**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Memo

To   Board of Education

From   Antwan Wilson, Superintendent

Board Meeting Date   3/23/16
*(To be completed by
Procurement)*

Subject   Memorandum of Understanding – Springboard Collaborative (contractor) –
922/Community Schools and Student Services Department (site/department)

Action Requested
Approval of Memorandum of Understanding between Oakland Unified School District and Springboard Collaborative. Services to be primarily provided to the Community Schools and Student Services for the period of November 15, 2015 through August 31, 2016.

Background
A one paragraph explanation of why the consultant's services are needed.

Springboard Collaborative closes the reading achievement gap by coaching teachers, training family members, and incentivizing learning. Springboard and School enter into this MOU in connection with the implementation of Springboard programming for the Summer Learning Program at OUSD.

Discussion
One paragraph summary of the scope of work.

Approval by the Board of Education of a Memorandum of Understanding between the District and Springboard Collaborative, Philadelphia, PA, for the latter to provide curricula with access to its student and parent curricula and associated program materials; weekly coaching sessions by site manager led meetings with teachers for student interventions and improve teachers' practice; provide data management system to track and analyze their progress; parent workshops for effective strategies for reading with their student; and supervision of enrollment coordinators and site managers at eight selected OUSD elementary summer school sites for the Summer Learning Programs via the Community School and Student Services Department, for the period of November 15, 2015 through August 31, 2016, for a total amount not to exceed $288,000.00.

Recommendation
Approval of Memorandum of Understanding between Oakland Unified School District and Springboard Collaborative. Services to be primarily provided to the Community Schools and Student Services Department for the period of November 15, 2015 through August 31, 2016.

Fiscal Impact
Fiscal Impact: (please spell out): Summer Program Coverage:
FY 2015-2016: Resource 0007/10% for First Installment $ 28,800.00
FY 2016-2017: July 1:   Second installment $144,000.00
                      August 1: Final payment $115,200.00
                      Total amount of summer contract = $288,000.00

Attachments
- Memorandum of Understanding
- Schedule A.1: Payment and Term of Service Conditions
- Schedule A.2: Payment and Term of Service Conditions
- Scope and Qualifications
- Certificate of Insurance

CONTRACT JUSTIFICATION FORM
This Form Shall Be Submitted to the Board Office
With *Every* Consent Agenda Contract.

Legislative File ID No. 16-0190

Department: 922/Community Schools and Student Services Department

Vendor Name: Springboard Collaborative

Contract Term: Start Date: 01/08/2016   End Date: 08/31/2016

Annual Cost: $ $288,000

Approved by: Julie McCalmont; Curtiss Sarikey

Is Vendor a local Oakland business? Yes ☐ No ☑

Why was this Vendor selected?

Springboard Collaborative is nationally recognized as the most innovative and effective organization implementing summer literacy intervention and family engagement activities. We piloted the program in Summer 2014 at two sites and had great results with large gains in reading levels from the participating students.

Summarize the services this Vendor will be providing.

Organization will provide coordination of summer learning services including literacy intervention and family engagement at eight sites serving 960 students total for a five week session.

Was this contract competitively bid? Yes ☐ No ☑

If No, answer the following:

1) How did you determine the price is competitive?

We partner with no other organization that has shown an equally effective model with documented student growth rate at the same per pupil price.

2) Please check the competitive bid exception relied upon:

- [✓] **Educational Materials**

- [ ] **Special Services** contracts for financial, economic, accounting, legal or administrative services

- [ ] **CUPCCAA exception** (Uniform Public Construction Cost Accounting Act)

- [ ] **Professional Service Agreements** of less than $87,800 (increases a small amount on January 1 of each year)

- [ ] **Construction related Professional Services** such as Architects, DSA Inspectors, Environmental Consultants and Construction Managers (require a "fair, competitive selection process)

- [ ] **Energy** conservation and alternative energy supply (e.g., solar, energy conservation, co-generation and alternate energy supply sources)

- [ ] **Emergency** contracts [requires Board resolution declaring an emergency]

- [ ] **Technology** contracts

  - [ ] electronic data-processing systems, supporting software and/or services (including copiers/printers) over the $87,800 bid limit, must be competitively advertised, but any one of the three lowest responsible bidders may be selected

  - [ ] contracts for computers, software, telecommunications equipment, microwave equipment, and other related electronic equipment and apparatus, including E-Rate solicitations, may be procured through an RFP process instead of a competitive, lowest price bid process

  - [ ] Western States Contracting Alliance Contracts (WSCA)

  - [ ] California Multiple Award Schedule Contracts (CMAS) [contracts are often used for the purchase of information technology and software]

- [ ] **Piggyback" Contracts** with other governmental entities

- [ ] **Perishable Food**

- [ ] **Sole Source**

- [ ] **Change Order for Material and Supplies** if the cost agreed upon in writing does not exceed ten percent of the original contract price

- [ ] **Other, please provide specific exception**

SPRINGBOARD COLLABORATIVE
MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (this "**MOU**") is entered into by **Springboard Collaborative** ("**Springboard**"), a non-profit corporation with its registered office at Two Penn Center Plaza, 1500 JFK Boulevard, Philadelphia, PA 19102, and **The Oakland Unified School District at** 1000 Broadway, Suite 150, Oakland, CA 94607 ("**School**").

Background

Springboard closes the reading achievement gap by coaching teachers, training family members, and incentivizing learning. **Springboard** and **School** wish to enter into this **MOU** in connection with the implementation of **Springboard** programming at **School**.

Springboard and **School** hereby agree as follows:

1. **Definitions.**

   1.1. "**Coaching Sessions**" means weekly **Site Manager**-led meetings with teachers during the **Springboard Program** to plan student interventions and improve teachers' practice.

   1.2. "**Data System**" means the data management system provided by **Springboard** (SLINKY) that tracks and analyzes all of **Springboard's** data throughout the **Springboard Program**, including but not limited to student and family demographic information, student reading progress, student and parent attendance, daily family engagement, and teacher observations.

   1.3. "**Enrollment Coordinator**" means a person, chosen by **Springboard**, who oversees the student enrollment process at each school. The **Enrollment Coordinator** will be hired, trained, employed, and paid by Springboard. At Springboard's discretion, a single person can serve as both the **Enrollment Coordinator** and the **Site Manager** for a school.

   1.4. "**Parent Workshops**" means interactive, weekly training sessions led by teachers to educate parents, guardians, or care-givers about effective strategies for reading with their student and to permit parents, guardians or care-givers to share their insights and expertise on their student throughout the **Springboard Program.**

   1.5. "**Professional Development Materials**" means the protocols and written guides developed by **Springboard** to train teachers on data-driven instruction, effective lesson planning, family communication, and **Parent Workshops**.

   1.6. "**Program Materials**" means items provided to **School** and developed by **Springboard**, including but not limited to, curricula, daily lesson guides,

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Professional Development Materials, and incentive materials for students, parents, teachers, and **Site Manager**.

1.7. **"Guided Reading Books"** means sets of appropriately leveled books (print or electronic) provided to each classroom by the **School** for daily use in small group instruction.

1.8. **"DRA Kit"** means Developmental Reading Assessment ® kit used to measure students reading levels (DRA2 preferred, but 1 acceptable).

1.9. **"Site Manager"** means a person, chosen by **Springboard**, who prepares teachers to implement **Program Materials** before the **Springboard Program**, who coaches teachers during the **Springboard Program** to ensure that all classrooms are successful, and who oversees that teachers accurately assess summer reading scores. The **Site Manager** will be hired, trained, employed, and paid by Springboard.

1.10. **"Student Reading Scores"** means reading levels measured by the Developmental Reading Assessment 2 ® which can be used to quantify a student's reading progress.

1.11. **"Springboard Program"** means the 5-week Springboard summer program and/or 10-week afterschool program that targets increased student reading ability and performance through effective instruction with parent training in an incentivized system to achieve lasting results.

2. **Term.**

   2.1. This term of this **MOU** shall be as specified in Schedule A1 and A2 to this MOU ("Schedule A1" and "Schedule A2").

