

Board Office Use: Legislative File Info.	
File ID Number	18-0651
Introduction Date	04/25/18
Enactment Number	18-0743
Enactment Date	04/25/18 er



Memo

To Board of Education
From Kyla Johnson-Trammell, Superintendent

Board Meeting Date
(To be completed by Procurement)

Subject Professional Services Contract - Blueprint Schools Network
- 965/Middle School Network (site/department)

Action Requested Approval of professional services contract between Oakland Unified School District and Blueprint Schools Network. Services to be primarily provided to 965/Middle School Network for the period of ~~07/01/2017~~ 4/26/18 through 06/30/2018.

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

Blueprint works to improve life outcomes for students by providing the mathematical foundation and critical reasoning skills necessary for success in college and beyond, by increasing math achievement in middle school grades, they will increase the number of students passing Algebra 1 and higher-level math courses.

Discussion
One paragraph summary of the scope of work.

Approval by the Board of Education of a Consultant Service Agreement between District and Blueprint Schools Network, Inc., Newton, MA, for the latter to implement the Math Fellows Program with 22 Blueprint math Fellows at select middle schools. They will implement a full-day, high dosage tutoring intervention program; provide local and national teams to support the preparations needed for the successful continuation of the Program for the period of March 29, 2018 through June 30, 2018, in an amount not to exceed \$581,133.00.

Recommendation Approval of professional services contract between Oakland Unified School District and Blueprint Schools Network. Services to be primarily provided to 965/Middle School Network for the period of ~~07/01/2017~~ 4/26/18 through 06/30/2018.

Fiscal Impact Funding resource name (please spell out) _____ not to exceed \$ 581,133.00

- Attachments**
- Professional Services Contract including scope of work
 - Fingerprint/Background Check Certification
 - Insurance Certification
 - TB screening documentation
 - Statement of qualifications



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

Legislative File ID No. 18-0651

Department: 965/Middle School Network

Vendor Name: Blueprint Schools Network

Contract Term: Start Date: ~~07/01/2017~~ 4/26/18 End Date: 06/30/2018

Annual Cost: \$ 581,133.00

Approved by: Mark Triplett

Is Vendor a local Oakland business? Yes No

Why was this Vendor selected?

Blueprint works to improve life outcomes for students by providing the mathematical foundation and critical reasoning skills necessary for success in college and beyond, by increasing math achievement in middle school grades, they will increase the number of students passing Algebra 1 and higher-level math courses.

Summarize the services this Vendor will be providing.

Blueprint Schools Network will implement the Math Fellows Program with 22 Blueprint math Fellows at the following 7 middle schools: Bret Harte Middle, United For Success Academy, West Oakland Middle, Roots International Academy, Montera Middle, Elmhurst Community Prep, and Frick Impact Academy. They will implement a full-day, high dosage tutoring intervention program; provide local and national teams to support the preparations needed for the successful continuation of the Program.

Was this contract competitively bid? Yes No

If No, answer the following:

1) How did you determine the price is competitive?

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**

Board Office Use: Legislative File Info.	
File ID Number	18-0651
Introduction Date	04/25/18
Enactment Number	18-0743
Enactment Date	04/25/18 er



OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

PROFESSIONAL SERVICES CONTRACT 2017-2018

This Agreement is entered into between Blueprint Schools Network (CONTRACTOR) and Oakland Unified School District (OUSD). OUSD is authorized by Government Code Section 53060 to contract for the furnishing of special services and advice in financial, economic, accounting, engineering, legal, and administrative matters with persons specially trained, experienced, and competent to perform such services. CONTRACTOR warrants it is specially trained, experienced, and competent to provide such services. The parties agree as follows:

1. **Services:** CONTRACTOR shall provide the services ("Services" or "Work") as described in **Exhibit "A,"** attached hereto and incorporated herein by reference.
2. **Terms:** The term of this agreement shall be ~~07/01/2017~~ 4/26/18 (or the day immediately following approval by the Superintendent if the aggregate amount CONTRACTOR has contracted with the District is below \$ 88,300.00 in the current fiscal year; or, approval by the Board of Education if the total contract(s) exceed \$ 88,300.00, whichever is later) to 06/30/2018. The work shall be completed no later than 06/30/2018.
3. **Compensation:** OUSD agrees to pay CONTRACTOR for services satisfactorily rendered pursuant to this Agreement. The compensation under this Contract shall not exceed Five Hundred Eighty One, One Hundred Thirty Three Dollars (\$ 581,133.00) [per fiscal year], at an hourly billing rate not to exceed _____ per hour. This sum shall be for full performance of this Agreement and includes all fees, costs, and expenses incurred by Contractor including, but not limited to, labor, materials, taxes, profit, overhead, travel, insurance, subcontractor costs, and other costs.

If CONTRACTOR will be compensated hourly for services provided under this Contract, CONTRACTOR shall describe in Exhibit "A," attached hereto, the specific scope of services to be delivered on an hourly basis to OUSD.

OUSD shall not be liable to CONTRACTOR for any costs or expenses paid or incurred by CONTRACTOR in performing services for OUSD, except as follows: N/A

Payment for Work shall be made for all undisputed amounts in monthly installment payments within forty-five (45) days after CONTRACTOR submits an invoice to OUSD for Work actually completed and after OUSD's written approval of the Work, or the portion of the Work for which payment is to be made.

The granting of any payment by OUSD, or the receipt thereof by CONTRACTOR, shall in no way lessen the liability of CONTRACTOR to correct unsatisfactory work, although the unsatisfactory character of that work may not have been apparent or detected at the time a payment was made. Work, which does not conform to the requirements of this Agreement, may be rejected by OUSD and in that case must be replaced by CONTRACTOR without delay.

4. **Equipment and Materials:** CONTRACTOR shall provide all equipment, materials, and supplies necessary for the performance of this Agreement *except:* N/A which shall not exceed a total cost of _____.

5. **CONTRACTOR Qualifications / Performance of Services:**

CONTRACTOR Qualifications: CONTRACTOR warrants it is specially trained, experienced, competent and fully licensed to provide the Services required by this Agreement in conformity with the laws and regulations of the State of California, the United States of America, and all local laws, ordinances and/or regulations, as they may apply.

Standard of Care: CONTRACTOR warrants that CONTRACTOR has the qualifications and ability to perform the Services in a professional manner, without the advice, control, or supervision of OUSD. CONTRACTOR's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of its profession for services to California school districts.

6. **Invoicing:** Invoices furnished by CONTRACTOR under this Agreement must be in a form acceptable to OUSD. All amounts paid by OUSD shall be subject to audit by OUSD. Invoices shall include, but not be limited to: Contractor name, Contractor address, invoice date, invoice number, purchase order number, name of school or department service was provided to, period of service, name of the person performing the service, date service was rendered, brief description of services provided, number of hours of service, hourly rate, total payment requested.
7. **Notices:** All notices and invoices provided for under this Agreement shall be in writing and either personally delivered during normal business hours or sent by U.S. Mail (certified, return receipt requested) with postage prepaid to the other party at the address set forth below:

Professional Services Contract

OUSD Representative:

Name: Mark Triplett
Site /Dept.: 965/Middle School Network
Address: 1000 Broadway, Suite 600
Oakland CA 94607
Phone: 510-879-8156
Email: Mark.Triplett@ousd.org

CONTRACTOR:

Name: Matthew Spengler
Title: Founder and Executive Director
Address: 61 Chapel Street, Suite 1
Newton MA 02458
Phone: 617-243-9620
Email: mspengler@blueprintschoools.org

Notice shall be effective when received if personally served or, if mailed, three days after mailing. Either party must give written notice of a change of address.

