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File ID Number	15-0514
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Enactment Number	15-0556
Enactment Date	4/22/15



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Memo

To Board of Education
From Antwan Wilson, Superintendent

Board Meeting Date
(To be completed by Procurement) 4/22/15

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

Action Requested Approval of a Memorandum of Agreement between the Oakland Unified School District and Springboard Collaborative, Philadelphia, PA, to be primarily provided via the Community Schools and Student Services (CSSS) Department for the period of June 15, 2015 through July 28, 2015 at Acorn Woodland and Allendale Elementary Schools.

Background
A one paragraph explanation of why the consultant's services are needed. OUSD's 21st Century Community Learning Center grants for elementary and middle school sites include Supplemental Funding to support summer learning programs, operated in partnership between schools and community organizations. In order to fulfill the grant requirements, OUSD is contracting with existing after school lead agency partners to provide enhanced and increased summer services at schools that will operate Title 1 funded morning academic programs. Springboard Collaborative will provide an additional 3 hours of afternoon enrichment so students can participate in a full day, 6 hour program.

Discussion
One paragraph summary of the scope of work. Approval by the Board of Education of a Memorandum of Agreement between the District and Springboard Collaborative, Philadelphia, PA, a Non-Profit Organization, and the Memorandum of Agreement for the Specific School Site, for Acorn Woodland School and Allendale Elementary Schools, for Springboard Collaborative to provide, a carefully integrated, age appropriate, mix of art, science and outdoor activities for K-5, as described in the Scope of Work, incorporated herein by reference as though fully set forth, for the period of June 15, 2015 through July 28, 2015 at Acorn Woodland and Allendale Elementary Schools, via the Community Schools and Student Services Department at no cost to the District.

Recommendation Approval of a Memorandum of Agreement between Oakland Unified School District and Springboard Collaborative. Contractual services to be provided by the Community Schools and Student Services Department for the period of June 15, 2015 through July 28, 2015 at Acorn Woodland and Allendale Elementary Schools.

Fiscal Impact Funding resource name (please spell out): No Fiscal Impact.

Attachments

- Memorandum of Agreement
- Certificate of Insurance
- Summer Enrichment Program

**MEMORANDUM OF AGREEMENT BETWEEN A NON-PROFIT ORGANIZATION
AND OAKLAND UNIFIED SCHOOL DISTRICT**

I. Parties

The purpose of this Memorandum of Understanding (“MOU”) is to establish a relationship between Oakland Unified School District (“OUSD”) and Springboard Collaborative
[CONTRACTOR—name of your organization].

WHEREAS, the CONTRACTOR’s services or program described in this MOU will be provided at no cost to OUSD, the students, or the parents; and

BOTH PARTIES HEREBY enter into this MOU to enable CONTRACTOR to provide said services/program on school(s), site(s) (“Schools”) selected in Section II of the MOU.

II. Program Sites

Unless otherwise agreed to in writing by the parties, the School(s) governed by this agreement are the following:

1. ACORN Woodland Elementary School
2. Allendale Elementary School
3. _____
4. _____
5. _____

III. CONTRACTOR Responsibilities/Scope of Services

A. Provide a description of the services that your program will be providing OUSD. Please be specific by answering all of the following questions

1. A brief description of the type of services your program generally provides.

Springboard is a research-based, 5 week program that combines daily reading instruction for rising K-4 students, weekly workshop training for parents to teach reading at home, and an incentive structure _____ that awards educational resources to families in proportion to reading gains.

2. The relevant experience of the CONTRACTOR personnel that will be providing the services:

Since launch in 2011, Springboard has grown from serving 40+ to 1200+ students per summer. Summer 2015, we anticipate serving approximately 30 schools in 4 states, with as many as 2500 children. Our scholars have historically replaced a 3 month reading loss with a 3.3 month reading gain, lifting trajectories by more than 6 months on average.

3. Please check **all** of the expectations or goals below that are in agreement with your program’s services.

- Ensure a high quality instructional core
- Develop student’s social health/skills
- Develop student’s emotional health
- Develop student’s physical health
- Develop student’s cognitive and academic skills
- Create equitable opportunities for learning
- Ensure, maintain, or support high quality and effective instruction
- Prepare students for success in college and careers
- Help ensure, create, and/or sustain safe, healthy and supportive schools
- Create accountability for quality
- Help create full service community schools in OUSD
- Increase, raise graduation rates
- Other: Parent engagement and teacher professional development in Parent Engagement and data-driven instruction.

B. Ensure that all CONTRACTOR personnel, including subcontractors, will comply with any policy and systems in place at OUSD and School(s). This includes, but is not limited to the following:

1. **Drug and Smoke Free**—No drugs, alcohol, and/or smoking are allowed at any time in any buildings and/or grounds on OUSD property. No students, staff, visitors, CONTRACTORS, or subcontractors are to use drugs on these School(s).
2. **Anti-Discrimination**—It is the policy of OUSD that in connection with CONTRACTOR’s services in this MOU there shall be no discrimination

against any employee engaged in the work because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age. Therefore, the CONTRACTOR agrees to comply with applicable Federal and California laws.

3. **Conflict of Interest**—CONTRACTOR shall abide by and be subject to all applicable OUSD policies, regulations, statutes or other laws regarding conflict of interest. CONTRACTOR shall not hire any OUSD employee to perform the services in this MOU, and affirms that to the best of its knowledge no such conflict presently exists. CONTRACTOR agrees to alert OUSD in writing if and when a potential conflict does arise.
 4. **Family Education Rights and Privacy Act**—CONTRACTOR shall observe District policies and regulations, and state and federal laws, including the Family Education Rights and Privacy Act of 1974, commonly known as FERPA, related to the confidentiality of pupil and personnel records.
- C. **Required Documents**—Ensure that all CONTRACTOR personnel who will be on OUSD premises have been: (a) fingerprinted; (b) submitted to a criminal background check via Livescan or a similar service as required by the Education Code, and (c) taken a tuberculosis test. Please see **Section IV** for the relevant documentation that is required.
- D. **Insurance**—Provide evidence of general liability insurance that names OUSD as an additional insured, for operation students, volunteers, and personnel at location where CONTRACTOR provides programs/services with at least \$1M in coverage, and furnish certificate of said insurance to OUSD.

