A. 380, the above item(s) should be obtained by the Noncompetitive Negotiation Methods since competition is not feasible.

Faith Stroud

Print name of person making Determination

Academic Schools Division, Leadership and Professional Development

School or Department

6-30-2025



Signature of person making Determination

Date

New Leaders, Inc.

Name of Contractor (Contractor Signature Not Required)

Requisition Number

Explanation of Noncompetitive Negotiation Methods can be found under K.R.S. 45A.380 and on page 15 in the Procurement Regulations

F-471-1

Revised 05/2011

Executive Summary

Emerging Leaders in Jefferson County Public Schools

New Leaders is pleased to continue our partnership with Jefferson County Public Schools (JCPS) to provide our Emerging Leaders pipeline program to a cohort of up to 20 teacher leaders for a year-long engagement. Our leadership development enhances proven leadership skills that drive school improvement—and enables school systems to build a robust bench of future talent. By program completion, participants will be equipped with the skills, mindsets, and leadership practices needed to drive instructional excellence across multiple classrooms.

Impact & Accountability

As New Leaders works alongside Jefferson County Public Schools to provide the Emerging Leaders pipeline program, we expect to see changes in leadership practices that can improve teaching and learning outcomes. To that end, we prepare a report at the end of the engagement that describes metrics our partners have found most beneficial, including:

- The degree to which participants were engaged and satisfied with the learning experience;
- Self-reported and demonstrated changes in practice against targeted leadership skills; and
- Self-reported outcomes at the student and school level.

Throughout the engagement, we will provide progress reports following each community of practice that details participant satisfaction, engagement, and learning. At the end of our engagement, our Learning and Impact report, outlining the above performance indicators, will be discussed with senior JCPS leaders during a closing partner impact meeting.

Investment

The services described herein will be provided by New Leaders. ***Investment includes programming for up to 20 Teacher Leaders.***

| Program Offering | Proposed Timeline | Cost |
|--------------------------|---------------------|-----------|
| Emerging Leaders Program | July 2025– May 2026 | \$196,500 |

Statement of Need

Since 2018, New Leaders and JCPS have trained over 175 aspiring leaders in the Emerging Leaders (for teachers, teacher leaders, instructional coaches, etc. aspiring to become assistant principals) and Breakthrough Leadership (for assistant principals aspiring to become principals) programs. Over the course of the partnership, there has been a 98% completion rate, and almost 50 program alumni have progressed to the next level of leadership in their education career. More than 30 past participants are current JCPS principals, and more than 95% of alum are still employed by the district. In support of JCPS' leadership development team, we propose to continue work with teacher leaders via the Emerging Leaders Program, with an added emphasis on preparing participants to become assistant principals.

Proposed Services

Emerging Leaders

The Power of Teacher Leaders

Why invest in teacher leadership? First and foremost, we know principals can't do it all on their own. Second, strong teachers with job-embedded training amplify their impact across multiple classrooms. And, lastly, teaching and leading are different skill sets. Influencing teachers to rethink their instruction requires professional development and practice.

Research finds that effective teacher leadership combined with strong instructional leadership from the principal are linked to improved student achievement outcomes in ELA and math. Those gains are even more significant when teacher leaders are involved in schoolwide decision-making processes—which have also been shown to lead to higher teacher motivation, retention, and overall job satisfaction.

Many educators report leaving the field due to a lack of support or access to ongoing professional development. Investing in leadership development for a cohort of teacher leaders is an easy and impactful way to reverse that trend—and build a robust pipeline of future talent.

Develop—and retain—your future principals

Emerging Leaders is designed to support leaders of teams in establishing a vision of instructional excellence and equity, developing high-performing teams, diagnosing the present state of their teams, and identifying the gaps between where they are and where they want to go—so that the team and students can thrive.