3. **Scope of Work.**

   3.1. **Overview.**

      3.1.1. **Springboard**, with input from **School**, will select a **Site Manager**. **School** will distribute job description, recommend candidates, and provide space to conduct interviews.

      3.1.2. **Springboard**, with input from **School**, will select an **Enrollment Coordinator**.

   3.2. **Responsibilities of Springboard.**

      3.2.1. **Curricula. Springboard** will provide **School** with access to its student and parent curricula and associated **Program Materials** and **Professional Development Materials**.

3.2.2. Marketing

3.2.2.1. Springboard will provide **Enrollment Coordinators** with marketing materials to recruit students and families.

3.2.2.2. Springboard will provide **School** with materials and process to support teacher hiring, including job descriptions and offer letters.

3.2.2.3. Springboard will purchase and distribute program t-shirts for parents, students and teachers to be worn on the days of **Parent Workshops**.

3.2.3. Training.

3.2.3.1. Springboard will train the **Enrollment Coordinator** to recruit students and families.

3.2.3.2. Springboard will train the **Site Manager** to work effectively with teachers.

3.2.3.3. Springboard will conduct training sessions with teachers as described in Schedule A1 and Schedule A2.

3.2.4. Data Collection.

3.2.4.1. The **Site Manager** will ensure that Teachers monitor students' reading progress and daily attendance, input required information into the **Data System**, and administer sign-in protocols for **Parent Workshops** during the **Springboard Program**. **Springboard** will share **Student Reading Scores** and the school- and classroom-level data analysis it complies with **School**.

3.2.5. Management of Site Manager.

3.2.5.1. Springboard will hire, train, and compensate the **Site Manager**.

3.2.5.2. Springboard will support the **Site Manager** with leadership development and weekly coaching.

3.2.6. Team Meetings & Coaching Sessions. The **Site Manager** will hold a weekly 30-minute team meeting. The **Site Manager** will conduct weekly 30 minute-long **Coaching Sessions** with teachers during the **Springboard Program.** **Coaching Sessions** may be done individually or in a group, but in no week, shall **Site Manager** hold less than three (3) **Coaching Sessions** and amounting to no less than three (1.5) hours of coaching.

3.3. Confidentiality.

3.3.1. All student data provided by **School** shall be subject to the Family Educational Rights Privacy Act (FERPA), 20 USC §1232g. *et seq.*, and any other federal or state statutes or regulations pertaining to student records.

3.3.2. **School** permits **Springboard** to disseminate **Student Reading Scores** and student academic information provided by **School** to teachers, the **Site Manager**, directors and employees of **Springboard** for the successful operation of the **Springboard Program**. With the consent of families, **School** will provide **Student Reading Scores** during the subsequent and previous academic school years to **Springboard** as often as assessments are administered until the time a parent or guardian of a student indicates otherwise.

3.3.3. **Springboard** reserves the right to present **Student Reading Scores** in the aggregate, without any personal identifying information, to potential funders, student and parent participants, partnering schools and other parties interested in the mission of **Springboard** to demonstrate the impact of the **Springboard Program** at **School**.

4. Responsibilities of School.

4.1. Collaboration with Springboard. **School** will participate in the **Springboard Program** and make its best effort to support successful implementation. This includes granting program staff access to space, materials, books, and resources available.

4.2. Enrollment. **School** will identify which students will participate in the **Springboard Program**, prioritizing re-enrolling students. School will support **Enrollment Coordinator** as needed in order to meet targets specified in Schedule A1 and Schedule A2.

4.3. School, using **Springboard's** hiring materials and process, will select teachers to participate in the **Springboard Program**. Teachers will be responsible for pre-programming professional development, daily student instruction, daily and weekly data entry into the data system, **Parent Workshops**, and administering the Developmental Reading Assessment 2®. Teachers must commit to the full duration of programming.

4.4. School will compensate teachers at their customary hourly rate for program-related hours specified in Schedule A1 and Schedule A2. This includes professional development, home visits, assessment, instruction, workshops, and coaching.

4.5. Student Information. **School** will provide to **Springboard** the most current and accurate contact, demographic, and educational information, including whether or not a student has an Individualized Education Program ("IEP"), for student and parent

participants. **School** will share enrolled student list including baseline **Student Reading Scores** and demographic information at least 6 weeks in advance of the first day of **Springboard Program**. **School** will provide information regarding reading levels for enrolled students, for any date on which enrolled student reading levels are assessed, within 3 weeks of the assessment.

4.6. Supplies and Technology.

    4.6.1. **School** will provide to teachers basic classroom materials which include **Guided Reading Books**, available books in classrooms and the library; writing utensils (pencils, crayons, markers); paper (copy, chart, and writing); a **DRA Kit**; and access to copy machines and printers. Should the **School** elect not to provide **Guided Reading Books** for students, **School** will choose to either rent **Guided Reading Book** sets from **Springboard** or to print books from online sources provided by **Springboard**. Should **School** elect not to provide a **DRA Kit, School** will seek written approval from **Springboard** for alternate testing kit (Teachers College, F&P, DRA 1, IRA), or will elect to rent a **DRA Kit** from **Springboard**. Payment Terms and Costs for **Guided Reading Books** and **DRA Kit** rental are specified in Appendix A.

    4.6.2. **School** will provide a projector in every classroom during the **Springboard Program**.

    4.6.3. **School** will provide every teacher with access to a computer, which it may use at its discretion throughout the summer, including removing the computer from **School** premises. School will provide Internet access on premises.

    4.6.4. Other requests by **Springboard** will be within the discretion of **School**.

5. **Payment Terms and Costs.** The Payment Terms and Costs are specified in Schedule A1 and Schedule A2.

6. **License of Materials.** **Springboard** grants to **School** a non-exclusive, non-transferrable license to use the **Program Materials** for **School** or its personnel until the final day of the **Springboard Program**, including any materials provided in electronic form or computer-readable form, for use only in connection with the **Springboard Program** up to and until such time as **Springboard** decides otherwise. All **Springboard** materials used by **School** shall contain the **Springboard** name and copyright.

7. **Intellectual Property.**

    7.1. Copyright. **Springboard** reserves copyright in all written and electronic materials delivered and developed by **Springboard** pursuant to this **MOU**, including materials developed by **Springboard** with input from **School** staff. These materials include, but are not limited to, curricula, lesson plans and instructional material developed by **Springboard** and modified by **School** staff for the purposes of the **Springboard**

Program. These items may not be copied or otherwise reproduced (including through electronic media) without the express written permission of **Springboard**.

7.2. Restrictions. In no event shall **School** use or permit others to use the **Program Materials** other than as permitted by **Springboard**. In no event may the **Program Materials** be sublicensed, modified, sold or transferred except as agreed by **Springboard**.

7.3. Trademark and Trade Name. This **MOU** does not give **School** any ownership rights or interest in **Springboard's** trade name or trademarks.

8. **Independent Contractors.** The employees of one party will not be considered employees of the other party within the meaning of any federal, state or local laws or regulations including, but not limited to, laws or regulations covering unemployment insurance, old age benefits, workers' compensation, labor or taxes of any kind nor within the meaning or application of the other party's employee fringe benefit programs for purposes of vacations, holidays, pension, group life insurance, accidental death and medical benefits. **School's** employees who perform the obligations of **School** hereunder shall be under the employment and ultimate control, management and supervision of **School**. **Springboard's** employees who perform the obligations of **Springboard** shall be under the employment and ultimate control, management and supervision of **Springboard**. Nothing herein shall be construed to imply that **School** and **Springboard** are in a joint venture, partnership or principal-agent relationship, and neither party shall have the right, power or authority to obligate or bind the other in any manner whatsoever, except as otherwise agreed to in writing.

9. **Entire Understanding.** This **MOU** constitutes the entire and sole understanding between the parties with respect to the subject matter hereof and supersedes any prior written agreements and any prior, contemporaneous or subsequent oral understanding, with respect to the subject matter hereof.

10. **Modification, Amendment or Addenda.** There shall be no modifications, amendments, or addenda of this **MOU**, except in writing and signed by the duly authorized representatives of both parties.

11. **Conflict.** In the event of any conflict, ambiguity or inconsistency between this **MOU** and any other document, which may be annexed hereto, the terms of this **MOU** shall govern.