OR

1. **Waiver**—CONTRACTOR is not required to maintain insurance under this agreement if the Risk Management Officer signs a waiver of insurance. You may contact the Risk Management Officer at 510.879.1612. Waiver of insurance does not release CONTRACTOR from responsibility for any claim or demand.
- E. **Communication**—Communicate with School(s) and OUSD staff, both formally and informally, to ensure, to the best of the program's ability, that the CONTRACTOR'S services are aligned with the School(s) and OUSD's mission and objectives and are adequately meeting student's needs. At the request of School(s) or OUSD staff, provide reasonable data and information to students participating in the CONTRACTOR's program.
- F. **Confidentiality**—CONTRACTOR shall maintain strict confidentiality of all information about individual students received under this MOU and will not disseminate such

information without the express written consent of OUSD. CONTRACTOR will comply with FERPA, and will be allowed to use the data received to solicit funding to continue to expand its services/program, so long as there is no information from which the identity of any student in the CONTRACTOR's program as a participant could be made.

IV. Required Documents

CONTRACTOR CANNOT commence the services agreed to in this MOU until it has submitted the following documents:

A. Contractor (Individual):

- Completion of Pre-Consultant Screening Process—Attach a letter from Human Resources showing completion of Pre-Consultant Screening for this current fiscal year. This process will include a check of all of the following:
 - Fingerprinting—Attach documentation
 - Criminal Background Check—Attach documentation
 - Tuberculosis Clearance—Documentation from health care provider showing negative TB status within the last four years.

Contractor (Agency):

- Or, attach a letter from Agency/Community-Based Organization/Non-Profit Organization on agency letterhead verifying all employees have been Fingerprinted/Criminal Background Checked and have TB clearance for this current fiscal year and signed by authorized personnel.

B. Contractor:

- Insurance—see Section **III(D)** for specifications. Please attach documentation of either proof of insurance, or a waiver signed by the Risk Management Officer.

V. Responsibilities of Oakland Unified School District

- A. **Space**—Provide a suitable classroom or space at the participating School(s), to be agreed upon by School(s) and the CONTRACTOR.
- B. **Janitorial Service**—Provide necessary services to maintain this space, including janitorial services, maintenance, utilities, and technology support.

C. **Data**—Ensure that CONTRACTOR has reasonable access to student assessment and evaluation data necessary to inform instruction and periodically review student progress and to provide the study.

1. For the purpose of cohort determination, for instructional purposes, or for academic research purposes, at the sole discretion of OUSD, provide CONTRACTOR access to student assessment data for all students at School(s) including, but not limited to, California Standards Test (CST) scores and site-based assessments. Students identified may be protected by the use of ID numbers.
2. Provide CONTRACTOR with any other student information reasonably necessary to provide its services consistent with the CONTRACTOR’s program and to evaluate the impact of its program on students at School(s).

VI. Duration

This MOU is through these dates June 15, 2015 - Jul 28, 2015 -- _____.

VII. Termination

Either party may terminate this MOU at any time, without cause, with 30 day written notice to the other party. This agreement may be amended by mutual consent of the parties. All amendments must be in writing and signed by both parties.

VIII. Hold Harmless/Indemnity

Each party to this MOU agrees to indemnify and hold harmless the other for and from any claims, causes of action, or any other proceeding of any type or kind that is made against the other where such claim, cause of action or other proceeding arises from the conduct, act, omission, or commission by the other party.

IN WITNESS THEREOF, the parties to this agreement have duly executed it on the day, month and year set forth below.

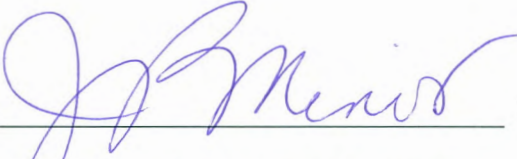
DocuSigned by:
By: Leroy Gaines Dated: 2/27/2015 (MM/DD/YYYY)
B6679B5B88964F8...

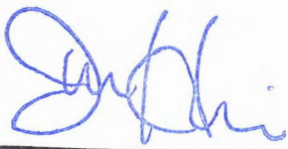
Sponsoring Department or Site Principal

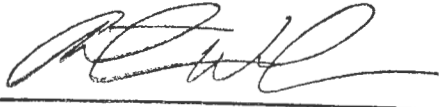
DocuSigned by:
By: Christina Houlahan Dated: 2/24/2015 (MM/DD/YYYY)
181931DE7DC845C...
Christina J Houlahan (Print Name)
Springboard Collaborative (CONTRACTOR)

COO/CFO

Approved as to form and procedure

By:  Dated: 3/11/15 (MM/DD/YYYY)
Jacqueline Minor, General Counsel
Oakland Unified School District


James Harris
President, Board of Education


Antwan Wilson
Secretary, Board of Education

File ID Number: 15-0514
Introduction Date: 4/22/15
Enactment Number: 15-0556
Enactment Date: 4/22/15
By: JD

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

**MEMORANDUM OF AGREEMENT BETWEEN A NON-PROFIT ORGANIZATION
AND SPECIFIC SCHOOL SITE**

I. Parties

The purpose of this Memorandum of Understanding ("MOU") is to establish a relationship between
Allendale Elementary School _____ (SCHOOL) and
Springboard Collaborative _____ [CONTRACTOR—name of your organization].