Over the course of the program, participants work in math and ELA to establish systems and structures for managing instruction that dismantle inequitable practices and to invest their

teams in a culture of instructional excellence and equity grounded in the belief that all students can achieve. Once the systems and structures are established, participants focus on building their own capacity and the capacity of their teams to drive exponential growth for all students.

We know leadership development doesn't happen all at once, but rather over time and through regular practice. Our job-embedded approach enables teacher leaders to expand their leadership skills in real-time and apply their learning in their daily work.

Specific competencies that are developed include:

- Creating and implementing equitable and data-informed team-wide practices, systems and structures towards improved teacher practice and student achievement/outcomes
- Leading a high-performing, data-driven team towards student achievement/results
- Leveraging multiple forms of data to inform observation and coaching towards improved teacher instructional practices

Emerging Leaders Scope

Our job-embedded approach to leadership development combines cohort-based learning with one-on-one coaching to fuel professional growth. Our scope includes:

- Interactive professional learning communities to build shared language and co-create solutions
- Authentic practice via job-embedded exercises to demonstrate proficiency with new skills
- Personalized coaching to develop a leader's capacity to reflect, analyze, and problem solve independently

All programming is grounded in our Transformational Leadership Framework™ (TLF™) which identifies five evidence-based domains and leadership actions that are central to driving and sustaining district improvement.

Our Program Components

Program Orientation: To kick off our engagement and ensure the best participant experience, our asynchronous program orientation will introduce participants to New Leaders, outline the program components and expectations, and define roles and responsibilities. The orientation also explores our online platform where participants can access important resources during the engagement.

Workshops: Over the course of the year-long engagement, 11 workshops engage participants in cohort-based professional development to build and enhance effective data-driven leadership practices. Working collaboratively, each four-hour on-site workshop session provides participants with:

- Actionable and practical learning, including opportunities to address school-based challenges
- Tools, resources, and strategies to improve student achievement

- Planning strategies to distribute and leverage leadership across teams
- Continuous professional learning and mentoring from peers

For a full list of workshops, as well as overviews and session topics, refer to the Topical Scope and Sequence in the Appendix.

Learning Meetings: To ensure a customized approach to leadership development, two virtual Learning Meetings are held toward the beginning and the end of the engagement. The Initial Learning Meeting zeroes in on goal setting; the latter on progress toward goals. Specifically:

- **First Learning Meeting:** Reflecting on an initial self-assessment completed by the participant prior to the first Learning Meeting, the New Leaders coach and participant discuss high priority areas of focus. Together, they finalize a SMARTER* coaching goal and action plan (aligned to the priority area of focus) that will be tracked and reported on over the course of the engagement.
- **Second Learning Meeting:** The final Learning Meeting enables each participant to share progress toward the SMARTER coaching goal, reflect on lessons learned over the course the engagement, and begin to develop a plan that sustains the integration of new learning and practices moving forward along with concrete action steps to fuel continuous improvement.

* SMARTER goals are: specific, measurable, achievable, relevant, timely, and able to be evaluated and revised.

One-on-One Coaching: Nine hours of leadership coaching are scheduled over the school-year engagement. Working alongside our expert coaches, each participant works towards a specific SMARTER coaching goal to enhance leadership practices.

The New Leaders coach will create a coaching experience that is personalized to each participant's unique context, areas of strength, and areas for growth. For example, during each coaching session, the New Leaders coach uses a cycle of inquiry and data to drive deep thinking, shift practice, and build the capacity of participants to reflect, analyze, and problem solve independently. Together, they monitor progress toward the goal and course-correct the action plan, as needed.

At the conclusion of the coaching experience, all participants will reflect on the overall experience as well as finalize an action plan for sustaining their leadership growth beyond the engagement.

Reflective Learning Exercise: To calibrate their lens to effective leadership practices, participants complete six reflective learning exercises. These job-embedded tasks allow participants to drive impact by translating theory into practice at their schools and demonstrate proficiency with newly acquired skills. Specifically, the reflective learning exercises focus on facilitating effective team meetings, coaching teachers to improve their practice, and executing against the SMARTER coaching goal (detailed above).