12. **Notices.**

FOR SCHOOL:

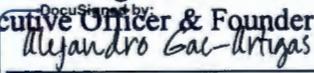School/Network leader: Julie McCalmont
Signature:

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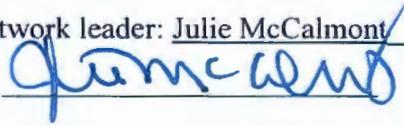
School name(s): <u>Acorn, Allendale, Brookfield, Fruitvale, Howard, Hoover, Piedmont</u>

<u>Elementary Schools, and Reach Academy</u>.

Address: <u>1000 Broadway, Suite 150</u>

<u>Oakland, CA 94607</u>

Phone: <u>(510) 879-2700</u>

Email: <u>julie.mccalmont@ousd.org</u>

FOR SPRINGBOARD:

Alejandro Gac-Artigas
Chief Executive Officer & Founder
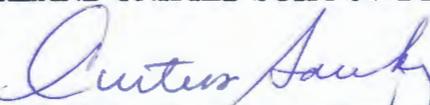Signature: *Alejandro Gac-Artigas*
2793432707D0428...
Springboard Collaborative
1701 Walnut St., 7th floor
Philadelphia, PA 19103
Phone: (908) 902-7833
Email: a.gacartigas@springboardcollaborative.org

13. **Limitations on Liability.** In no event shall either party be liable to the other party under this **MOU** or to any third party for special, consequential, incidental, punitive or indirect damages, irrespective of whether such claims for damages are founded in contract, tort, warranty, operation of law, or otherwise, or whether claims for such liability arise out of the performance or non-performance by such party hereunder.
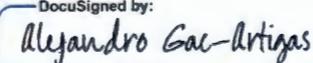
14. **Governing Law.** This **MOU** shall be construed to be made and interpreted under the laws of the Pennsylvania.

IN WITNESS WHEREOF, the parties, by their duly authorized representatives, have caused this **MOU** to be executed.

OAKLAND UNIFIED SCHOOL DISTRICT

By: _____

_____
Date

Curtiss Sarikey, Deputy Chief
Community Schools & Student Services Dept.

SPRINGBOARD COLLABORATIVE

DocuSigned by:
Alejandro Gac-Artigas
By: _____
2793432707D0428...
Alejandro Gac-Artigas
Chief Executive Officer & Founder
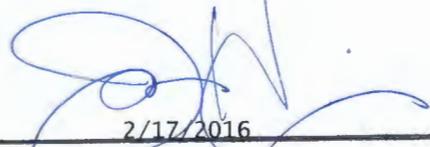
2/17/2016
James Harris _____
President, Board of Education *Date*

Antwan Wilson
Secretary, Board of Education

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OUSD or the District verifies that the Contractor does not appear on the Excluded Parties List at https://www.sam.gov/.

SCHEDULE A.1:

PAYMENT AND TERM OF SERVICE CONDITIONS

The following terms shall apply to **The Oakland Unified School District** ("**School**") and **Springboard Collaborative** ("**Springboard**"):

A.   **TERM:** This section shall encompass the all definitions in the foregoing Memorandum of Understanding ("**MOU**") and the following:

   A. 1. The MOU shall commence on the later date it is signed by both the **School** leader and **Springboard** (the "**Execution Date**") and shall expire August 31, 2016. Both parties may agree to extend the term of the **MOU.**

   A. 2. School and teachers will lose access and permission to access **Professional Development Materials** and **Program Materials** on the final day of the **Springboard Program**.

   A. 3. Springboard will retain the right to collect educational and demographic data from **School** through the expiration of this **MOU.**

B.   **SCHOOL REGISTRATION INFORMATION:**

   B.1. Expected Enrollment: __960__ students
   B.2. Total Number of Classes: ___64__ classes
   B.3. Fee per Student: \$_300_
   B.4 Guided Reading Books (check one):
      _____ **School** provides
      _____ **School** elects to print from **Springboard** online sources
      _____ **School** elects to rent from **Springboard** at \$10 per student
   B.5 DRA Kit (check one):
      _____ **School** provides DRA kit (or agreed upon alternative)
      _____ **School** elects to rent one (1) **DRA Kit** at \$100 per site

C.   **DEFINITIONS:** This section shall encompass all definitions in the **MOU**, as follows:

   C.1. Average Class Size means **Expected Enrollment** divided by **Total Number of Classes**. This number shall not exceed 15.

   C.2. Expected Enrollment means the number of students projected to register in **Springboard Program** as determined by the parties, as specified in Section B.1 of this Schedule A.

   C.3. Extra Enrollment means students in excess of **Expected Enrollment** that attend twenty-five percent (25%) or more of the **Springboard Program** as determined by **Springboard**.

D.   COSTS.

D.1. Itemized School Costs.   In support of the **Springboard Program**, **School** shall pay each teacher:

D.1.1. Hourly Wage for daily programming totaling no less than 20 hours per week over a five-week period;

D.1.2. Hourly Wage for Pre-Programming Professional Development Sessions totaling 10 hours of PD;

D.1.3. Hourly Wage for one-hour weekly Coaching Sessions; and

D.1.4. Hourly Wage for home visits and assessments totaling 25 hours.

D.1.4. Guided Reading Book Rental Fee rate charged for books provided for the course of the program by **Springboard** to **School** per each **Expected Enrollment.**

D.1.5 DRA Kit Rental Fee rate charged per **DRA Kit** provided for the course of the program by **Springboard** to **School.**

D.2. Generalized School Cost. In support of the **Springboard Program**, **School** shall pay the **Total Payment Amount**, as follows:

D.2.1. Total Payment Amount means **Expected Enrollment** multiplied by **Fee per Student.**

D.2.2 Payment of the **Partnership Fee** is required for **School** to gain access to the **Springboard** products and services described in the **MOU**. The **Partnership Fee** shall be delivered to **Springboard** (i) in person delivery, overnight courier or U.S. Priority Mail via certified check, or (ii) via online payment (if available).

D.2.4 Consequences of Delinquent Payment of Partnership Fee

D.2.4.1 If **School's** payment is more than fifteen (15) days late, **School** will be deemed to be in default **(Default).**

D.2.4.2 If in Default, **School** shall pay an additional fee as specified in Section E.2.4 of this Schedule A.1.

D.2.4.3 If **School** is in Default, **Springboard** may terminate this **MOU** immediately.

D.2.4.4 In the event of termination as a result of Default, **School** must return any materials or resources received from **Springboard,** upon demand.

D.2.2.5 In the event of termination as a result of Default, **School** must assume full responsibility for lost wages to **Site-Manager**, teachers, and operations interns.

E.   PAYMENTS.

E.1. Invoices. Except as otherwise provided herein, **Springboard** will send **School** an invoice for each payment designating the payment due date.
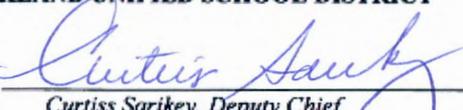
E.2. Payments. School shall pay **Springboard** two installment(s) as follows (other payments will be addressed in a separate Schedule A.I):

E.2.1. School shall pay **First Payment** (50% of **Total Payment Amount**) upon conclusion of the first week of **Springboard Program**. The invoice will be dated July 1, 2016.

E.2.1. School shall pay **Second Payment** (40% of **Total Payment Amount**) upon the last calendar day of instruction of **Springboard Program**. The invoice will be dated last calendar day of instruction (2016).

E.2.3   Default and Late Payment. If School is in Default, it will pay penalty charges of two percent (2%) per month for every thirty (30) days past the original date of invoice.

OAKLAND UNIFIED SCHOOL DISTRICT

By: _____

_____
Date

Curtiss Sarikey, Deputy Chief
Community Schools & Student Services Dept.