WHEREAS, the CONTRACTOR's services or program described in this MOU will be provided at no cost to the SCHOOL, the students, or the parents; and
BOTH PARTIES HEREBY enter into this MOU to enable CONTRACTOR to provide said services/program to SCHOOL.

II. Contractor's Services

Directions: Please check **all** of the expectations or goals below that are in agreement with your program's services. This list is similar to the one you filed out on page 2 of the MOU with OUSD; however, this one is for the school site's information. **You must fill out both.**

- Ensure a high quality instructional core
- Develop student's social health/skills
- Develop student's emotional health
- Develop student's physical health
- Develop student's cognitive and academic skills
- Create equitable opportunities for learning
- Ensure, maintain, or support high quality and effective instruction
- Prepare students for success in college and careers
- Help ensure, create, and/or sustain safe, healthy and supportive schools
- Create accountability for quality
- Help create full service community schools in OUSD
- Increase, raise graduation rates
- Other: Parent engagement and teacher professional development in Parent
Engagement and data-driven instruction.

III. Time Commitment/Schedule

Directions: Please attach a schedule that details the amount of time you will be at the school site and when. The schedule should detail the number of hours per day, number of days per week, number of weeks per month and so on, that you will be providing your services at the school. Both parties must agree to this schedule.

See attached schedule, hours of operation run
usually from 8 am -1 pm

IV. Space

Check off **all** of the rooms or space at school that **CONTRACTOR's** will use to provide services at this school:

- Kitchen
- Cafeteria (without access to Kitchen equipment and facilities)
- Gym
- Classroom(s): (please list how many and which ones)
- Office(s)/Conference Room: (please list how many and which ones)
- Yard/Outdoor Play area
- Other: We will need a classroom for each teacher and their 15 students. It is anticipated that we will need as many as 8 classrooms. Additionally,

V. Communication will need access to an office and a common gathering room.
Access to cafeteria will be needed for lunch and breakfast and other

Please identify a contact person for CONTRACTOR:

Name	Christina Houlahan
Address	1701 Walnut St, 7th Floor, Philadelphia, PA 19103
Phone Number	610-745-9928
E-mail	c.houlahan@springboardcollaborative.org

Please identify a contact person for the School site:

Name	Charles Miller
Address	3670 Penniman Avenue
Phone Number	19256397408
E-mail	charles.miller@ousd.k12.ca.us

IN WITNESS THEREOF, the parties to this agreement have duly executed it on the day, month and year set forth below.

DocuSigned by:
By: Charles Miller Dated: 2/24/2015 (MM/DD/YYYY)

Site Principal or Contact Person

DocuSigned by:
By: Christina Houlahan Dated: 2/24/2015 (MM/DD/YYYY)

CONTRACTOR sc...

MEMORANDUM OF AGREEMENT BETWEEN A NON-PROFIT ORGANIZATION AND OAKLAND UNIFIED SCHOOL DISTRICT

I. Parties

The purpose of this Memorandum of Understanding (“MOU”) is to establish a relationship between Oakland Unified School District (“OUSD”) and Springboard Collaborative
[CONTRACTOR—name of your organization].

WHEREAS, the CONTRACTOR’s services or program described in this MOU will be provided at no cost to OUSD, the students, or the parents; and

BOTH PARTIES HEREBY enter into this MOU to enable CONTRACTOR to provide said services/program on school(s), site(s) (“Schools”) selected in Section II of the MOU.

II. Program Sites

Unless otherwise agreed to in writing by the parties, the School(s) governed by this agreement are the following:

1. ACORN Woodland Elementary School
2. Allendale Elementary School
3. _____
4. _____
5. _____

III. CONTRACTOR Responsibilities/Scope of Services

A. Provide a description of the services that your program will be providing OUSD. Please be specific by answering all of the following questions

1. A brief description of the type of services your program generally provides.

Springboard is a research-based, 5 week program that combines daily reading instruction for rising K-4 students, weekly workshop training for parents to teach reading at home, and an incentive structure that awards educational resources to families in proportion to reading gains.

2. The relevant experience of the CONTRACTOR personnel that will be providing the services:

Since launch in 2011, Springboard has grown from serving 40+ to 1200+ students per summer. Summer 2015, we anticipate serving approximately 30 schools in 4 states, with as many as 2500 children. Our scholars have historically replaced a 3 month reading loss with a 3.3 month reading gain, lifting trajectories by more than 6 months on average.

3. Please check **all** of the expectations or goals below that are in agreement with your program's services.

- Ensure a high quality instructional core
 - Develop student's social health/skills
 - Develop student's emotional health
 - Develop student's physical health
 - Develop student's cognitive and academic skills
 - Create equitable opportunities for learning
 - Ensure, maintain, or support high quality and effective instruction
 - Prepare students for success in college and careers
 - Help ensure, create, and/or sustain safe, healthy and supportive schools
 - Create accountability for quality
 - Help create full service community schools in OUSD
 - Increase, raise graduation rates
 - Other: Parent engagement and teacher professional development in Parent Engagement and data-driven instruction.
-
-

B. Ensure that all CONTRACTOR personnel, including subcontractors, will comply with any policy and systems in place at OUSD and School(s). This includes, but is not limited to the following:

1. **Drug and Smoke Free**—No drugs, alcohol, and/or smoking are allowed at any time in any buildings and/or grounds on OUSD property. No students, staff, visitors, CONTRACTORS, or subcontractors are to use drugs on these School(s).
2. **Anti-Discrimination**—It is the policy of OUSD that in connection with CONTRACTOR's services in this MOU there shall be no discrimination

against any employee engaged in the work because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age. Therefore, the CONTRACTOR agrees to comply with applicable Federal and California laws.