Participant Surveys: Each participant completes surveys to capture insights and reflections on their participant experience as well as leadership growth, progress to goals, and impact of coaching. Data

from these surveys is aggregated and included in progress reports and our comprehensive Learning and Impact Report at the end of the engagement.

Sample Implementation Calendar

| Component | Location | Total Sessions | Session Length | Months | | | | | | | | | | | |
|-------------------------------|--------------|----------------|----------------|--------|----|---|---|---|---|---|---|---|----|----|----|
| | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Program Orientation | Asynchronous | 1 | 30 minutes | • | | | | | | | | | | | |
| Workshops | Onsite | 11 | 4 hours | | • | • | • | • | • | • | • | • | • | • | • |
| Reflective Learning Exercises | Onsite | 6 | Up to 2 hours | • | •• | | | | | | | | | •• | • |
| Learning Meetings | Onsite | 2 | Up to 90 min | | | • | | | | | | | | | • |
| One-on-One Coaching | Onsite | 9 hours | Up to 90 min | • | • | | • | | • | • | • | | | • | • |

What Makes PD Effective—and Lasting

Results-driven leadership development is essential to retaining your best leaders and giving them the working conditions in which they thrive—and their students too. Your investment sends a message that your leaders are valued, offering them professional learning pathways that show them how to achieve their goals. This kind of real-time support can transform student achievement gains.

At New Leaders, we equip leaders to be powerful and positive forces for change. Here are four proven practices we use that drive high-impact—and sustainable—professional growth.

Continuous, job-embedded PD. When teacher leaders are able to apply what they’ve learned through incremental and targeted practice, it becomes an embedded part of their daily work. Individualized coaching allows leaders to reflect, consider more perspectives, and move toward solutions faster.

Community of learners. Cohort-based learning promotes collaborative problem solving. Communities of practice offer trusted spaces to explore bold ideas and strategies with fellow teacher leaders who understand the obstacles. These collaborative professional networks fuel continuous improvement.

High-quality feedback. Adult learning is dynamic, and the feedback your leaders receive needs to be rooted in evidence that illuminates the gap between their practice and transformational leadership skill being learned. With this kind of objective guidance, teacher leaders can quickly take action to improve.

Opportunities for self-reflection. Self-awareness, sometimes called a hidden superpower, is essential for teacher leaders to cultivate. It allows them to do the inner work and let go of limiting actions or beliefs. In return, their newly acquired skills can remove barriers and drive better outcomes.

Evaluating Our Impact

As New Leaders works alongside Jefferson County Public Schools to provide our Emerging Leaders pipeline program, we expect to see changes in leadership practices that can improve teaching and learning outcomes.

We know from experience that transformational change takes time; therefore, when looking to understand impact—either growth of a leader’s practice or improvement of student performance on standardized assessment measure—it is essential to consider the right cadence, methods and expectations that account for local context.

To that end we develop Learning and Impact data reports that describe metrics our partners have found most beneficial, including:

- The degree to which participants were engaged and satisfied with the learning experience;
- Self-reported and demonstrated changes in practice against select leadership skills; and
- Self-reported outcomes at the student and school level.

Throughout the engagement, we will provide progress reports following each community of practice that details participant satisfaction, engagement, and learning.

At the end of our engagement, New Leaders will prepare a comprehensive Jefferson County Public Schools Learning and Impact Report that outlines the key performance indicators and metrics for our engagement. This report will be discussed with senior district leaders during a closing partner Impact meeting.