8. **Status of Contractor:** This is not an employment contract. CONTRACTOR, in the performance of this Agreement, shall be and act as an independent contractor. CONTRACTOR understands and agrees that it and all of its employees shall not be considered officers, employees, agents, partner, or joint venture of OUSD, and are not entitled to benefits of any kind or nature normally provided employees of OUSD and/or to which OUSD's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. CONTRACTOR shall assume full responsibility for payment of all Federal, State, and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to CONTRACTOR's employees. In the performance of the work herein contemplated, CONTRACTOR is an independent contractor or business entity, with the sole authority for controlling and directing the performance of the details of the work, OUSD being interested only in the results obtained.

9. **Insurance:**

1. Unless specifically waived by OUSD, the following insurance is required:

- i. If CONTRACTOR employs any person to perform work in connection with this Agreement, CONTRACTOR shall procure and maintain at all times during the performance of such work, Workers' Compensation Insurance in conformance with the laws of the State of California and Federal laws when applicable. Employers' Liability Insurance shall not be less than One Million Dollars (\$1,000,000) per accident or disease.

Check one of the boxes below:

CONTRACTOR is aware of the provisions of Section 3700 of the Labor Code which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and will comply with such provisions before commencing the performance of the Work of this Contract.

CONTRACTOR does not employ anyone in the manner subject to the workers' compensation laws of California.

- ii. CONTRACTOR shall maintain Commercial General Liability insurance, including automobile coverage, with limits of at least One Million Dollars (\$1,000,000) per occurrence for corporal punishment, sexual misconduct, harassment, bodily injury and property damage. The coverage shall be primary as to OUSD and shall name OUSD as an additional insured. Evidence of insurance must be attached. Endorsement of OUSD as an additional insured shall not affect OUSD's rights to any claim, demand, suit or judgment made, brought or recovered against CONTRACTOR. The policy shall protect CONTRACTOR and OUSD in the same manner as though each were separately issued. Nothing in said policy shall operate to increase the Insurer's liability as set forth in the policy beyond the amount or amounts shown or to which the Insurer would have been liable if only one interest were named as an insured.
- iii. If CONTRACTOR is offering OUSD professional advice under this Contract, CONTRACTOR shall maintain Errors and Omissions insurance or Professional Liability insurance with coverage limits of One Million Dollars (\$1,000,000) per claim.

OR

- iv. CONTRACTOR is not required to maintain any insurance under this agreement. (Completed and approved Waiver of Insurance Form is required from OUSD's Risk Management.) Waiver of insurance does not release CONTRACTOR from responsibility for any claim or demand.

10. **Licenses and Permits:** CONTRACTOR shall obtain and keep in force all licenses, permits, and certificates necessary for the performance of this Agreement.

11. **Assignment:** The obligations of CONTRACTOR under this Agreement shall not be assigned by CONTRACTOR without the express prior written consent of OUSD.

12. **Non-Discrimination:** It is the policy of OUSD that in connection with all work performed under Contracts there be no discrimination because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age; therefore, CONTRACTOR agrees to comply with applicable Federal and California laws including, but not limited to, the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and OUSD policy. In addition, CONTRACTOR agrees to require like compliance by all its subcontractor(s). CONTRACTOR shall not engage in unlawful discrimination in employment on the basis of actual or perceived; race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender, sex, sexual orientation, or other legally protected class.

Professional Services Contract

13. **Drug-Free / Smoke Free Policy:** 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 controlled substances, alcohol or tobacco on these sites.
 14. **Indemnification:** CONTRACTOR agrees to hold harmless, indemnify, and defend OUSD and its officers, agents, and employees from any and all claims or losses accruing or resulting from injury, damage, or death of any person, firm, or corporation in connection with the performance of this Agreement. CONTRACTOR also agrees to hold harmless, indemnify, and defend OUSD and its elective board, officers, agents, and employees from any and all claims or losses incurred by any supplier, contractor, or subcontractor furnishing work, services, or materials to CONTRACTOR in connection with the performance of this Agreement. This provision survives termination of this Agreement.
 15. **Copyright/Trademark/Patent/Ownership:** CONTRACTOR understands and agrees that all matters produced under this Agreement shall become the property of OUSD and cannot be used without OUSD's express written permission. OUSD shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark, and/or patent of said matter in the name of OUSD. CONTRACTOR consents to use of CONTRACTOR's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium. These matters include, without limitation, drawings, plans, specifications, studies, reports, memoranda, computation sheets, the contents of computer diskettes, artwork, copy, posters, billboards, photographs, videotapes, audiotapes, systems designs, software, reports, diagrams, surveys, source codes or any other original works of authorship, or other documents prepared by CONTRACTOR or its Sub-CONTRACTORS in connection with the Services performed under this Agreement. All works shall be works for hire as defined under Title 17 of the United States Code, and all copyrights in those works are the property of OUSD.
 16. **Waiver:** No delay or omission by either party in exercising any right under this Agreement shall operate as a waiver of that or any other right or prevent a similar subsequent act from constituting a violation of the Agreement.
 17. **Termination:** OUSD may at any time terminate this Agreement upon 30 days prior written notice to CONTRACTOR. OUSD shall compensate CONTRACTOR for services satisfactorily provided through the date of termination. In addition, OUSD may terminate this Agreement for cause should CONTRACTOR fail to perform any part of this Agreement. In the event of termination for cause, OUSD may secure the required services from another contractor. If the cost to OUSD exceeds the cost of providing the services pursuant to this Agreement, CONTRACTOR shall pay the additional cost.
 18. **Conduct of CONTRACTOR:** By signing this Agreement, CONTRACTOR certifies compliance with the following requirements and will provide OUSD with evidence of staff qualifications, which include:
 1. **Tuberculosis Screening:** CONTRACTOR is required to screen employees who will be working at OUSD sites for more than six hours. CONTRACTOR affirms that each employee has current proof of negative TB testing on file and TB results are monitored.
 2. **Fingerprinting of Employees and Agents.** The fingerprinting and criminal background investigation requirements of Education Code section 45125.1 apply to CONTRACTOR's services under this Agreement and CONTRACTOR certifies its compliance with these provisions as follows: "CONTRACTOR certifies that CONTRACTOR has complied with the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 with respect to all CONTRACTOR's employees, subcontractors, agents, and subcontractors' employees or agents ("Employees") regardless of whether those Employees are paid or unpaid, concurrently employed by OUSD, or acting as independent contractors of CONTRACTOR, who may have contact with OUSD pupils in the course of providing services pursuant to the Agreement, and the California Department of Justice has determined that none of those Employees has been convicted of a felony, as that term is defined in Education Code section 45122.1. Contractor further certifies that it has received and reviewed fingerprint results for each of its Employees and Contractor has requested and reviews subsequent arrest records for all Employees who may come into contact with OUSD pupils in providing services to the District under this Agreement."
- In the event that OUSD, in its sole discretion, at any time during the term of this contract, desires the removal of any CONTRACTOR related persons, employee, representative or agent from an OUSD school site and, or property, CONTRACTOR shall immediately, upon receiving notice from OUSD of such desire, cause the removal of such person or persons.
19. **No Rights in Third Parties:** This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.
 20. **OUSD's Evaluation of CONTRACTOR and CONTRACTOR's Employees and/or Subcontractors.** OUSD may evaluate CONTRACTOR's work in any way that OUSD is entitled to do so pursuant to applicable law. The OUSD's evaluation may include, without limitation:
 1. Requesting that OUSD employee(s) evaluate the CONTRACTOR and the CONTRACTOR's employees and subcontractors and each of their performance.
 2. Announced and unannounced observance of CONTRACTOR, CONTRACTOR's employee(s), and/or subcontractor(s).
 21. **Limitation of OUSD Liability:** Other than as provided in this Agreement, OUSD's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall OUSD be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of, or in connection with, this Agreement for the services performed in connection with this Agreement.
 22. **Confidentiality:** CONTRACTOR and all CONTRACTOR's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all information received in the course of performing the Services. CONTRACTOR understands that student records are confidential and agrees to comply with all state and federal laws concerning the maintenance and disclosure of student records. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement. Contractors will be permitted access to

Professional Services Contract

student data only where permissible under state and federal law and only after executing OUSD's Confidentiality Agreement Regarding Student Data.