3. **Conflict of Interest**—CONTRACTOR shall abide by and be subject to all applicable OUSD policies, regulations, statutes or other laws regarding conflict of interest. CONTRACTOR shall not hire any OUSD employee to perform the services in this MOU, and affirms that to the best of its knowledge no such conflict presently exists. CONTRACTOR agrees to alert OUSD in writing if and when a potential conflict does arise.
 4. **Family Education Rights and Privacy Act**—CONTRACTOR shall observe District policies and regulations, and state and federal laws, including the Family Education Rights and Privacy Act of 1974, commonly known as FERPA, related to the confidentiality of pupil and personnel records.
- C. **Required Documents**—Ensure that all CONTRACTOR personnel who will be on OUSD premises have been: (a) fingerprinted; (b) submitted to a criminal background check via Livescan or a similar service as required by the Education Code, and (c) taken a tuberculosis test. Please see **Section IV** for the relevant documentation that is required.
- D. **Insurance**—Provide evidence of general liability insurance that names OUSD as an additional insured, for operation students, volunteers, and personnel at location where CONTRACTOR provides programs/services with at least \$1M in coverage, and furnish certificate of said insurance to OUSD.

OR

1. **Waiver**—CONTRACTOR is not required to maintain insurance under this agreement if the Risk Management Officer signs a waiver of insurance. You may contact the Risk Management Officer at 510.879.1612. Waiver of insurance does not release CONTRACTOR from responsibility for any claim or demand.
- E. **Communication**—Communicate with School(s) and OUSD staff, both formally and informally, to ensure, to the best of the program's ability, that the CONTRACTOR'S services are aligned with the School(s) and OUSD's mission and objectives and are adequately meeting student's needs. At the request of School(s) or OUSD staff, provide reasonable data and information to students participating in the CONTRACTOR's program.
- F. **Confidentiality**—CONTRACTOR shall maintain strict confidentiality of all information about individual students received under this MOU and will not disseminate such

information without the express written consent of OUSD. CONTRACTOR will comply with FERPA, and will be allowed to use the data received to solicit funding to continue to expand its services/program, so long as there is no information from which the identity of any student in the CONTRACTOR's program as a participant could be made.

IV. Required Documents

CONTRACTOR CANNOT commence the services agreed to in this MOU until it has submitted the following documents:

A. Contractor (Individual):

- Completion of Pre-Consultant Screening Process—Attach a letter from Human Resources showing completion of Pre-Consultant Screening for this current fiscal year. This process will include a check of all of the following:
 - Fingerprinting—Attach documentation
 - Criminal Background Check—Attach documentation
 - Tuberculosis Clearance—Documentation from health care provider showing negative TB status within the last four years.

Contractor (Agency):

- Or, attach a letter from Agency/Community-Based Organization/Non-Profit Organization on agency letterhead verifying all employees have been Fingerprinted/Criminal Background Checked and have TB clearance for this current fiscal year and signed by authorized personnel.

B. Contractor:

- Insurance—see Section III(D) for specifications. Please attach documentation of either proof of insurance, or a waiver signed by the Risk Management Officer.

V. Responsibilities of Oakland Unified School District

- A. **Space**—Provide a suitable classroom or space at the participating School(s), to be agreed upon by School(s) and the CONTRACTOR.
- B. **Janitorial Service**—Provide necessary services to maintain this space, including janitorial services, maintenance, utilities, and technology support.

C. **Data**—Ensure that CONTRACTOR has reasonable access to student assessment and evaluation data necessary to inform instruction and periodically review student progress and to provide the study.

1. For the purpose of cohort determination, for instructional purposes, or for academic research purposes, at the sole discretion of OUSD, provide CONTRACTOR access to student assessment data for all students at School(s) including, but not limited to, California Standards Test (CST) scores and site-based assessments. Students identified may be protected by the use of ID numbers.
2. Provide CONTRACTOR with any other student information reasonably necessary to provide its services consistent with the CONTRACTOR's program and to evaluate the impact of its program on students at School(s).

VI. Duration

This MOU is through these dates June 15, 2015 - Jul 28, 2015

VII. Termination

Either party may terminate this MOU at any time, without cause, with 30 day written notice to the other party. This agreement may be amended by mutual consent of the parties. All amendments must be in writing and signed by both parties.

VIII. Hold Harmless/Indemnity

Each party to this MOU agrees to indemnify and hold harmless the other for and from any claims, causes of action, or any other proceeding of any type or kind that is made against the other where such claim, cause of action or other proceeding arises from the conduct, act, omission, or commission by the other party.

IN WITNESS THEREOF, the parties to this agreement have duly executed it on the day, month and year set forth below.

DocuSigned by:
 By: Charles Miller Dated: 2/24/2015 (MM/DD/YYYY)
1489788D82D948A...

Sponsoring Department or Site Principal

DocuSigned by:
By: Christina Houlahan Dated: 2/24/2015 (MM/DD/YYYY)
181931DE7DC845C
Christina J Houlahan (Print Name)
COO/CFO Springboard Collaborative (CONTRACTOR)

Approved as to form and procedure

By: J. Minor Dated: 3/11/15 (MM/DD/YYYY)
Jacqueline Minor, General Counsel
Oakland Unified School District

DocuSigned by:
Christina Houlahan
181931DE7DC845C...

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

MEMORANDUM OF AGREEMENT BETWEEN A NON-PROFIT ORGANIZATION AND SPECIFIC SCHOOL SITE

I. Parties

The purpose of this Memorandum of Understanding (“MOU”) is to establish a relationship between
ACORN Woodland Elementary School _____ (SCHOOL) and
Springboard Collaborative _____ [CONTRACTOR—name of your organization].