Evaluation Measures

Participant Engagement and Satisfaction

- % of participants planning leadership actions and implementing commitments
- % of participants recommending the learning experience to colleagues

Participant Learning

- Knowledge and skills that have been acquired or enhanced
- Confidence in core leadership actions has improved

Participant Change in Practice

- Capacity to plan and implement knowledge, leadership skills, and actions to see results
- Demonstrated evidence of impact related to pathway leadership skills and coaching goal

Participant Outcomes

- Participant reported improvement in student outcomes as a result of the engagement

Partner Commitments

To facilitate our work together, New Leaders requests that Jefferson County Public Schools commit to supporting program participants and the overall program delivery in the following ways.

Participant Selection

Solicit interest and nominations from leaders across the district that are eligible to participate in the programming, as well as encourage full participation, including participant accountability toward goal setting and action items identified in coaching sessions.

Scheduling

Coordinate with New Leaders to identify a mutually acceptable implementation calendar prior to the launch of services, including participant availability to participate in one-on-one coaching sessions.

Logistics

Coordinate logistics for all in-person sessions, including the meeting space, technology, catering, and/or other set-up needs.

Access to Data

Make certain participant and district data are available to New Leaders for programmatic purposes as well as to support the impact and evaluation of the programs.

Check-Ins

Plan for district leadership to make themselves available to engage in monthly check-ins and a formal Partner Impact meeting over the course of the program year to ensure overall district satisfaction.

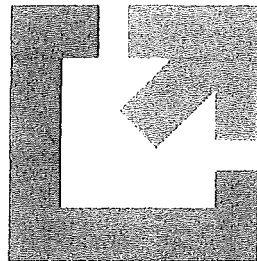
Investment

The services described herein will be provided by New Leaders. ***Investment includes programming for up to 20 Teacher Leaders.***

| Program Offering | Proposed Timeline | Cost |
|--------------------------|---------------------|-----------|
| Emerging Leaders Program | July 2025– May 2026 | \$196,500 |

At New Leaders, we believe education leaders, in partnership with the communities they serve, have an unparalleled impact on the academic success and well-being of their students.

Thank you for the opportunity to serve your school leaders and their communities.



LEADERSHIP CHANGES EVERYTHING

Appendices

Topical Scope and Sequence

| EMERGING LEADERS | |
|---|--|
| ● Orientation (Asynchronous) | Session Topics <ul style="list-style-type: none"> • Overview of program and supports • Participant responsibilities |
| Coaching Conversation 1: Introductory Meeting | Session Topics <ul style="list-style-type: none"> • Develop coach/coachee relationships • Wellness check • Coaching process overview • Setting the stage for launch |
| Workshop 1: The Power of Personal Leadership to Advance Equity and Excellence Overview: Tap into the power of personal leadership skills and build a school culture in which all students and adults excel. | |
| Session Topics <ul style="list-style-type: none"> • Personal leadership • Facilitating necessary conversations • Leadership actions that advance equity | |
| Workshop 2: Leading & Supporting High-Performing Teams Overview: Uncover the systems and structures that underpin and support high-performing teams and be prepared to take your team to the next level. | |
| Session Topics <ul style="list-style-type: none"> • Establishing trust and collaboration • Shared leadership • Actions that support a high-performing team | |
| Workshop 3: Making High-Quality ELA Instruction Accessible to All Students Overview: Drive student achievement by redefining what high-quality, equitable instruction looks like in ELA classrooms. | |
| Session Topics <ul style="list-style-type: none"> • The Instructional Core • Culturally relevant curriculum • Task analysis | |

- Assessing the quality of instruction

Workshop 4: Making High-Quality Math Instruction Accessible to All Students

Overview: Drive student achievement by redefining what high-quality, equitable instruction looks like in math classrooms.

Session Topics

- The Instructional Core
- Culturally relevant curriculum
- Task analysis
- Assessing the quality of instruction

Workshop 5: How to Lead Inclusive Collaborative Lesson Planning in ELA

Overview: Learn how to establish and lead collaborative planning sessions with your teacher teams and scale best practices in ELA instruction.