- 23. Conflict of Interest: CONTRACTOR shall abide by and be subject to all applicable, regulations, statutes or other laws regarding conflict of interest. CONTRACTOR shall not hire any officer or employee of OUSD to perform any service by this Agreement without the prior approval of OUSD Human Resources.

CONTRACTOR affirms to the best of his/her/its knowledge, there exists no actual or potential conflict of interest between CONTRACTOR's family, business or financial interest and the services provided under this Agreement, and in the event of change in either private interest or services under this Agreement, any question regarding possible conflict of interest which may arise as a result of such change will be brought to OUSD's attention in writing.

Through its execution of this Agreement, CONTRACTOR acknowledges that it is familiar with the provisions of section 1090 et seq. and section 87100 et seq. of the Government Code of the State of California, and certifies that it does not know of any facts which constitute a violation of said provisions. In the event CONTRACTOR receives any information subsequent to execution of this Agreement which might constitute a violation of said provisions, CONTRACTOR agrees it shall notify OUSD in writing.

- 24. Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion: CONTRACTOR certifies to the best of his/her/its knowledge and belief, that it and its principals are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency according to Federal Acquisition Regulation Subpart 9.4, and by signing this contract, certifies that this vendor does not appear on the Excluded Parties List (https://www.sam.gov/).

- 25. Litigation: This Agreement shall be performed in Oakland, California and is governed by the laws of the State of California, but without resort to California's principles and laws regarding conflict of laws. The Alameda County Superior Court shall have jurisdiction over any litigation initiated to enforce or interpret this Agreement.

- 26. Incorporation of Recitals and Exhibits: The Recitals and each exhibit attached hereto are hereby incorporated herein by reference. CONTRACTOR agrees that to the extent any recital or document incorporated herein conflicts with any term or provision of this Professional Services Contract, the terms and provisions of this Professional Services Contract shall govern.

- 27. Integration/Entire Agreement of Parties: This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.

- 28. Counterparts: This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.

- 29. Signature Authority: Each party has the full power and authority to enter into and perform this Agreement, and the person signing this Agreement on behalf of each Party has been given the proper authority and empowered to enter into this Agreement.

- 30. Contract Contingent on Governing Board Approval: OUSD shall not be bound by the terms of this Agreement until it has been formally approved by OUSD's Governing Board, and no payment shall be owed or made to CONTRACTOR absent that formal approval. This Agreement shall be deemed approved when it has been signed by the Board of Education, and/or the Superintendent as its designee.

- 31. W-9 Form: If CONTRACTOR is doing business with OUSD for the first time, complete and return with the signed Contract the W-9 form.

- 32. Contract Publicly Posted: This contract, its contents, and all incorporated documents are public documents and will be made available by OUSD to the public online via the Internet.

OAKLAND UNIFIED SCHOOL DISTRICT

Armeda Eng

- President, Board of Education
- Superintendent
- Chief or Deputy Chief

D. J. ...

Secretary, Board of Education

4/26/18

Date

4/26/18

Date

CONTRACTOR

Matthew Spengler 3/30/18

Contractor Signature

Date

Matthew Spengler

Founder and Executive Director

Print Name, Title

Form approved by OUSD General Counsel for 2017-18 FY

EXHIBIT "A" SCOPE OF WORK

[IF A CONTRACTOR PROVIDES AN ACCEPTABLE DESCRIPTION OF SERVICES AS PART OF A PROPOSAL, THAT DESCRIPTION OF SERVICES MAY BE ATTACHED WITHOUT ANY TERMS, CONDITIONS, LIMITATIONS, ETC., FROM THAT PROPOSAL.]

- 1. Description of Services to be Provided:** Provide a description of the service(s) the contractor will provide. Be specific about what service(s) OUSD is purchasing and what *this* Contractor will do.

Refer to the Proposal attached, Appendix A, for a detailed Scope of Work for high-dosage math tutoring.

Blueprint Schools Network (Blueprint) seeks to continue to provide direct services to Oakland Unified School District (OUSD) to implement the Blueprint Math Fellows Program at seven or more middle schools for the 2017-18 academic year. Below is a scope of services which provides for the planning for implementation for the 2017-18 academic year that can be amended and further defined in subsequent conversations. Working alongside OUSD leadership and Fellows, Blueprint hopes to continue to provide services that meet the most pressing needs of students in Oakland.

Blueprint's mission for the Math Fellows Program initiative in Oakland is to improve life outcomes for students by providing the mathematical foundation and critical reasoning skills necessary for success in college and beyond. By increasing math achievement in the middle school grades, Math Fellows in Oakland will increase the number of students passing Algebra 1 and higher level mathematics courses, ultimately increasing the number of students prepared for post-secondary mathematics courses and closing the achievement gap across Oakland.

Blueprint proposes to coordinate with OUSD leadership to implement the second year of the Blueprint Math Fellows Program at the following OUSD schools for the 2017-2018 school year:

1. Bret Harte Middle School
2. Elmhurst Community Prep (new for 2017-18)
3. Frick Middle School
4. Montera Middle School (new for 2017-18)
5. Roots International Academy
6. United for Success Academy
7. West Oakland Middle School

This document provides an overview of planning for year 2 implementation activities required to continue a program for 22 Blueprint Math Fellows serving seven middle schools in Oakland.

Current expectations are that:

- Blueprint will assume as comprehensive a role as possible regarding the planning and implementation functions for the Math Fellows Program;
- Blueprint will serve as the hiring agent for Math Fellows and Site Managers;
- OUSD and Blueprint will mutually select targeted grades and students that will participate in the initiative based on school priorities; and
- Blueprint will work to build capacity of OUSD and school-based staff members with the intent of establishing long-term district based support and infrastructures.

Blueprint will provide a local, on-the-ground team to prepare for and support the implementation of a quality program during July 1 through December 31 of the 2017-18 academic year and beyond. In addition, Blueprint will leverage our national team to support the preparation needed for the successful continuation of the Program.