WHEREAS, the CONTRACTOR’s services or program described in this MOU will be provided at no cost to the SCHOOL, the students, or the parents; and
BOTH PARTIES HEREBY enter into this MOU to enable CONTRACTOR to provide said services/program to SCHOOL.

II. Contractor’s Services

Directions: Please check **all** of the expectations or goals below that are in agreement with your program’s services. This list is similar to the one you filled out on page 2 of the MOU with OUSD; however, this one is for the school site’s information. **You must fill out both.**

- Ensure a high quality instructional core
- Develop student’s social health/skills
- Develop student’s emotional health
- Develop student’s physical health
- Develop student’s cognitive and academic skills
- Create equitable opportunities for learning
- Ensure, maintain, or support high quality and effective instruction
- Prepare students for success in college and careers
- Help ensure, create, and/or sustain safe, healthy and supportive schools
- Create accountability for quality
- Help create full service community schools in OUSD
- Increase, raise graduation rates
- Other: Parent engagement and teacher professional development in Parent Engagement and data-driven instruction.

III. Time Commitment/Schedule

Directions: Please attach a schedule that details the amount of time you will be at the school site and when. The schedule should detail the number of hours per day, number of days per week, number of weeks per month and so on, that you will be providing your services at the school. Both parties must agree to this schedule. See attached schedule, hours of operation run usually from 8 am -1 pm

IV. Space

Check off **all** of the rooms or space at school that CONTRACTOR's will use to provide services at this school:

- Kitchen
- Cafeteria (without access to Kitchen equipment and facilities)
- Gym
- Classroom(s): (please list how many and which ones)
- Office(s)/Conference Room: (please list how many and which ones)
- Yard/Outdoor Play area
- Other: We will need a classroom for each teacher and their 15 students. It is anticipated that we will need as many as 8 classrooms. Additionally, we will

V. Communication

need access to an office and a common gathering room. Access to cafeteria will be needed for lunch and breakfast and other group activities.

Please identify a contact person for CONTRACTOR:

Name	Christina Houlahan
Address	1701 Walnut St, 7th Floor, Philadelphia, PA 19103
Phone Number	610-745-9928
E-mail	c.houlahan@springboardcollaborative.org

Please identify a contact person for the School site:

Name	Leroy Gaines
Address	1025 81st Ave. Oakland, CA 94621
Phone Number	510-639-3345
E-mail	leroy.gaines@ousd.k12.ca.us

IN WITNESS THEREOF, the parties to this agreement have duly executed it on the day, month and year set forth below.

DocuSigned by:
 By: Leroy Gaines Dated: 2/27/2015 (MM/DD/YYYY)
 Site Principal or Contact Person

DocuSigned by:
 By: Christina Houlahan Dated: 2/24/2015 (MM/DD/YYYY)
 CONTRACTOR



Oakland Springboard Summer Calendar

February						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11 Teacher Info Sessions <small>(scheduled by schools; conducted by SBC staff)</small>	12 Enrollment Coordinator Interviews/Hiring	13 Enrollment Coordinator Interviews/Hiring	14
15	16 Enrollment Coordinator Training (on-line and via phone)	17	18	19	20	21
22	23 Enrollment Coordinator Training (on-line and via phone)	24	25	26	27	28

March						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Enrollment Coordinators plan with school admin.	3	4	5	6	7
8	9	10	11 Enrollment Coordinators share school-specific enrollment plan at Wed. PD	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				



April						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10 Enrollment Progress Goal: 20%	11
12	13	14	15	16	17 Teacher & Site Manager Hiring Deadline	18
19	20	21	22	23	24 Enrollment Progress Goal: 40%	25
26	27	28	29	30		

May						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8 Enrollment Progress Goal: 60%	9
10	11 Teacher PD*: Orientation & Home Visits, 4:30-6:30, Lakeview School	12 <i>Alternative Date:</i> Teacher PD*: Orientation & Home Visits, 4:30-6:30, Lakeview School	13	14	15	16
17	18	19	20	21	22 Enrollment Progress Goal: 80%	23
24	25	26	27	28	29	30 SM Leadership Development Training, 9-12
31						



June						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Teacher PD*: Instruction & Assessments 4:00-8:15, Lakeview School	2 <i>Alternative Date:</i> Teacher PD*: Instruction & Assessments 4:00-8:15, Lakeview School	3	4	5 Enrollment Progress Goal: 100% *all students must be enrolled in SLINKY*	6
7	8	9	10	11 <i>Last regular school year day for students</i>	12	13
14	15 Site Manager & Ops Lead Warehouse Day	16 Family Registration at School Sites	17 Family Registration at School Sites	18 Family Registration at School Sites	19 Family Registration at School Sites	20
21 Springboard Week One	22 First Day of Programming	23	24 Workshop 1	25	26	27

July						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
28 Springboard Week Two	29	30	1 Workshop 2	2	3 NO SCHOOL	4 <i>Independence Day</i>
5 Springboard Week Three	6	7	8 Workshop 3	9	10	11
12 Springboard Week Four	13	14	15 Workshop 4	16	17	18
19 Springboard Week Five	20	21	22 Workshop 5	23	24 Last Day: Learning Bonus Celebration	25
26	27 Site Manager Debriefs	28	29	30	31	

***Note:** All teachers must attend one Orientation PD and one Instruction/Assessment PD. Two dates are offered for each to allow flexibility in scheduling, but teachers are only required to come to one of each.