SPRINGBOARD COLLABORATIVE

DocuSigned by:

By: _____

2/17/2016
_____
Date

Alejandro Gac-Artigas
Chief Executive Officer & Founder

James Harris
President, Board of Education

OUSD or the District verifies that
the Contractor does not appear on
the Excluded Parties List at
https://www.sam.gov/

Antwan Wilson
Secretary, Board of Education

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SCHEDULE A.2:

PAYMENT AND TERM OF SERVICE CONDITIONS

The following terms shall apply to **The Oakland Unified School District** ("School") and **Springboard Collaborative ("Springboard")**:

A. **TERM:** This section shall encompass the all definitions in the foregoing Memorandum of Understanding ("**MOU**") and the following:

   A. 1. The MOU shall commence on the later date it is signed by both the **School** leader and **Springboard** (the "**Execution Date**") and shall expire August 31, 2016. Both parties may agree to extend the term of the **MOU.**

   A. 2. School and teachers will lose access and permission to access **Professional Development Materials** and **Program Materials** on the final day of the **Springboard Program**.

   A. 3. Springboard will retain the right to collect educational and demographic data from **School** through the expiration of this **MOU**.

B. **SCHOOL REGISTRATION INFORMATION:**

   B.1. Expected Enrollment: ___960___ students
   B.2. Total Number of Classes: ___64___ classes
   B.3. Fee per Student: $_300_
   B.4 Guided Reading Books (check one):
   _____ **School** provides
   _____ **School** elects to print from **Springboard** online sources
   _____ **School** elects to rent from **Springboard** at $10 per student
   B.5 DRA Kit (check one):
   _____ **School** provides DRA kit (or agreed upon alternative)
   _____ **School** elects to rent one (1) **DRA Kit** at $100 per site

C. **DEFINITIONS:** This section shall encompass all definitions in the **MOU**, as follows:

   C.1. Average Class Size means **Expected Enrollment** divided by **Total Number of Classes**. This number shall not exceed 15.

   C.2. Expected Enrollment means the number of students projected to register in **Springboard Program** as determined by the parties, as specified in Section B.1 of this Schedule A.2.

D. COSTS.

> **D.1. Itemized School Costs.** In support of the **Springboard Program**, **School** shall pay each teacher:
>
>> **D.1.1. Hourly Wage** for daily programming totaling no less than 20 hours per week over a five-week period;
>>
>> **D.1.2. Hourly Wage** for Pre-Programming Professional Development Sessions totaling 10 hours of PD;
>>
>> **D.1.3. Hourly Wage** for one-hour weekly Coaching Sessions; and
>>
>> **D.1.4. Hourly Wage** for home visits and assessments totaling 25 hours.
>>
>> **D.1.4. Guided Reading Book Rental Fee** rate charged for books provided for the course of the program by **Springboard** to **School** per each **Expected Enrollment.**
>>
>> **D.1.5 DRA Kit Rental Fee** rate charged per **DRA Kit** provided for the course of the program by **Springboard** to **School.**
>
> **D.2. Generalized School Cost.** In support of the **Springboard Program**, **School** shall pay the **Total Payment Amount**, as follows:
>
>> **D.2.1. Total Payment Amount** means **Expected Enrollment** multiplied by **Fee Per Student** plus **Guided Reading Book Rental Fee** (if any) plus **DRA Kit Rental Fee** (if any).
>>
>> **D.2.2** Payment of the **Partnership Fee** is required for **School** to gain access to the **Springboard** products and services described in the **MOU**. The **Partnership Fee** shall be delivered to **Springboard** (i) in person delivery, overnight courier or U.S. Priority Mail via certified check, or (ii) via online payment (if available).
>>
>> **D.2.4 Consequences of Delinquent Payment of Partnership Fee**
>>
>>> **D.2.4.1** If **School's** payment is more than fifteen (15) days late, **School** will be deemed to be in default **(Default).**
>>>
>>> **D.2.4.2** If in Default, **School** shall pay an additional fee as specified in Section E.2.4 of this Schedule A.2.
>>>
>>> **D.2.4.3** If **School** is in Default, **Springboard** may terminate this **MOU** immediately.

D.2.4.4 In the event of termination as a result of Default, **School** must return any materials or resources received from **Springboard,** upon demand**.**

D.2.2.5 In the event of termination as a result of Default, **School** must assume full responsibility for lost wages to **Site-Manager**, teachers, and operations interns.

E.   **PAYMENTS.**

E.1. Invoices. Except as otherwise provided herein, **Springboard** will send **School** an invoice for each payment designating the payment due date.
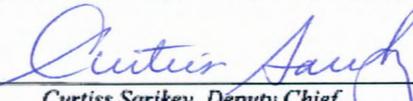
E.2. Payments. School shall pay **Springboard** one installment as follows (other payments will be addressed in a follow-on Schedule):

E.2.1. Upon execution of the **MOU**, **School** shall pay **First Payment** (10% of **Total Payment Amount**) to **Springboard**, which is non-refundable. The invoice will be dated day of execution of **MOU**.

E.2.2   Default and Late Payment. If **School** is in Default, it will pay penalty charges of two percent (2%) per month for every thirty (30) days past the original date of invoice.

OAKLAND UNIFIED SCHOOL DISTRICT

By: _____
_____ Date
Curtiss Sarikey, Deputy Chief
Community Schools & Student Services Dept.

SPRINGBOARD COLLABORATIVE

DocuSigned by:

2/17/2016

By: Alejandro Gac-Artigas
_____ Date
Alejandro Gac-Artigas
Chief Executive Officer & Founder

_____
James Harris
President, Board of Education

OUSD or the District verifies that
the Contractor does not appear on
the Excluded Parties List at
https://www.sam.gov/

_____
Antwan Wilson
Secretary, Board of Education

3

springboard
COLLABORATIVE
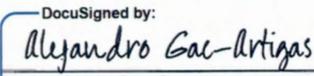
OUSD Scope and Qualifications

Submitted by: Springboard Collaborative
1701 Walnut St, 7th Floor
Philadelphia, PA 19103

For:

Julie McCalmont
Coordinator | Summer Learning Programs
Oakland Unified School District
1000 Broadway, Suite 150
Oakland, CA 94607

Table of Contents

Preamble
Springboard Collaborative would be honored to bring our Springboard Summer Program to the Oakland Unified School District; we firmly believe that our program would successfully meet the needs and priorities of all stakeholders.

The Springboard Summer Program Overview
Our primary offering is an intensive, five-week summer literacy program for Pre-K through 3rd grade students and their families. Our program places children based on reading levels assessed at the beginning of programming (and not actual grade level). In each of our school partners, we train their existing teachers to implement the program. The program consists of the following components:

- Home visits: Before programming, teachers visit the homes of their 15 students to build parent buy-in and lay the foundation for a strong partnership.
- Instruction: Teachers conduct daily, half-day literacy instruction with students grouped by reading level rather than grade level. (The second half day requirement of the summer in the Big Lift will be addressed later in this proposal.)
- Family workshops: Teachers lead weekly workshops that train parents on how to pick a book on their child's reading level and what to do before, during, and after reading.
- Coaching: Springboard hires a Site Manager at every school, typically from within. The Site Manager leads differentiated groups of teachers through a 5-week coaching cycle to ensure that every classroom reaches the finish line while teachers improve their practice.
- Learning Bonuses: Contingent on parent attendance and commensurate with student reading growth, Springboard distributes educational incentives—including books and tablets—during a capstone celebration. Students also present the memoirs they wrote as part of Springboard's curriculum.

All of Springboard's offerings take a unique insourcing approach, and Summer is no exception. We transform school communities from within by helping them get more from the people and assets they already have. Springboard trains schools' existing teachers to collaborate with their existing parents using their existing budgets. This approach builds lasting internal capacity by developing teachers as instructors, parents as partners, Site Managers as leaders, and children as readers.

The Springboard Program Results
Since launch in 2011, Springboard has grown its reach from 42 to 1,970 students. (See Illustration A: Springboard's Growth. All illustrations are at the end of this document.)

Springboard is as much a coaching experience for teachers as it is a leadership development experience for Site Managers as it is a literacy training experience for parents as it is an academic intervention for students. These dimensions come together to build lasting, internal capacity that pays dividends long after the summer. Our model is designed to combine the staff development of a do-it-yourself model; with the savings of an all-inclusive package; with the convenience of a dedicated implementation team; and with the value of Springboard's expertise.