Professional Services Contract

- 2. Specific Outcomes:** What are the expected outcomes from the services of this Contract? Be specific. For example, as a result of the service(s): 1) How many more Oakland children are graduating from high school? 2) How many more Oakland children are attending school 95% or more? 3) How many more students have meaningful internships and/or paying jobs? 4) How many more Oakland children have access to, and use, the health services they need? Provide details of program participation (Students will...) and measurable outcomes (Participants will be able to...). **NOT THE GOALS OF THE SITE OR DEPARTMENT.**

This phase will serve to build upon our existing foundation for partnership and implementation for the second year of the program. An overview of anticipated activities to be performed by Blueprint during this strategic planning phase includes:

Systems Development and Planning

Blueprint will collaborate with OUSD to develop schedules, systems, and processes for a successful implementation of the Program in August 2017. In order to develop these systems,

Blueprint will :

- Customize Common Core-aligned curricular materials to ensure tutorial sessions complement and support OUSD's curriculum and goal of Algebra 1 completion by 8th grade;
- Coordinate with OUSD's Procurement Office on order fulfillment for furnishings and other materials necessary for Program implementation; and
- Collaborate with administration at participating schools to identify dedicated tutorial space and communicate expectations for appropriate tutorial learning environments.

Recruiting and Selection

Blueprint has an experienced team and proven plan for recruiting and selecting high-quality candidates for the Fellows Program. Blueprint's Director of Human Capital and a team of Recruiters identifies candidates for the Fellows Program throughout the year. Each Math Fellow assumes a case load of up to 24 students per day. Math Fellows facilitate five to six tutorial sessions each day with three to four students in each session based upon each school's daily schedule. Site Managers supervise between two and seven Math Fellows at each site.

Blueprint recognizes that the cost of living in the Bay Area may pose challenges for Program candidates. Accordingly, Blueprint will customize and track the recruiting and selection process. Site Managers (SM) will assist in local recruiting efforts throughout the year, targeting outreach to potential candidates already living in the region. In addition,

Blueprint will:

- Oversee and execute an annual recruitment strategy for the cohort of Oakland Math Fellows, which will include:
 - o The creation of marketing materials and an online presence for job postings on major job boards and social media outlets;
 - o Recruiting candidates at local and national colleges and universities; and

- 3. Alignment with District Strategic Plan:** Indicate the goals and visions supported by the services of this contract: (Check all that apply.)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Ensure a high quality instructional core | <input checked="" type="checkbox"/> Prepare students for success in college and careers |
| <input type="checkbox"/> Develop social, emotional and physical health | <input type="checkbox"/> Safe, healthy and supportive schools |
| <input checked="" type="checkbox"/> Create equitable opportunities for learning | <input type="checkbox"/> Accountable for quality |
| <input checked="" type="checkbox"/> High quality and effective instruction | <input type="checkbox"/> Full service community district |

- 4. Alignment with Community School Strategic Site Plan – CSSSP (required if using State or Federal Funds):**

Please select:

Action Item included in Board Approved CSSSP (no additional documentation required) – Item Number: _____

Action Item added as modification to Board Approved CSSSP – Submit the following documents to the Resource Manager either electronically via email of scanned documents, fax or drop off.

1. Relevant page of CSSSP with action item highlighted. Page must include header with the word "Modified", modification date, school site name, both principal and school site council chair initials and date.
2. Meeting announcement for meeting in which the CSSSP modification was approved.
3. Minutes for meeting in which the CSSSP modification was approved indicating approval of the modification.
4. Sign-in sheet for meeting in which the CSSSP modification was approved.

PROFESSIONAL SERVICES CONTRACT ROUTING FORM 2017-2018

Basic Directions

Additional directions and related documents are in the Knowledge Center on the Intranet and Contracts Online 2.0 Tool

Services cannot be provided until the contract is fully approved and a Purchase Order has been issued.

- Contractor and OUSD contract originator (principal or manager) reach agreement about scope of work and compensation.
- Ensure contractor meets the consultant requirements (including the Excluded Party List, Insurance and Talent Consultant Verification)
- Contractor and OUSD contract originator complete the contract packet together and attach required attachments.
- Within 2 weeks of creating the requisition, the OUSD contract originator submits **complete** contract packet for approval to Procurement.

Attachment Checklist

For All Consultants: Authorization to Work, which indicates vendor has cleared the registration and background check

For All Consultants: Results page of the Excluded Party List (<https://www.sam.gov/>)

For All Consultants: Statement of qualifications (organization); or resume (individual consultant).

OUSD Staff Contact *Emails about this contract should be sent to:* (required) Mark.Triplett@ousd.org

Contractor Information

Contractor Name	Blueprint Schools Network	Agency's Contact	Matthew Spengler			
OUSD Vendor ID #	1006981	Title	Founder and Executive Director			
Street Address	61 Chapel Street, Suite 1	City	Newton	State	MA	Zip 02458
Telephone	617-243-9620	Email (required)	mspengler@blueprintschools.org			
Contractor History	Previously been an OUSD contractor? <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Worked as an OUSD employee? <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No			

Compensation and Terms – Must be within the OUSD Billing Guidelines

Anticipated start date	07/01/2017	Date work will end	06/30/2018	Other Expenses	
Pay Rate Per Hour (required)		Number of Hours (required)			

Budget Information



If you are planning to multi-fund a contract using LEP funds, please contact the State and Federal Office *before* completing requisition.

Resource #	Resource Name	Org Key	Object Code	Amount
		See attached for detail	5825	\$ 581,133.00
			5825	\$ 0.00
			5825	\$ 0.00
Requisition No. (required)	R0183686	Total Contract Amount		\$ 581,133.00

Approval and Routing (in order of approval steps)

Services cannot be provided before the contract 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/>)

1.	Administrator / Manager (Originator)	Name	Mark Triplett	Phone	510-879-8156
	Site/Department (Name & #)	965/Middle School Network		Fax	510-879-3687
	Signature			Date Approved	3.29.18
2.	Resource Manager , if using funds managed by: <input type="checkbox"/> State and Federal <input type="checkbox"/> Quality, Community, School Development <input type="checkbox"/> Community Schools & Student Services <input type="checkbox"/> Risk Mgmt				
	<input type="checkbox"/> Scope of work indicates compliant use of restricted resource and is in alignment with school site plan (CSSSP)				
	Signature			Date Approved	
3.	Network Superintendent/Deputy Network Superintendent				
	Signature			Date Approved	
4.	Chiefs / Deputy Chiefs Consultant Aggregate <input type="checkbox"/> Under <input type="checkbox"/> Over \$ _____				
	<input type="checkbox"/> Services described in the scope of work align with needs of department or school site				
	<input type="checkbox"/> Consultant is qualified to provide services described in the scope of work				
	Signature			Date Approved	
5.	Superintendent, Board of Education <i>Signature on the legal contract</i>				
Legal Required if not using standard contract		Approved		Denied - Reason	Date
Procurement	Date Received			PO Number	

0005	Central Supplemental-Blueprint	9981110178	\$ 192,799.00
0005	Central Supplemental	9981641305	\$ 22,000.00
3010	OPSR - Title I	9214850205	\$ 135,834.00
9283	Salesforce - PIF	9249283101	\$ 95,500.00
9283	Salesforce - PIF	9249283101	\$ 135,000.00
			\$ 581,133.00



Re: RFP # 1718-L001 Concentrated Math Tutoring Services due February 16, 2018

February 14, 2018

Oakland Unified School District
Office of the General Counsel
Attn: Seth Eckstein, Attorney
1000 Broadway, Suite 680
Oakland, CA 94607

Dear Mr. Eckstein:

On behalf of the Blueprint Schools Network Board of Directors, staff, and the more than 2,000 students we serve across the country, I am pleased to submit this proposal to the Oakland Unified School District in response to your request for math tutoring.