**Springboard Collaborative
Summer Enrichment Program**

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

For:
Oakland Unified School District
1000 Broadway
Oakland, CA 94607

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Introduction/Preamble

Springboard Collaborative is a four year old, Philadelphia-based non-profit that is uniquely positioned to address the needs of the OUSD and its children. Springboard Collaborative has designed and implemented a proven research-based Summer Reading/Literacy program. The Springboard program successfully combines coaching teachers, training family members, and incentivizing children to become better readers. Historically, Springboard's program has been effectively deployed by school who invite their most struggling readers, along with their parents or other adult support, to participate. During the course of the summer program, existing on-site teachers and administrative staff are combined with Springboard staff to support students and parents in their progress towards discrete and achievable reading goals set for each child at the beginning of each summer session. Students are assessed by teachers and Springboard staff at the beginning and end of programming using available existing data and DRA assessments and scales. Based on pre- and post-assessments and parental participation, children are eligible for awards at the end of each session. During programming itself, leveled daily lesson plans are provided to teaching staff, and teaching staff supplement these prepared plans with customized individualized small group instruction plans. Teaching staff are trained in the use of provided lesson components and in the use of other strategies and techniques to be implemented in the instruction and assessments of all participating students. Professional development, both individual and whole group, is also provided to teachers and site managers alike. The result of all of the components of the Springboard program is stronger young readers, more engaged and empowered parents, and more skilled teachers and administrators. Additionally, of course, the community at large benefits as well. Springboard would be honored to bring our model to the Oakland Unified School District; we firmly believe that our program would be a successful match in addressing the needs of the City of Oakland in combatting the literacy slide.

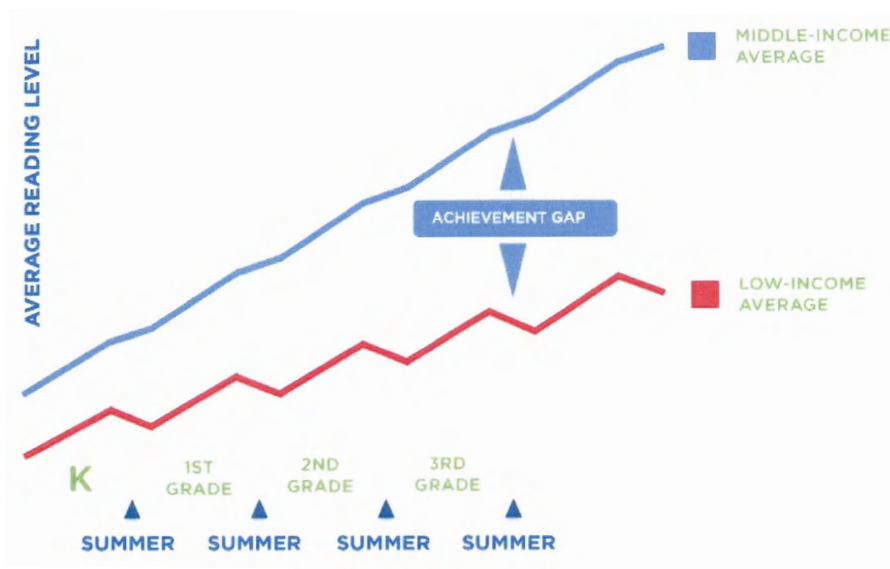
Springboard's History, Qualifications, Experience

The Problem

School communities in high-income neighborhoods can be characterized by the relationships between teachers, parents, and students. Within this triangle, children are learning through multiple pathways that enable them to make academic progress inside and out of school.

In low-income communities such as Oakland, the triangle is broken. Our existing system focuses exclusively on the interaction between teachers and students, writing off parents as unwilling or unable to help. The result is akin to a two-legged stool. Students in low-income communities lack continuous access to learning at home and school, particularly acute during the summer, resulting in slow progress. Research finds that two-thirds of the achievement gap among high school students is attributable to summer learning loss in elementary school.

Connecting the dots from elementary school to adulthood tells a sobering story. A student who cannot read on grade level by 4th grade is four times more likely to drop out of high school than his or her proficiently reading peer. Add poverty to the mix, and a student is 13 times more likely to drop out.

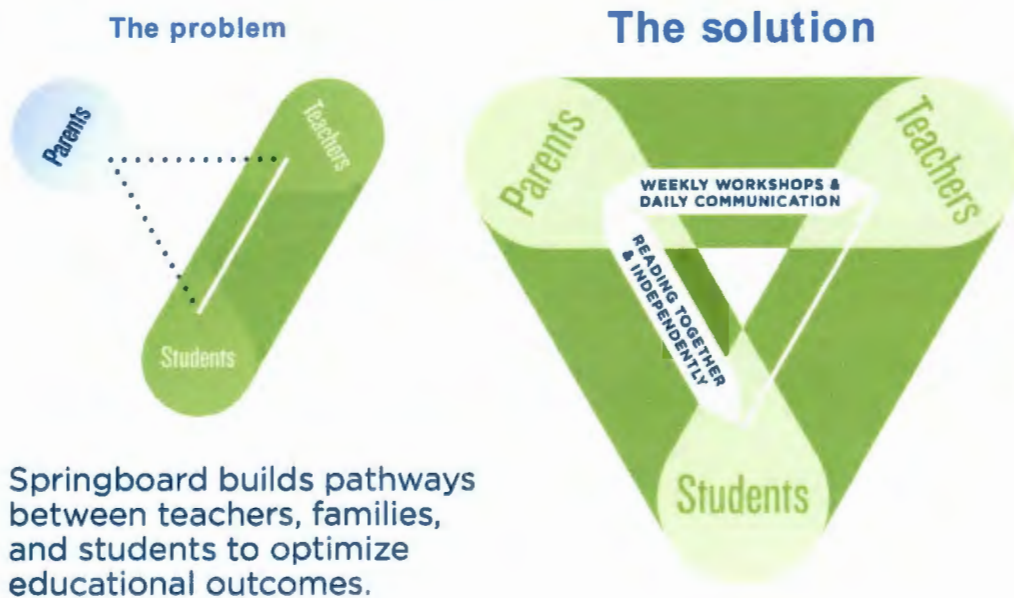


The Opportunity

Where others see a challenge, we at Springboard have seen an opportunity. The problem we are tackling is solvable. Teachers and parents have a shared stake in working together towards a solution:

- Teachers are the experts on instruction. They know what their students need in order to improve their reading levels. However, the classroom setting makes it difficult to individually support every child.
- Parents are the experts on their children. Whereas teachers change every year, parents accumulate a wealth of knowledge about their children as learners. Moreover, parents have the unique ability to read with their children in a one-on-one setting; there is no smaller classroom than a family's living room.