Student Results
Though we track a great many indicators, student reading growth is the primary metric through which we assess our success. For our K-3 scholars, we use the Developmental Reading Assessment (DRA) to quantify reading growth as "months of academic progress." The assessment is administered by teachers

at the beginning and conclusion of programming, and tracked collaboratively with Site Managers. Thereafter, the DRA is used to monitor student trajectories between summers and over years of re-enrollment. We also have a separate, similar proprietary assessment and system for Pre K students.

Throughout programming we leverage our data system to track weekly reading progress, student attendance, parent attendance, daily parent-teacher communication, minutes read nightly, teacher proficiency, and total reading growth.

In terms of specific and recent results, daily attendance for the five week program last summer across all 21 sites averaged 88%. Concurrently, our scholars replaced what could have been a 3-month reading loss with a 3.3-month reading *gain*, lifting their literacy trajectories by more than 6 months (See Illustration B: Student Gains.)

Parent Results

We track weekly parent attendance at family workshops during programming. Year-after-year, average attendance exceeds 90%. We also track usage of Springboard's parent-teacher communication tool; weekly family goal-setting for reading time (both "together" family reading time and "independent" student reading time); minutes read nightly; books downloaded through the RAZ-kids online platform; and changes in parents mindsets and skillsets through baseline and exit surveys. Finally, we also track changes in parents' confidence in their own ability to read.

Last summer, with 94% of parents attending weekly training workshops, Springboard's low-income families across the country proved themselves enthusiastic and effective literacy coaches. Springboard trains parents to ask questions before, during, and after reading with their children. Through 5 weeks of coaching and practice, we turn those effective coaching behaviors into lasting habits (See Illustration C: Parent Reading Results.)

Teacher and Site Manager Results

We measure teacher professional growth through parent surveys and teacher observations. This data is coupled with teachers' self-assessments and reflections. We assess teachers' ability to accurately track student reading progress by comparing teachers' weekly reports with students' end-of-program outcomes. Additional information about teachers' ability to engage families is assessed through workshop observations, family attendance, parent feedback, and usage of the parent-teacher communication tool.

We develop schools' existing staffs through a 5-week coaching cycle for teachers and a leadership development program for Site Managers. This creates an organic pipeline from teacher to manager to school leader. 75% of 2012 Site Managers (SMs) and 50% of 2013 SMs have successfully attained school leadership roles.

Springboard builds lasting, internal capacity by developing teachers as instructors, parents as partners, Site Managers as leaders, and children as readers.

The Springboard Summer Program Structure and Scope of Work

A "typical" Springboard Site is a school with 8 classrooms of 15 students. Each class is instructed by a teacher; the teacher also conducts weekly parent/child workshops. Classes are leveled and demarcated as Level Pre K or Level A-D (A-D roughly correspond to K-3rd grade readers). The teachers are supported

by a Site Manager and an Operations Lead on Site. The Site is supported by a Cluster Manager that travels between 4 Sites. Cluster Managers are led by Regional and Executive Management. The entire program shares a proprietary common database called SLiNKY (Summer Learning Information Key). This central platform is accessible via portal logon and houses all required lesson plans, and all assessment and daily attendance/ performance data.

At its core, the Springboard Summer Program is a five week long, half-day of literacy instruction for Pre K - 3rd grade readers. In practice, however, the program takes months to prepare for and 7-8 weeks for seasonal staff to fully execute.

Program-wide Calendar/Organizational Chart

Illustration D: Summer Calendar is a rough timeline for the major parts of the Summer Session following contract award. Illustration E provides an overview of the national organization of Springboard. Illustration F is an organizational chart representative of both a Cluster and a Site (a regional view). These positions are filled by seasonal /regional staff.

Below is a breakout narrative of Pre-Programming, During Programming and Post-Programming activities.

Pre-Programming Activities

- Staffing/Recruiting/Hiring: Immediately after contract award, the process of hiring staff begins. Due to Springboard's unique staffing model, the hiring process is highly collaborative between Sites/Districts and Springboard proper. Cluster Managers are hired immediately by Springboard, paid centrally by Springboard and are brought onboard in the April timeframe wherever possible. In some cases a seasonal Regional Program Manager may also be hired, also by Springboard. The following Site specific staff are listed in rough chronological order according to when hiring occurs:
  - Enrollment Coordinator: In the winter or very early in spring, an Enrollment Coordinator is identified and hired for each Site. This is usually done in collaboration with the school administrators and Springboard's Regional Program Managers and is normally a person within the school who is familiar with the school's families and school culture. They are trained on the SLiNKY system, provided materials for enrollment/recruiting, and are compensated by Springboard to hit enrollment targets mutually agreed upon by the school/district and Springboard.
  - Site Managers: the Site Manager is also typically and preferably hired from within the school and is usually a teacher or junior administrator who would like to gain management experience. Candidates are typically identified and recommended by school administrators, and are then interviewed by Springboard. One Site Manager per Site is chosen by Springboard's Regional Program Director/Manager and the Staff Development team at Springboard. The Site Manager is compensated by Springboard.
  - Teachers: teachers are typically and preferably hired from existing teachers within the school. They are usually identified and recommended by school administrators. They are then interviewed and chosen by Springboard's Regional Program Directors and the Staff Development team at Springboard. Teachers are either paid by Springboard or by the school depending on contractual agreement.
  - Operations Lead: for Sites larger than 105 students, an Operations Lead is assigned. Operations Leads are generally hired centrally by Springboard and assigned a

Site. Should the Site have a candidate, this preference is also taken into consideration. Operations Leads are paid by Springboard.

- **Pre-programming School Admin and Springboard Meetings:** Springboard conducts a series of meetings with School Admin in advance of programming. These meetings are coordinated between Springboard Program Directors and School admin/leadership. They occur in the late winter and early spring timeframe.
- **Professional Development/Training:**
  - **Site Managers and Operations Leads:** Site Managers and Operations Leads are on-boarded with two to three training sessions that are centrally run by Springboard year-round personnel. Technical training for SLiNKY is also part of this schedule.
  - **Teachers:** Prior to programming, teachers participate in two centralized PD sessions to prepare for implementation. Every teacher participates in sessions on early balanced literacy curriculum and instruction, assessment to drive instruction, cultural sensitivity and language accommodations, and family workshop facilitation. Technical training for SLiNKY is also part of this schedule. Teachers also participate in a third, school-specific PD let by their Site Manager at their site. Additional professional development sessions are provided by the Site Manager and Cluster Manager based on particular needs of teachers at each school. During programming, every teacher receives weekly individualized professional development through the Springboard Coaching cycle.
- **Home visits:** Before program kick-off, teachers visit the homes of their 15 students to build parent buy-in and lay the foundation for a strong partnership. All parties sign a contract during the visit, affirming their commitments to each other. Pay for the home-visits is either supported by the school itself or by Springboard depending on prior contractual agreement.
- **Assessment:** Springboard teachers administer assessments prior to programming to determine students' current reading level. These levels are derived from the Developmental Reading Assessment and serve as the basis for students' individualized learning goals and differentiated Student Action Plans.

During Programming Activities

- **Instruction:** Teachers conduct daily, half-day literacy instruction with students grouped by reading level rather than grade level. The program day typically runs from 8:30 a.m. to 12:30 p.m., including all components of balanced literacy instruction (Word Study, Read Aloud, Shared Reading, Guided Reading, Independent Reading, and Writing) as well as meals (schools provide these through their regular meal service). Teachers are guided by Springboard's student curriculum, available to them on our online portal, SLiNKY. Teachers complete a detailed Student Action Plan for struggling readers, identifying barriers to progress and designing aligned interventions for the classroom and the home. The curriculum includes a wide-variety of hands-on literacy centers with a high level of student accountability and a 45-minute "Writing" block during which students craft their own personal memoirs and prepare for presentations during the Learning Bonus Celebration.
- **Family workshops:** Teachers lead weekly workshops that train parents on how to pick a book on their child's reading level and how to ask questions before, during, and after reading. This empowers families to drive reading progress at home. Teachers are guided by Springboard's parent training curriculum, also available to them online and through weekly dial-in Webinars. Workshops are typically offered once a week, at the same time at every Site in a Cluster. Wednesday mornings at drop-off has historically been the standard time for these. Parents who are unable to make this time are able to attend a weekly make-up workshop. Those unable to

make this can arrange one on one workshops with their Site Manager or Operations Lead. 94% of parents historically have been able to make all 5 workshops.