Blueprint Schools Network is in our second year of partnership with the Oakland Unified School District and we seek to continue to provide high-dosage math tutoring to District students. The Blueprint Math Fellows Program prepares students for post-secondary success by improving mathematics achievement in the middle school grades and ensuring that high school students have the mathematical foundation required to excel in Algebra 1 and in higher level courses.

In addition, the Blueprint Math Fellows Program serves as a potential entry point for new mathematics teachers. We believe that providing daily, direct academic support to students and establishing a pipeline to increase the number of math teachers serving OUSD secondary schools will have lasting effects on the quality of mathematics instruction, the level of academic achievement, and, ultimately, improve life outcomes for students throughout Oakland.

This proposal is valid for 90-days. If awarded the contract, Blueprint staff and Math Fellows are immediately available to work with OUSD to implement the Blueprint Math Fellows Program at Bret Harte Middle School, Elmhurst Community Prep, Frick Impact Academy, Montera Middle School, Roots International Academy, United for Success Academy, and West Oakland Middle School.

Sincerely

A handwritten signature in black ink, appearing to read "Matthew Spengler", is written over a horizontal line. The signature is fluid and cursive, with a long, sweeping tail that extends to the right.

Matthew Spengler
Founder and Executive Director
Blueprint Schools Network
PI 617-955-6682
FI 617-243-9640
mspengler@blueprintschools.org

Enclosed: Appendix A

Appendix A

A. Submittal Letter (see attached)

B. Description of Company

Blueprint Schools Network was founded in 2010 as a national nonprofit organization driven by our mission to promote educational equity and improve life outcomes for students. Blueprint brings our research-based strategies shown to be the biggest drivers of student achievement in successful, high-performing schools to life in public schools across the nation. These five strategies include:

- Investing in human capital
- Increasing instructional time
- Organizing, synthesizing, and using student and school performance data
- Developing a school culture of high expectations
- Providing students with small-group, differentiated instruction

Drawing on these strategies, Blueprint works with our district and school partners to customize, plan, implement, and monitor either our signature high-dosage Math Fellows Program or whole-school improvement initiatives.

The Blueprint Math Fellows program launched in 2011 as one element of a comprehensive K-12 school turnaround initiative in partnership with Denver Public Schools. Based upon the dramatic first year student achievement gains in mathematics, Blueprint expanded the Math Fellows Program across the country as an independent academic intervention.

Since 2010, Blueprint has partnered with more than 100 schools serving over 20,000 students in Oakland (CA); Denver and Leadville (CO); East St. Louis and Madison (IL); Boston, Holyoke, and Salem (MA); and St. Louis (MO). During the current academic year (2017-2018), Blueprint partners with the East St. Louis School District 189, Holyoke Public Schools, Lake County School District in Colorado, Madison Public Schools, and the Oakland Unified School District to serve more than 2,000 students.

Blueprint Schools Network has an eight year track record of providing concentrated tutoring services in California and across the country that have consistently achieved significant results for students. Currently we are providing concentrated math tutoring services (the Blueprint Math Fellows Program) for the following district partnerships:

- Seven middle schools in Oakland Unified School District
- Four elementary, middle and high schools in East Saint Louis, IL
- Three K-8 schools in Holyoke, MA
- One high school in Madison, IL
- One K-6 school in Saint Louis, MO

Past large scale, multi-year Blueprint Math Fellow partnerships include:

- Seven turnaround elementary, middle and high schools in Denver Public Schools
- 16 elementary, middle and high schools in Saint Louis Public Schools
- Two elementary and one high school in Boston Public Schools

- Providing technical support to Denver Public Schools to create the infrastructure to support a district-operated Math Fellows program for 300 full time math tutors called the Denver Math Fellows

C. Description of the Proposal

Since 2010, Blueprint has managed the national recruitment, selection, training, professional development, and evaluation for more than 1,000 full-time math tutors for our partner districts. Americans spend \$15 billion annually on private tutoring and test-prep services. The demand for tutoring is high and is often driven by middle- and high-income families that can afford to invest in private tutoring services for their children. Blueprint's mission is to promote educational equity and improve life outcomes for students; the Blueprint Math Fellows Program is an important way that Blueprint levels the playing field and ensures that all students, regardless of income status, have access to high-quality instruction, and academic support.

Last year, Blueprint implemented our Math Fellows program in partnership with Oakland Unified School District. 12 Full-time AmeriCorps Fellows worked with 6th and 7th grade students at United for Success Academy, Frick Impact Academy, Roots International Academy, West Oakland Middle School and Bret Harte Middle School. In 2017-18, the Blueprint Math Fellow partnership has expanded to include 22 full-time Fellows serving 6th, 7th, and 8th grade students at the original five schools plus Elmhurst Community Prep School and Montera Middle School.

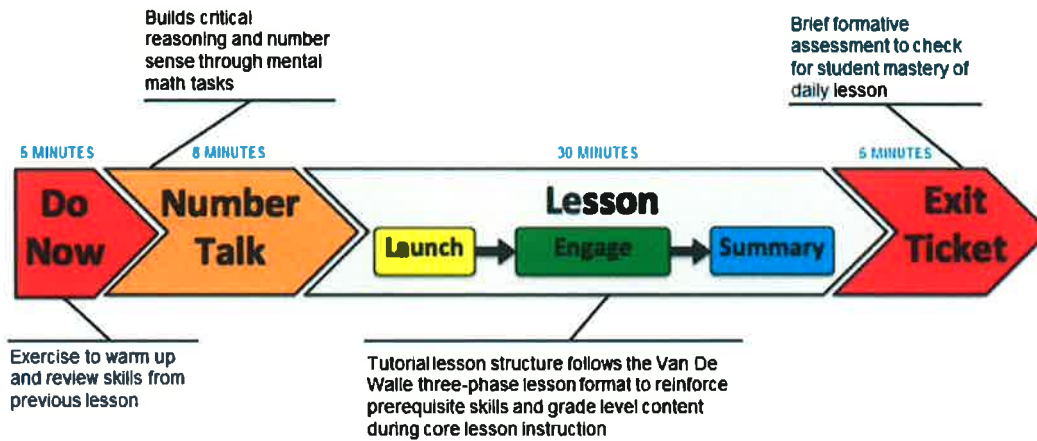
Blueprint is grateful to have received funding from Salesforce through a direct contract with the Oakland Public Education Fund in the amount of \$405,000 to deliver our Math Fellows Program in Oakland during the 2017-2017 academic year and funding from the Oakland Unified School District in the amount of \$88,300 to seed and prepare for the program. We are uniquely positioned as a result to respond to this request from the District to continue the work that we have started.

The following description of our tutorial model reflects current practice and how we would intend to continue providing support for the remainder of the 2017-18 year and for the 2018-19 academic year.

Consistent Daily Tutorial Structure and Learning Environment

The Blueprint Math Fellows Program is structured to deliver targeted, intensive academic intervention in mathematics to every student using proven effective methods and strategies. Math Fellows work with a maximum of four students per session. This allows for small group and individualized instruction and is designed to purposefully address gaps in foundational mathematics knowledge while building students' ability to problem solve and think critically. The instruction that students receive in tutorial is supplemental and connected to what students are learning in their primary math class. In middle school, these tutorial sessions are built into the master schedule as an "elective" or additional math enrichment block. Thus, Fellows will lead five to six tutorial sessions each day based upon each school's schedule.

Tutorial lessons are tightly planned and follow a standard structure. An example is below.