These competencies form the basis of a sustainable partnership in which teachers share instructional strategies with parents in exchange for the commitment that families will use these strategies at home and return with meaningful observations.



The Springboard Solution

Springboard Collaborative closes the reading achievement gap by coaching teachers, training family members, and incentivizing learning such that our scholars have the requisite skills to access life opportunities. We take a three-pronged approach:

Coach teachers in data-driven instruction to lead PreK-3rd graders toward reading growth goals.

1. Equip parents with effective strategies to teach reading at home.
2. Award educational incentives in proportion to student gains.

By training parents and teacher to collaborate, Springboard more than doubles students' annual reading progress and puts them on track to close the reading achievement gap by 4th grade.

The Springboard Summer Program

Since our founding in 2011, our primary offering intensive, five-week summer literacy program for Pre-K through 3rd grade students and their families. In each of our school partners, we train their existing teachers to implement the program.

- *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.
- *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.

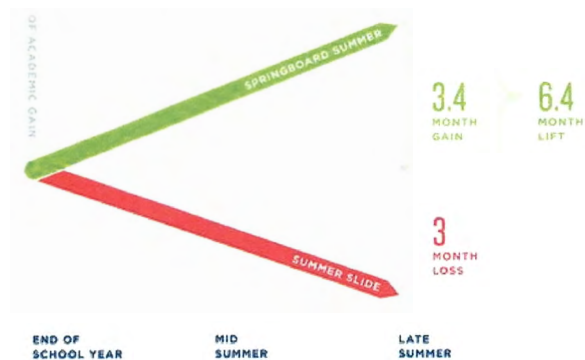
Our Results to Date

Since launch in 2011, Springboard has grown its reach from 42 to nearly 1200 students last summer. Two years ago, we landed a groundbreaking vendor agreement with the School District of Philadelphia, making Springboard the only district-funded summer learning provider in that city. This past year, we also expanded to Camden, New Jersey.

Our 1200 scholars replaced what could have been a 3-month reading loss with a 3.4-month reading *gain*, lifting their literacy trajectories by more than 6 months.

SPRINGBOARD SUMMER

2014 sets all-time record: 3-month loss replaced with **3.4-month reading gain**.



Weekly workshops training families to teach reading averaged 91% attendance, defying expectations and setting records in every school. (See below)

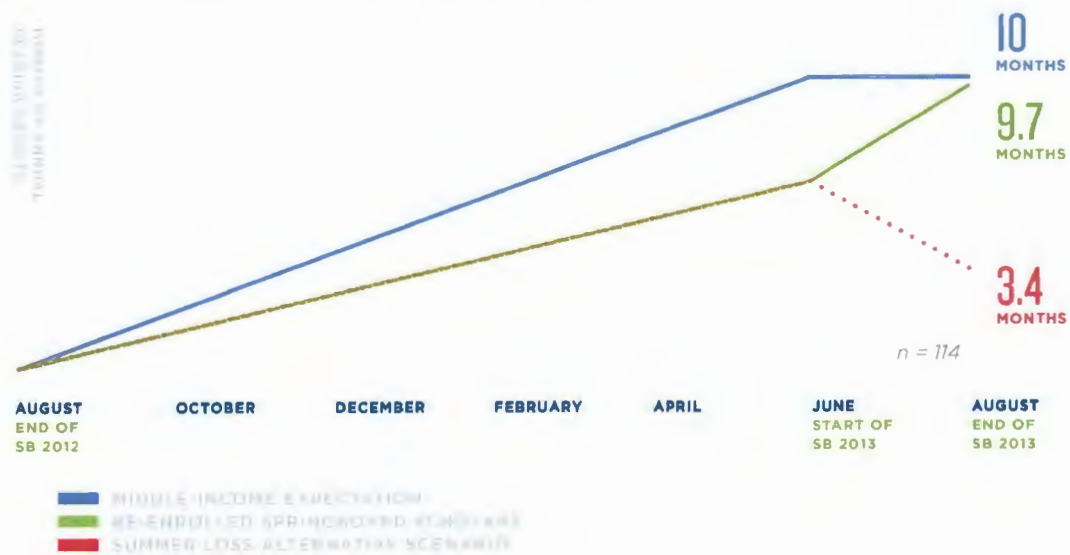
FAMILY ENGAGEMENT

With over 90% of families attending weekly training workshops, Springboard is proving a simple truth: parents' love for their children is the single greatest and most underutilized natural resource in education.



Families earn learning tools—from books to tablets—in proportion to their children's reading progress.

A longitudinal analysis of our re-enrolling students found that a single Springboard Summer intervention nearly *tripled* their annual reading progress.