Session Topics

- The Instructional Core
- Targeted instruction
- Collaborative planning for high-quality instruction

Coaching Conversation 2

Workshop 6: How to Lead Inclusive Collaborative Lesson Planning in Math

Overview: Learn how to establish and lead collaborative planning sessions with your teacher teams and scale best practices in math instruction.

Team Practices 1 and Coaching Practices 1

Session Topics

- The Instructional Core
- Targeted instruction
- Collaborative planning for high-quality instruction

Coaching Conversation 3

Workshop 7: Using Student Work to Drive Instructional Shifts

Overview: Learn how to lead data meetings around student work and make decisions shift adult practice and correct instruction towards student learning.

Session Topics

- Assessing the quality of instruction
- Analyze student work and data

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| <ul style="list-style-type: none"> • Diagnose, prioritize, and action plan |
| Coaching Conversation 4 |
| Learning Meeting 1 (Coaching Goal) |
| Workshop 8: Using Assessment Data to Drive Instructional Shifts Overview: Learn how to lead data meetings around interim data analysis to support alignment of high-impact instructional strategies to student learning needs. |
| Session Topics <ul style="list-style-type: none"> • Diagnose, prioritize, and action plan • Analyze data and shifting adult practice (corrective instruction) |
| Team Practices 2 |
| Coaching Conversation 5 |
| Workshop 9: How to Coach Teachers and Improve Learning Outcomes Overview: Establish equitable systems and structures to effectively coach teachers and deepen their capacity to advance student achievement. |
| Session Topics <ul style="list-style-type: none"> • Shifting mindsets • Coaching cycles • Crafting effective feedback |
| Coaching Conversation 6 |
| Workshop 10: Instructional Coaching: The Art of a Coaching Conversation Overview: Uncover the art of the coaching conversation and how to drive shifts in teacher practice that yield more equitable student learning outcomes |
| Session Topics <ul style="list-style-type: none"> • Coaching cycles • Observation and coaching • Providing meaningful feedback • Coaching plans |
| Coaching Practices 2 |

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| Coaching Conversation 7 |
| Workshop 11: Preparing for Presentation of Learning |
| Overview: Leverage best practices in personal leadership to reflect on overall learning experience and share progress toward goals. |
| Session Topics <ul style="list-style-type: none"> • Progress to SMARTER goal • Leadership and team practices growth/progress • Leadership and team practices areas of opportunity • Leadership and team practices next steps |
| Learning Meeting 2 (Progress to Coaching Goal) |

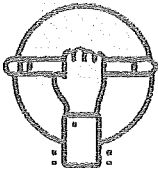
Why New Leaders

Our Evidence Base

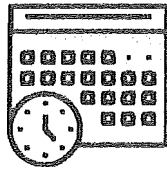
We lead the field with evidence of impact.

Our leaders drive quantifiable outcomes in learning, teaching, and equity and get results where it matters most: in schools, for students. According to the RAND Corporation, **New Leaders has the strongest evidence base of any education leadership program in the country.**

Multiple independent evaluations have proven that in schools led by a New Leaders principal:



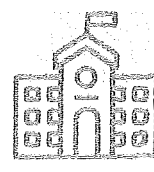
Students perform better in reading and math



Students gain additional months of learning



Students have better attendance rates



And, principals themselves stay in their roles longer

We drive sustainable results.

Because the leaders we develop stay in their roles longer, they attract and retain high-quality teachers. This helps ensure that school improvement gains endure, long after our partnership.

Research shows that a strong, equity-minded school leader accounts for about 25% of a school's impact on student learning. Research also shows that strong leadership and access to ongoing professional development are top reasons teachers and leaders cite for staying in their roles.

We know effective leadership.

Our work is rooted in five evidence-based leadership domains proven to drive school improvement and accelerate student success. These domains—as outlined in our Transformational Leadership Framework™—identify highly effective leadership actions and guide our approach to professional learning.