The strategies that drive the lesson structure are directly aligned with the district-wide mathematics instructional initiatives led by the OUSD Office of Teaching and Learning. The consistency and alignment of instructional strategies and math content between core classroom instruction and the Blueprint Math Fellows Program sets the foundation for dramatic and sustainable academic achievement across the district.

Currently, our partner middle schools in OUSD implement several different math curricula with varying scopes and sequences. Blueprint has invested additional resources this year to purposefully align our tutorial lessons to each school's specific curricula and unit plans. We believe that this customization of Blueprint tutorial lessons in real-time collaboration with schools is a differentiator for our program and partnerships.

The tutorial space provides a safe, consistent, and familiar setting that allows students to take risks and build confidence in their mathematic ability. Several Math Fellows typically share a designated classroom or common space. In order to promote a strong culture of learning in the tutorial space and ensure consistency across school sites, Blueprint has outlined expectations for the learning environments that include: (1) a clear, concise, and visibly posted daily learning objective; (2) a lesson agenda; (3) a word wall; (4) visibly posted exemplary student work with specific feedback from the student's Fellow; (5) individual and group standards-based data trackers; and (6) visual aids (such as college pennants) to encourage and support a college-going culture.

Blueprint Math Fellows: Highly Qualified, Dedicated, Diverse

Blueprint actively recruits high-quality candidates with a diverse set of backgrounds and experiences. Blueprint's Human Capital Manager leads the process that looks nationally and locally for exceptional candidates for the Fellows program. The Human Capital Manager is constantly involved in recruitment as we keep a pool of candidates available for possible openings. The most significant amount of time and energy for recruitment is spent between March and June.

Specific to the recruitment of our Oakland program, Blueprint posts on 15-20 national and local sites and approximately 50 California college websites. In addition to posting on college websites, we connect with professors and career center staff to share Fellow opportunities directly with students. We attend 6 national and regional job fairs and use contacts with our partner organizations. Blueprint partners with

Teach for America, City Year, and AmeriCorps to share our job posts with their members. We also research local organizations with a similar focus and workforce center to share our postings.

Fellow candidates undergo an intensive screening and application process prior to acceptance into the Program, as demonstrated below. In addition to demonstrated success in completing college, candidates must pass a rigorous mathematics competency assessment, and indicate a willingness to go above and beyond to ensure the success of all students.

Blueprint Math Fellows Program Hiring Process



The Blueprint Math Fellows Program brings a new cohort of skilled and dedicated adults to serve as role models and advocates for students throughout Oakland. To date, our national network of Fellows includes the following data points:

- All Math Fellows earned a college degree, with 17% of current Fellows possessing an advanced degree
- 54% of Math Fellows have prior teaching experience
- 25% of Fellows are fluent in more than one language

A New Pipeline of Teacher Talent for OUSD

According to a 2011 report from the California State and University Mathematics and Science Teacher Initiative, California has a projected need for more than 30,000 new mathematics and science teachers over the next ten years. Based on Blueprint's experience with our current district partnerships in East St. Louis, Holyoke, Madison, and Oakland, we expect that the Blueprint Math Fellows Program will yield a consistent pool of new teacher talent for Oakland. Historically 1 in 4 Fellows becomes a full-time teacher, often in the same school or district where they served.

Blueprint will work closely with OUSD's Talent Division and local teacher training and certification programs, including Mills College and CSU East Bay, to explore ways to build a customized pathway for Fellows to become certified teachers. In addition, Blueprint will leverage our existing national partnership with Teach for America to create a pipeline for interested Math Fellows in Oakland to continue to teach in OUSD after completion of the Program. Our aim is to utilize the Blueprint Math Fellows Program to create a clear, long-term pathway to develop highly effective math teachers committed to teaching in the Oakland Unified School District.

We are proud to report that three full-time teachers in Oakland this year were members of last year's Blueprint Math Fellows cohort. Looking ahead, we expect even more Fellows to join OUSD's teacher corps next year. In January 2018, Blueprint coordinated with Sara Glasband from OUSD's Talent Division to facilitate a teacher pipeline information session specifically for Blueprint Math Fellows. 10 fellows from this year's cohort have expressed interest in becoming full time teachers next year. We believe that with continued support this academic year, the Math Fellows program will yield between five and seven teachers for the District in 2018-19.

Math Fellow Site Manager: On-site Program Supervision and Professional Development

Each school site has at least one assigned Site Manager responsible for the supervision and coordination of the Program. Site Managers play a critical role in the success of the Program: they oversee school site implementation while simultaneously minimizing the need for school-based supervision from the Principal and administration. Serving as program coordinator, instructional coaches, and mentors to Fellows, Site Managers complete regular observation and feedback cycles, lead professional development, support lesson planning, and oversee all data collection and analysis as it pertains to the Program. Site Managers act as a liaison between the Program and school and work closely with grade level teachers to align tutorial lessons with core classroom content.

In addition, Site Managers support outreach activities including local recruitment and hiring, partnership development, and community engagement. They are selected based on demonstrated leadership and instructional experience; this includes a minimum of two years of full-time classroom instruction in a math content area.

Data-Driven Instruction

The Blueprint Math Fellows Program is designed to provide all students with daily tutoring targeted to the individual needs of every student. Math Fellows collect, analyze, and use data in order to maximize instructional time and accelerate student achievement. Math Fellows work closely with their Site Manager to define specific, measurable interim and annual performance benchmarks for each student they serve.

In our district partnership with OUSD, Blueprint has used the Scholastic Math Inventory (SMI), a Common Core-aligned, computer-based adaptive assessment. The SMI has been administered up to five times per year to monitor students' academic growth throughout the school year. The first administration of the SMI is utilized as a diagnostic tool to measure initial mastery of the standards. This data is then used to individualize lessons, allocating time to re-teach and remediate when students have not mastered a concept or to create more challenging lessons for students who are excelling and have already achieved mastery. In 2017-18, each partner school in OUSD selects their own SMI assessment schedule and frequency. Blueprint has coordinated with each school to have a minimum of three administrations of the SMI this year at the beginning of the year, mid-year, and end of year. A sample district-level SMI report is enclosed.

In addition to the SMI, Math Fellows measure academic performance informally by checking for student understanding throughout the lesson and by administering daily informal assessments or "exit tickets" at the end of each lesson. This information is used to gauge student mastery at the conclusion of the lesson and inform planning for subsequent tutorials. Fellows also help students track their own progress using personal tracking logs to highlight standards that they have mastered and skills they need to continue practicing. Using these strategies, Fellows adapt their instruction to meet student needs, invest students in their own learning, and ensure ongoing measurable results are collected and tracked for each individual student across all grade levels served.

Summer Training and Preparation

Blueprint has extensive experience preparing Site Managers and Math Fellows to work effectively in major urban districts across the country. In Oakland, we facilitated a week of August pre-service training and program planning for 22 Math Fellows and three Site Managers prior to the start of the 2017-18 academic year. Blueprint Fellow training occurs before our partner schools summer training so that

Math Fellows can attend their assigned school's summer professional development before opening the year with students.

During the summer, Site Managers are trained by Blueprint on topics that include:

- Roles and responsibilities of the position;
- The Blueprint Math Fellows Program Instructional Model;
- Establishing systems for planning, data tracking, communication, and progress monitoring;
- Delivering high-impact professional development; and
- Providing effective instructional coaching and feedback to Math Fellows.