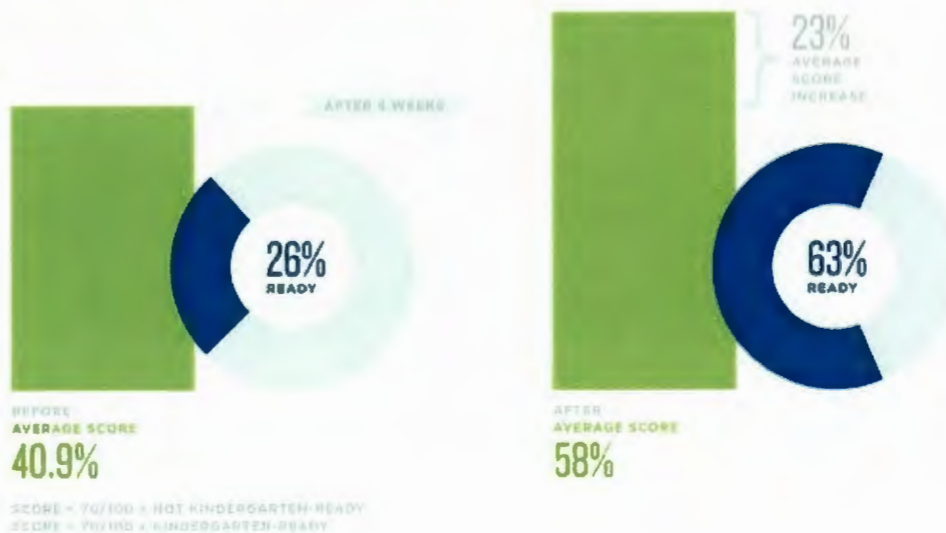


Last summer we also continued to refine our Pre-K offering, serving children during the critical summer before they enter Kindergarten. At the outset, only 26% of children were scoring at or above the Kindergarten-ready threshold on a baseline assessment. A month later, 63% of our scholars had achieved Kindergarten readiness. By giving these young learners an academic boost

while equipping their families to teach them at home, Springboard stems educational inequity even closer to its root. (See below)

READING READINESS

Pre-K program **nearly triples** the percentage of Kindergarten-ready children in the critical summer before entering elementary school.



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, despite expanding into Camden lowest performing schools, Springboard generated an all-time high average reading gain of 3.4-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 is under \$900. 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 supplement this staff with more than 200 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 resumes 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](#)

c.houlahan@springboardcollaborative.org

1-610-745-9928

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 expertise. Raising a family and having spent time as a teacher gives Chrissy the rare ability to build systems from the perspective of Springboard's end-users (teachers and parents).

Role:

As our COO, 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), and finance (overseeing bookkeeping).

Aubrey White, Chief Programming 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 Programming Officer, Aubrey was a no-brainer.

Role:

As CPO, Aubrey oversees product and service development. She writes our student and parent

curricula, and sets protocols for teacher professional development. During programming, she oversees student reading performance by supervising Cluster Managers, who each oversee implementation at a cluster of four schools.

[Laura Banos, Development Associate](#)

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 Development Associate, Laura has her hands in everything that makes the Springboard machine hum. She is charged with responsibilities ranging from formal philanthropic development work to managing enrollment for all sites in all states and cities. Laura joined Springboard full time after having served both as an Operations Lead (2013) and then as a Regional Operations Director (2014).

[Springboard's Scope of Services](#)

Springboard Summer Program runs for five consecutive weeks from mid-June through late August. This includes the following deliverables:

- Professional Development: In each of our school partners, we train existing teachers to implement the program.

- 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. All parties sign a contract during the visit, affirming their commitments to each other.
- Instruction: Teachers conduct daily, half-day literacy instruction with students grouped by reading level rather than grade level. The program day runs from 8:00 am to 1:00 pm, including all components of balanced literacy instruction (Word Study, Read Aloud, Shared Reading, Guided Reading, and Writing) as well as meals. Teachers are guided by Springboard's student curriculum, available to them on our online portal. Teachers complete a detailed Student Action Plan for struggling readers, identifying barriers to progress and designing aligned interventions for the classroom and the home.
- 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. This empowers families to drive reading progress at home.
- 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.
- Media Kit: Springboard supplies a media kit following programming that includes site specific and cluster specific results, slide shows, photographs and messaging that can be useful to sites and district in securing funding in the future and in messaging results to other stakeholders.
- Exit Report: Springboard supplies results at child, school and district level in .xls, .csv or in any format required. Springboard will also provide and one in-person debrief to school leaders one to interested district managers.

SAM Search Results
List of records matching your search for :

Search Term : Springboard* Collaborative*
Record Status: Active

No Search Results



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DATE (MM/DD/YYYY)

2/25/2015

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INSURED SpringBoard Collaborative Christina Houlahan 1701 Walnut Street Philadelphia, PA 19121	E-MAIL ADDRESS:		
	INSURER(S) AFFORDING COVERAGE		NAIC #
	INSURER A :	Philadelphia Indemnity Ins Co	18058
	INSURER B :	Hartford Insurance Co.	34690
	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 INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:	X		PHPK1176262	05/13/2014	05/13/2015	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS			PHPK1176262	05/13/2014	05/13/2015	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED <input checked="" type="checkbox"/> RETENTION \$ 10,000			PHUB459559	05/13/2014	05/13/2015	EACH OCCURRENCE \$ 1,000,000 AGGREGATE \$ 1,000,000
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below		Y/N <input type="checkbox"/> N/A	39WECBR4501	05/01/2014	05/01/2015	PER STATUTE <input type="checkbox"/> OTH-ER <input type="checkbox"/> E.L. EACH ACCIDENT \$ 500,000 E.L. DISEASE - EA EMPLOYEE \$ 500,000 E.L. DISEASE - POLICY LIMIT \$ 500,000
A	Prof. Liability			PHPK1176262	05/13/2014	05/13/2015	Aggregate 2,000,000

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

CERTIFICATE HOLDER

CANCELLATION

Oakland Unified School District Attn: Risk Management 900 High Street Oakland, CA 94606	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 <i>Sophie H. Baugher</i>