- Coaching: Springboard Site Managers lead differentiated groups of teachers through a 5-week coaching cycle that helps teachers improve their instructional capacity while ensuring consistent quality across classrooms. The coaching cycle features weekly one-on-one meetings (during which Site Managers and teachers complete action plans and set professional development goals) and daily real-time coaching (during which Site Managers and teachers execute the plan). The coaching cycle provides an opportunity for Site Managers and Cluster Managers to provide individualized professional development to all Springboard Teachers.
- End-Programming Assessment: Teachers re-administer the assessment during the last week of programming in order to accurately measure each student's particular reading growth. Students' independent reading level scores at the beginning of the program, independent reading level scores at the end of the program, and their months of reading growth are reported to families and schools.
- Assessment audit: Assessments are audited centrally within each region, to confirm fidelity across teachers, Sites and Clusters.
- Learning Bonus Celebration: Contingent on parent attendance and commensurate with student reading growth, Springboard distributes educational incentives during a capstone celebration. Students also present the memoirs they wrote as part of Springboard's curriculum. All eligible students take home 4 books to add to their home libraries. Students that reach their ambitious growth goal also receive a backpack full of school supplies. Students that exceed the goal receive an additional tablet computer loaded with literacy content.

Post-Programming Activities
- Program Wrap-up: Cluster Managers, Site Managers and Operations Leads have varied wrap-up activities in the week following program end. This includes debriefs, reflections, and some warehouse work.
- Media Kit: Springboard supplies a media kit following programming that includes site specific and cluster specific results, slide decks, photographs, and messaging that has been useful to school networks in communicating about Springboard both internally and externally (i.e.: pursuing grants).
- Exit Report: Springboard supplies results at child, school, and district level in .xls, .csv or in any format required. Springboard will also conduct in-person debrief with school district leadership.

Program Site-Specific Schedule/Calendar Daily/Weekly Schedule
- Dosage During the Instruction Day: As previously stated, the Springboard summer is a half-day of instruction. Illustration G shows the recommended break-out of the day. Site Managers and Teachers are provided this by way of a guideline, but it is not mandated to break the day out exactly in this manner. Similarly, lesson plans are provided for every Level (Pre K, A-D) for each day of the 25 days of instruction. These lesson plans include details on every component of the recommended lesson, with the exception of the Guided Reading portion of the plan. Teachers are asked to plan this in the SLiNKY system and get approval on these plans from their Site Managers. Teachers are provided a storybook for each day of instruction, and are also provided a writing curriculum to follow.
- After the Instruction Day: There is a regular cycle of meetings that are held with various stakeholders throughout the week after hours. This assures that Teachers are meeting weekly with Site Managers; Site Managers are observing classrooms weekly; Site Managers and Ops Leads

are meeting weekly with one another; Site Managers and Ops Leads are meeting with Cluster Managers, etc. Meetings occur at various places throughout the region and cluster, allowing staff members to interact with one another off-site and also allowing staff to see a the program implemented in a variety of different conditions.

The Springboard Summer Program Pedagogy

Springboard's pedagogy is rooted in a collaborative team comprised of the scholars, parents, and teacher all working together towards the child's reading growth. Key pedagogical components include: 1) increased time spent reading at home and at school; 2) balancing independent reading with adult-supported reading at home and at school; 3) reliable assessments used to drive planning and instruction; 4) questions asked before, during, and after reading (Illustration H). These pedagogical components are directly aligned to the Common Core and to California's Preschool Learning Foundations

The fundamental task of Springboard's parent-teacher-child team is to help the scholar increase time spent reading. Prior to the start of the summer, Springboard's Family Information Session includes strategies to increase children's reading stamina. Springboard teachers visit each scholar's family at their homes, helping them learn to use a reading app with hundreds of accessible books and planning together for increased time spent reading at home. During the program, daily guides for the instructional block are wholly dedicated to reading and writing, with a full sixty minutes set aside just for independent and guided reading. During family workshops, children and families set personal goals for time spent reading at home. Twenty minutes of each family workshop are set aside for reading time. The entire program is based on a culture of reading so that Springboard scholars increase time spent reading at school and at home.

The time spent reading is balanced: children must read together and alone. At home this means that children are "being brave" and increasing their stamina during "alone reading." During "together reading" at home, family members come alongside their young scholars to ask them questions and to guide the child's reading. This emulates Springboard's balanced literacy classroom, where teachers scaffold instruction. They read to children during interactive read-alouds (20 minutes per day). They read with children during shared reading (20 min./day) and guided reading (three groups of 20 min./day). They ask children to read alone during independent reading (40 min./day). In addition to this, every Springboard classroom employs a comprehensive approach to literacy by dedicating a portion of the morning to explicit phonics instruction (20 minutes per day) and to our writing workshop unit based on memoirs (45 min./day).

Springboard Scholars participate in differentiated small group lessons every day during programming. Springboard provides teachers with an exhaustive list of appropriate reading behaviors at every level so that teachers can precisely target particular behaviors for each reading group. Teachers also develop individually differentiated Student Action Plans for each child. The plans for both small reading/pre-reading groups and Student Action Plans are based on individual student need and rooted in data. Springboard teachers are trained to administer assessments in order to serve the purpose of developing specific instructional plans for children. Teachers use the DRA for children who are already reading conventionally and Springboard's Reading Readiness Inventory to gauge preparedness of younger scholars. Teachers are also equipped to delve deeper into data with qualitative spelling inventories and sight word/Dolch lists. These data are used to set two goals: a performance goal, based on moving to the next reading level, and a learning goal, based on a reading behavior that the child needs to

internalize in order to progress. Every goal is particular to each child and designed to address the needs of diverse learners, including English language learners and struggling readers.

Springboard helps children develop long-lasting reading habits. We want children – even very young children - to be aware of their own learning and to hold themselves accountable for their growth. To keep this focus on personal growth, Springboard's mantra is, "Ask questions before, during, and after reading." All members of the collaborative team – child, parent, teacher – use this as the cornerstone of their work: Ask your child, your student, or yourself questions before, during, and after reading. An emphasis on self-coaching and goal-directed work helps children transform isolated reading strategies into solid skills and then life-long habits. Because the parent support is based on asking children questions, parents from all walks of life and all levels of English language literacy are able to use Springboard strategies to help their families. Site Managers conduct make-up workshops and teachers schedule home visits according to the availability of families, so that all working families have access to the Springboard community and the reading strategies they need to help their children progress.

Springboard's Unique Qualifications
Springboard's approach is unique in that it cultivates parent-teacher collaboration as an engine for school transformation. Springboard is also distinctive in that its model transforms schools from within. Rather than hiring and importing short-term instructors, Springboard helps school communities get more from the people and assets they already have.

Springboard also makes very deliberate supply chain decisions to maximize our impact on the community (both locally and globally), and to minimize the impact on the environment (Better World Books and American Reading Company for family books; iFoster for school supplies and computers/tablets, TS Designs for t-shirts, etc.)

Perhaps we are also most exceptional because of our results. The 'industry standard' for high quality summer learning programs is generating 2 months of reading progress. Last summer, Springboard generated an all-time high average reading gain of 3.3-months. Moreover, we did so at a significantly lower cost than our competitors. The Wallace Foundation found that "providing a summer learning program can cost between $1,109 and $2,801 per student per summer." Springboard's total cost per student per summer was under $1,000. Because parents are willing and able to teach their kids reading at home—without expecting to come on payroll—our model delivers big impact at a low cost. This enables us to charge a fee-for-service priced to make Springboard financially sustainable at scale.