The Blueprint Math Fellows Summer Institute is designed to ensure that Math Fellows have the skills and knowledge necessary to make an immediate impact on student achievement. Math Fellows attend professional development sessions focused on topics that include:

- Cultural competency and context;
- Program expectations and procedures;
- Instructional techniques;
- Strategies for delivering student-centered lessons;
- Creating a positive and productive learning environment; and
- Creating individual student growth goals based on data analysis.

Resources from Blueprint's library are utilized to support Site Manager and Math Fellow development, and program implementation. These include, but are not limited to:

1. Paul Bambrick-Santoyo's *Leverage Leadership*
2. Doug Lemov's *Teach Like a Champion 2.0*
3. Robyn Jackson's *The Instructional Leaders Guide to Strategic Conversations with Teachers*
4. Sherry Parish's *Number Talks: Helping Children Build Mental Math and Computation Strategies*
5. John Van de Walle's *Elementary Middle School Mathematics: Teaching Developmentally*

Summer Institute sessions are grounded in high-impact teaching strategies and modified for use in a tutorial setting. All Math Fellows receive Doug Lemov's *Teach Like a Champion* as a core text for ongoing professional learning. Training modules feature readings, video clips, role-play activities, and discussions.

During Summer Institute, Math Fellows develop long-term plans and professional growth goals and begin to analyze student data to create individual student growth goals and student tutorial groupings. Fellows also participate in school-based professional development activities as determined by their Site Manager and school leadership team. In this way, Math Fellows are integral and invested members of their school communities.

A Focus on Professional Development during the School Year

Ongoing training, supervision, evaluation, and support is provided to Fellows throughout the academic year. The school-based Site Manager supports Fellows through weekly collaboration meetings and monthly professional development sessions in their school teams. Whenever possible, Fellows' daily planning period coincides with the planning period of the math department to facilitate collaboration with school staff.

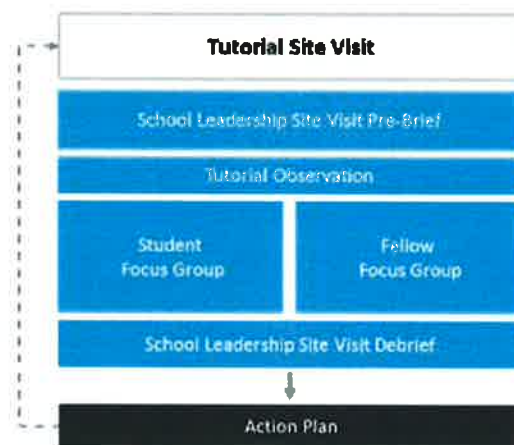
Blueprint plays an active role and provides regular training regarding the management of Fellows, position roles and responsibilities, goal setting, and curriculum training. Blueprint's Founder and

Executive Director and the AmeriCorps Program Manager manage this aspect of the program and host weekly phone meetings with Site Managers to further develop their leadership skills, provide targeted feedback, and problem solve. Observation and feedback cycles for Site Managers are tied to individualized action plans using a Blueprint-designed rubric of effective practices. Site Managers are expected to implement similar observation and feedback cycles with each Math Fellow under her supervision.

Monitoring Program Implementation, Progress and Impact: Blueprint Site Visits

To ensure that our evidence-based framework for the Blueprint Math Fellows Program is implemented with quality and consistency across every partner school in OUSD, Blueprint conducts up to three site visits per year at each school. Our comprehensive site visit process monitors progress and builds capacity for ongoing growth. Site visits enable us to collect quantitative and qualitative data on the implementation of the Program, provide objective feedback to district and school leaders regarding progress and co-construct action plans to promote ongoing effectiveness. The site visit process is outlined below.

Blueprint Math Fellows Program Site Visit Process



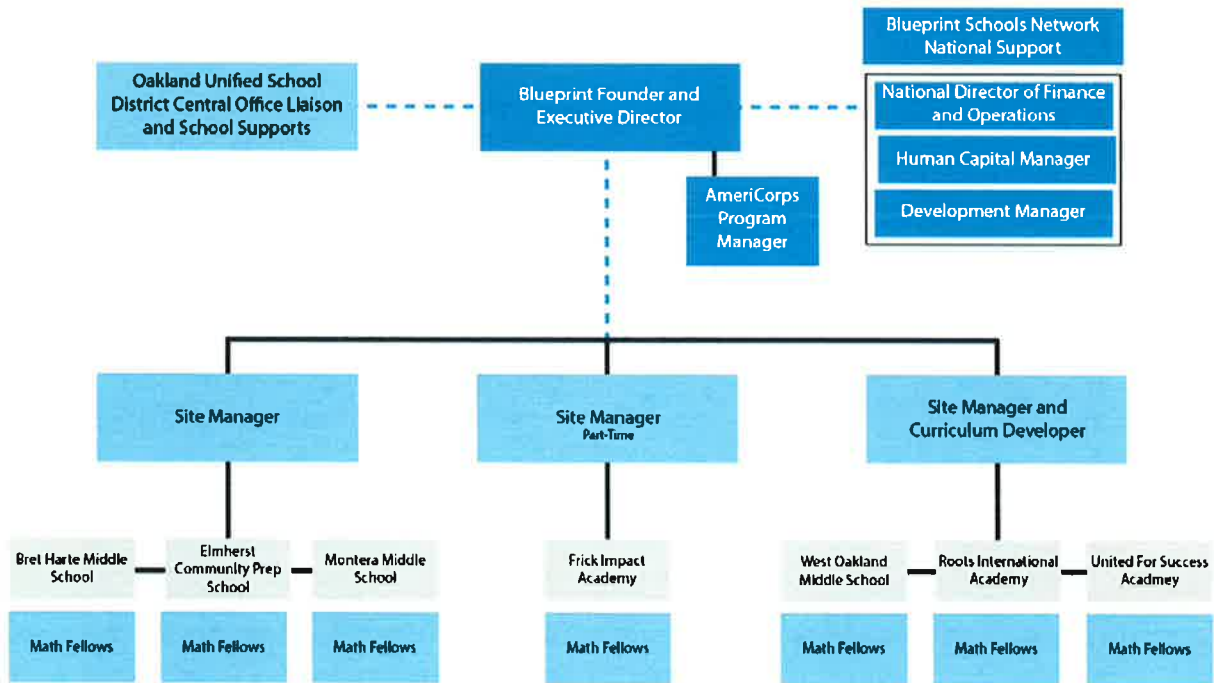
Blueprint also collaborates with district leadership to identify key indicators to monitor student progress and measure Program impact. We have tracked the following data points in our current district partnerships:

- Performance on growth and/or interim assessments;
- Course performance in grades that receive math tutoring;
- Course performance in Algebra 1;
- Feedback from student, Fellow and Site Manager surveys;
- Attendance data;
- Enrollment in college-level math courses;
- Students on track for graduation; and
- Enrollment in college and other post-secondary opportunities.