Springboard's Team
The below are our full time year round staff. We also will supplement this staff with more than 400 additional seasonal employees. Each school site has a Site Manager and as many as eight teachers. A Cluster Manager is assigned to every four sites. Those schools with a critical enrollment of 105 students or more are also assigned an Operations Lead. Site Managers are hired by nomination and interview process conducted by Springboard and the school site itself. Teachers are hired and paid by the school sites directly. Cluster Managers and Operations Leads are hired by Springboard. Sample job descriptions for each of these roles are available upon request. The below is our full-time team:

Alejandro Gac-Artigas, CEO & Founder
a.gacartigas@springboardcollaborative.org
1-908-902-7833

When Alejandro Gac-Artigas was 7, his family immigrated to the US escaping political persecution and seeking educational opportunities. He published a memoir at 12 chronicling his challenges transitioning to life in America. After graduating from Harvard in 2009, he spent two years as a 1st grade teacher in Philadelphia. There he became frustrated that his students—and millions more in low-income communities—face chronic, summertime reading losses in elementary school that account for two-thirds of the achievement gap in high school. This is symptomatic of an even deeper problem: low-income parents have been excluded from the process of educating their kids.

Alejandro founded Springboard Collaborative in 2011 to close the reading achievement gap by coaching teachers, training family members, and incentivizing learning. Alejandro was since honored as 'one of the world's best emerging social innovators' by Echoing Green, a leading impact investor that selected 20 startups from 3,500 global applicants. He was also named one of Forbes Magazine's 30 Under 30 in 2014 and recognized as one of two national recipients of the Claneil Emerging Leaders Fund. Alejandro is an alumnus of Teach for America and McKinsey & Company. He holds a BA with high honors from Harvard University and an MS in Urban Education from the University of Pennsylvania.

Role:

As the CEO, Alejandro sets Springboard's vision and strategy. He focuses on sales (to schools) and development (with funders). He manages the leadership team directly and oversees the management of Springboard's 100+ seasonal employees.

Christina Houlahan, Chief Operating Officer/Chief Financial Officer
c.houlahan@springboardcollaborative.org
(484) 580-9243

A serial entrepreneur, Christina (Chrissy) Houlahan has spent much of her career growing and operating various businesses, both for-profit and non-profit. Highlights include serving as COO of AND1 Basketball for more than a decade and COO of the non-profit, B Lab. Additionally, over the span of her career, Chrissy was an officer in the US Air Force and an 11th grade chemistry teacher through Teach for America. She has a BS in Industrial Engineering from Stanford University and a Masters in Technology and Public Policy from MIT.

Building AND1 from an idea into a $250M global company gives Chrissy unparalleled operational and financial expertise. Raising a family and having spent time as a teacher gives Chrissy the rare ability to build operational and financial systems from the perspective of Springboard's end-users (teachers and parents).

Role:

As our COO/CFO, Chrissy builds the systems and processes necessary to successfully implement programming at scale. Her major tasks include data system development (managing consultants through an IT build), program operations (streamlining processes to order, inventory, and distribute materials), finance and human resources.

Aubrey White, Chief Strategy Officer
a.white@springboardcollaborative.org
1-215-817-3839

Shocked by stark disparities in educational opportunities, Aubrey decided to join the fight for educational equity while an undergraduate at Yale University. To alleviate her student debt burden so that she could work as a teacher, she transferred to Penn State and graduated with honors. Aubrey has spent the last 12 years honing her craft as an elementary school teacher, receiving her M.Ed. from Chestnut Hill College, and dedicating herself to professional development.

Aubrey was Springboard's first hire as an Instructional Lead in 2012. She quickly became indispensable, with her uncanny ability to combine instructional expertise with big picture awareness and entrepreneurial instincts. When it came time to hire a Chief Strategy Officer, Aubrey was a no-brainer.

Role:

As CSO, Aubrey oversees strategy, product and service and staff development. She writes our student and parent curricula, and sets protocols for teacher professional development.

Laura Banos, Analytics and Program Director
l.banos@springboardcollaborative.org
1-412-889-5322

Laura Banos hopes to help build equal educational opportunities for all children. In college, she could often be found tutoring at homework club or leading volunteer groups around the Bethlehem community. During her AmeriCorps VISTA service she focused on growing the capacity and sustainability of partnerships between Crawford Central School District and Allegheny College. She believes in the importance of community voice and that every person has a valuable story to tell. Laura earned a BA in Sociology/Anthropology from Lehigh University and a Masters in Public Administration from the University of Pennsylvania's Fels Institute of Government.

Role:

As Program Director for the Bay, Laura has her hands in everything that makes the Springboard machine hum in CA. She is charged with responsibilities ranging from hiring, onboarding and training all seasonal staff; to managing Program Managers in the region during the summer, to working with our partners' year round school and district staff. As Analytics Director, Laura is also responsible for making sure that the program maintains fidelity and efficacy as it is extended across to other national markets. Laura joined Springboard full time after having served both as an Operations Lead (2013) and then as a Regional Operations Director (2014).

Illustrations

Illustration A: Springboard's Growth

Illustration B: Student Reading Gains

Illustration C: Parent Reading Results
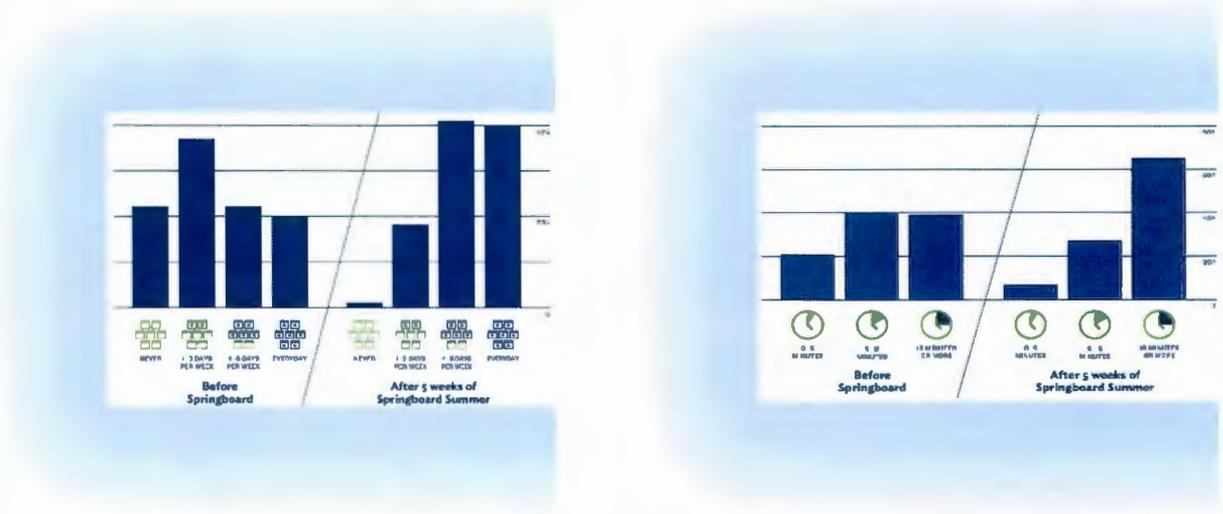
Illustration D: Summer Calendar

Illustration E: National Organizational Structure
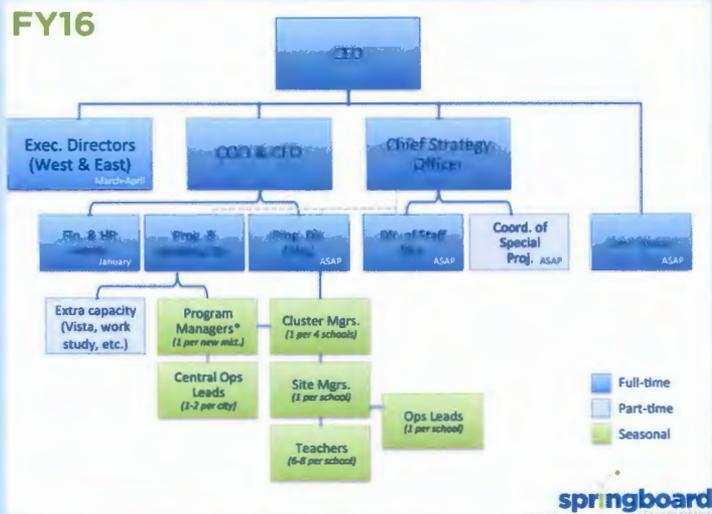
Illustration F: Cluster and Site (Regional) Organizational Structure
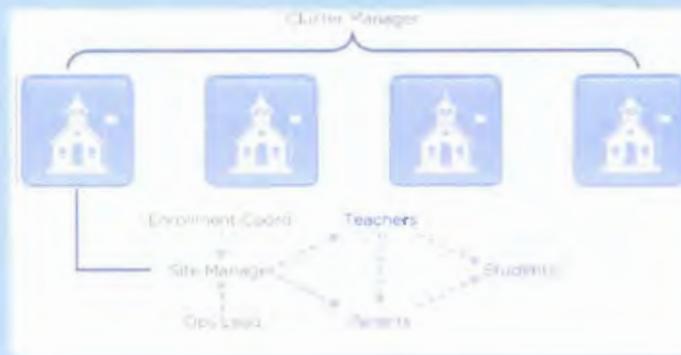
Illustration G: School Day Components

School Day Scheduling Components		
🟨	Breakfast	optional - typically added outside of the 3-hour instructional block
🟨	Lunch	optional - typically added outside of the 3-hour instructional block
🟥	Recess	optional - if it is added, times below must be adjusted
🟩	Morning Meeting	optional - suggested times below allow for a 15 minutes morning meeting
Balanced Literacy Scheduling Components		
🟩	Reading to Children: Interactive Read Aloud	20 minutes
🟦	Reading with Children: Shared Reading	20 minutes
🟦	Reading with and by Children: Guided Reading with literacy centers & Independent Reading	60 minutes (3 rotating groups; 20 minutes a group)
🟦	Word Work/Direct Phonics Instruction	20 minutes
🟩	Project Time: Memoir Writing Unit	45 minutes

Illustration H: Before, During and After

ask ?'s

BEFORE   DURING   AFTER

ACORD™ CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
1/19/2016

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	CONTACT NAME: Yvonne Kauffman		
BB&T - The Addis Group 2500 Renaissance Blvd Suite100 King Of Prussia, PA 19406-2639 610 279-8550	PHONE (A/C, No, Ext): 610-233-4824		FAX (A/C, No): 610 279 8543
	E-MAIL ADDRESS:		
	INSURER(S) AFFORDING COVERAGE		NAIC #
	INSURER A : Philadelphia Indemnity Ins		18058
INSURED SpringBoard Collaborative Christina Houlahan Two Penn Center, 1500 JFK Blvd, Ste 1315 Philadelphia, PA 19110	INSURER B : Trumball Insurance Company		27120
	INSURER C :		
	INSURER D :		
	INSURER E :		
	INSURER F :		

COVERAGES   **CERTIFICATE NUMBER:**   **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	X COMMERCIAL GENERAL LIABILITY	X	X	PHPK1312970	05/13/2015	05/13/2016	EACH OCCURRENCE	$1,000,000
	☐ CLAIMS-MADE X OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence)	$100,000
							MED EXP (Any one person)	$5,000
							PERSONAL & ADV INJURY	$1,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$2,000,000
	POLICY ☐ PRO-JECT ☐ LOC						PRODUCTS - COMP/OP AGG	$2,000,000
	OTHER:							$
A	AUTOMOBILE LIABILITY			PHPK1312970	05/13/2015	05/13/2016	COMBINED SINGLE LIMIT (Ea accident)	$1,000,000
	☐ ANY AUTO						BODILY INJURY (Per person)	$
	☐ ALL OWNED AUTOS ☐ SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	X HIRED AUTOS X NON-OWNED AUTOS						PROPERTY DAMAGE (Per accident)	$
								$
A	X UMBRELLA LIAB X OCCUR			PHUB494348	05/13/2015	05/13/2016	EACH OCCURRENCE	$1,000,000
	EXCESS LIAB ☐ CLAIMS-MADE						AGGREGATE	$1,000,000
	☐ DED X RETENTION $10,000							$
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y/N ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? N (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below		N/A	39WECBR4501	05/01/2015	05/01/2016	☐ PER STATUTE X OTH-ER	
							E.L. EACH ACCIDENT	$500,000
							E.L. DISEASE - EA EMPLOYEE	$500,000
							E.L. DISEASE - POLICY LIMIT	$500,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
Oakland Unified School District is listed as an additional insured where required by written contract per the business liability.

CERTIFICATE HOLDER	CANCELLATION
Oakland Unified School District Attn: Risk Management 900 High Street Oakland, CA 94601	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE *[signature]*

ACORD 25 (2014/01)   1 of 1   The ACORD name and logo are registered marks of ACORD
#S15464563/M15464132   YVKA

Christina Houlahan
COO/CFO
Springboard Collaborative
1701 Walnut St, 7th Floor
Philadelphia, PA 19103

November 20, 2015

Julie McCalmont
Renee McMearn
Coordinator | Summer Learning Programs
Oakland Unified School District
746 Grand Ave.
Oakland, CA 94610

Julie and Renee,

I certify that all Springboard summer staff members and volunteers have been
fingerprinted/background checked, and have TB test clearance for this current fiscal
year.

If you have any additional questions, please feel free to contact me with the below
information.

Sincerely,

DocuSigned by:

Christina Houlahan
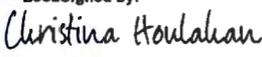
181931DE7DC845C...

Christina Houlahan | COO/CFO
(484) 580-9243 (c)
c.houlahan@springboardcollaborative.org

No Search Results

MEMORANDUM OF UNDERSTANDING
ROUTING FORM 2015-2016

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Basic Directions

Services cannot be provided until the MOU is fully approved and a Purchase Order has been issued.
1. Contractor and OUSD Administrator reach agreement about scope of work and compensation.
2. Contractor and OUSD Administrator agreed upon terms are reflected in the Memorandum of Understanding.
3. OUSD Administrator verifies contractor does not appear on the Excluded Parties List.
4. OUSD contract originator creates the requisition on IFAS.
5. Within 2 weeks of creating the requisition, the OUSD Administrator submits completed MOU packet to Legal for approval.

Agency Information

Agency Name	Springboard Collaborative			Agency's Contact Person	Alejandro Gac-Artigas
Street Address	1701 Walnut Street, 7th Floor			Title	Chief Executive Officer & Founder
City	Philadelphia			Telephone	(908) 902-7833
State	PA	Zip Code	19103	Email	a.gacartigas@springboardcollaborative.o
OUSD Vendor Number		I006909			
Attachments	▣Proof of general liability and workers' compensation insurance ▣Statement of qualifications ☐Program Planning Tool and Budget ▣Printout showing this vendor does not appear on the Excluded Parties List. (www.sam.gov/portal/public/Sam/)				

Compensation and Terms – *Must be within OUSD Billing Guidelines*

Anticipated Start Date	11/15/2015	Date work will end	08/31/2016	Total Contract Amount	$~~28,800.00~~ $288,000

Budget Information

Resource #	Resource Name	Org Key #	Object Code	Amount	Req. #
0007	One Time Funds-TK-5	9098504107	5825	$288,000 ~~$28,800.00~~ 05	R0163394
	Program		5825	$	
			5825	$	
			5825	$	

OUSD Contract Originator Information

Name of OUSD Contact	Julie McCalmont	Email	Julie.McCalmont @ousd.org
Telephone	(510) 879-2709	Fax	(510) 879-4605
Site/Dept. Name	922/Community Schools & Student Services Department	Enrollment Grades	through

Approval and Routing (in order of approval steps)

Services cannot be provided before the MOU is fully approved and a Purchase Order is issued. Signing this document affirms that to your knowledge services were not provided before a PO was issued.

■ OUSD Administrator verifies that this vendor does not appear on the Excluded Parties List (https://www.sam.gov)

Please sign under the appropriate column.	Approved	Denied – Reason	Date
1. Site Administrator	*[signature]*		
2. Oakland After School Programs Office			
3. Network Officer or Deputy Chief	*[signature] Curtis Sarik*		
4. Cabinet (CAO, CCO, CFO, CSO, Asst Sup)	*[signature]*		
5. Board of Education or Superintendent			
Procurement	Date Received		

THIS FORM IS NOT A CONTRACT