Program Infrastructure and Management

The Blueprint Math Fellows Program Organizational Structure below outlines how District and Blueprint teams will collaborate effectively and efficiently. The Blueprint Math Fellows Site Managers are responsible for overseeing the planning, implementation and monitoring of the Program in partnership with identified school site liaisons. Site managers serve as the key liaison between Blueprint and participating school sites. Blueprint’s Executive Director collaborates with a designated OUSD District level liaison for strategic decisions and program oversight. Blueprint’s current staffing and management structure for our partnership for 22 Fellows serving seven schools is outlined below:

Blueprint Math Fellows Program Organizational Structure



Blueprint Employees:

- *Matthew Spengler, Founder and Executive Director*, oversees the Blueprint staff and provides strategic direction for the organization. He brings experience as a teacher, founding principal of MetWest High School in OUSD, leadership coach and New School Development Director for a national school network.
- *Jeff Wiczorek, National Director of Finance and Operations*, directs Blueprint's financial activities, fiscal policy development and implementation, technology, and operations. He has over ten years of experience serving in financial leadership roles with a variety of nonprofit, higher education, and government organizations including Citizen Schools.
- *Nicky Biederman, Human Capital Manager*, oversees national and local recruitment of Site Managers, and Fellows for our partner schools and manages Human Resources. Prior to joining Blueprint, she worked in Manufacturing at Pearson Education and in the Data Management department at Harvard Clinical Research Institute, where she began her Human Resources work.
- *Malissa Brennan, AmeriCorps Program Manager*, supports the planning, launch, implementation, management, and monitoring of the Blueprint Math Fellows Program and oversees Blueprint's AmeriCorps grant. Malissa brings experience as a licensed educator,

resident director at George Mason, community director at Brown University, and a recruiter for Phillips Academy.

- *Michael Boswell, Development Manager*, creates and implements a comprehensive fundraising plan. Additional responsibilities include managing communications, creating collateral, and fostering a shared commitment to fundraising among all stakeholders in the organization. Michael brings fundraising and communications experience from previous positions at UMass Lowell and Boston Scores.
- *Sarah Kirker and Jody Silver* serve as our Blueprint Math Fellows Program *Site Managers* in Oakland. Sarah and Jody oversee day-to-day operations and program implementation. Site Managers work with three schools each. Responsibilities include observing Fellows, delivering regular professional development, providing feedback to Fellows and Blueprint national staff, managing the part-time OUSD-employed Site Manager at Frick Impact Academy, and fostering strong relationships with school leadership. Jody Silver also serves as our Curriculum Developer in Oakland;
- *Alefiyah Lokhandwala, Site Manager* at Frick Impact Academy, is an OUSD employee at the school. Alefiyah serves a role similar to Jody and Sarah but works part-time with a focus on the Fellows group at Frick, which, with six Fellows, is twice the size of our Fellow groups at other partner schools; and
- 22 Blueprint Math Fellows assigned to school sites.

Based on Blueprint’s experience staffing other multi-school Math Fellow initiatives, we recommend and propose the following school-based staffing plan:

School	Students Served	Grades Served	Fellows Placed
Bret Harte Middle School	60-72	6	3
Elmhurst Community Prep School	60-72	6	3
Roots International Academy	40-48	7	2
Montera Middle School	60-72	7	3
West Oakland Middle School	40-48	6 & 7	2
United for Success Academy	60-72	7	3
Frick Impact Academy	120-144	6, 7, & 8	6
Total	440-528		

Each Math Fellow assumes an average case load of approximately 20 students per day. Math Fellows facilitate five to six tutorial sessions each day with three to four students in each session based upon each school’s daily schedule. Site Managers supervise between six and twelve Math Fellows.

Demonstrated Record of Effectiveness

Blueprint has a demonstrated record of effectiveness collaborating with districts and schools to promote rapid, significant, and sustainable academic improvement in districts with large populations of high-poverty students, English Language Learners, and students with disabilities.

Blueprint is proud to report that we have achieved significant and demonstrable results from our inaugural year of partnership with Oakland Unified School district. Blueprint’s research partner, the

University of Chicago, established a data sharing agreement with the District and conducted an independent analysis of program results for the 2016-17 year. Highlights from the report include:

- By the end of the program, Fellows students had substantially greater improvement in test scores than non-Fellows students in 4 out of 5 schools.
- Even after accounting for relevant factors that may impact student improvement – such as differences in teacher and school quality – Fellows students improve .103 Standard Deviations (SD) in math, an increase that can be directly attributed to the program.
- Some economists estimate that the average student gains .25SD in test scores over the course of a single school year. Using this metric, the Fellows program adds an average additional 3.5 months of schooling to a child's education.
- On a cost effectiveness basis, Blueprint delivers better results for each additional dollar spent on student achievement than most other intensive educational interventions.

A copy of the full University of Chicago report is enclosed.

These end of year results for our Oakland program were foreshadowed by strong 2016-17 interim assessment data using results from the Scholastic Math Inventory (SMI) assessment. Students enrolled in our Fellows program saw a median quantile growth of 145 compared to peers not enrolled in the program whose growth was 55. A copy of Blueprint's end of year SMI report is enclosed.

In partnership with Denver Public Schools (DPS), Blueprint implemented a program that began with 75 Math Fellows across a cohort of schools called the Denver Summit School Network (DSSN). After Year 1 of implementation, the DSSN schools ranked among the top schools in Colorado for growth in Math. During the partnership, specific schools saw tremendous growth in mathematics:

- 9th graders at Collegiate Prep Academy had the highest math growth in Colorado during the 2015-2016 school year.
- 4th graders at the Green Valley Elementary School had the 3rd highest math growth in Colorado during the 2012-2013 school year.
- 9th graders at High Teach Early College had the 5th highest math growth in Colorado during the 2012-2013 school year.

In Massachusetts, The English High School, the Elihu Greenwood Leadership Academy, and the Dever Elementary School in Boston Public Schools and Bentley Academy Charter School (formerly Bentley Elementary School) in Salem Public Schools implemented the Blueprint Math Fellows Program and saw significant gains. Highlights of our partnerships include:

- In 2017, for the first time in 20 years, the math performance of students at the Dever Elementary School in Boston matched or outpaced that of Boston Public Schools and state students.
- The Dever Elementary School (2017 academic year), English High School (2015 academic year), and the Elihu Greenwood Leadership Academy (2015 academic year) in Boston, MA had the highest student growth rate in math in school history during partnerships with Blueprint Schools Network.
- 5th graders at the Elihu Greenwood Leadership Academy had the highest math growth in Massachusetts during the 2014-2015 school year.
- The English High School had the highest ever percentage of students scoring Proficient or Advanced in Math (65%) in all sixteen years that the test has been administered.

- Bentley Elementary School in Salem, MA and English High School in Boston, MA had the highest percentage of students performing on grade level in math in school history during the 2014-2015 school year
- 10th graders at English High School had the highest math growth in Massachusetts during the 2014-2015 school year
- Bentley Elementary School had the highest ever percentage of students scoring Proficient or Advanced in Math (48%) in the school's history

In our partnerships listed above, Blueprint serves a student population that is similar to students we are serving in OUSD. We will provide additional demographic or student achievement data upon request.

D. References and Description of Experience

Blueprint's Areas of Expertise

Blueprint Schools Network has successfully implemented our Math Fellows program across the country including partnerships at Denver (CO) Public Schools, Saint Louis (MO) Public Schools, East Saint Louis (IL) School District 189, and with three (3) Massachusetts school districts. We bring significant expertise to Oakland Unified School District as a partner that has been able to deliver significant improvements in student achievement in math. We also bring expertise in math content knowledge and professional development as our site managers regularly collaborate with OUSD instructional leaders and school site principals and teachers. Finally, our site managers and Fellows are able to analyze and leverage interim student achievement and behavioral data to support student development and achievement in their core math classes. Operationally, we also have a track record of success in development and have written successful grant proposals to the GreenLight Fund Bay Area and to AmeriCorps that are providing direct funds from Blueprint that are being invested to support the overall cost of the program in Oakland. In 2016-17 and 2017-18, Blueprint is contributing \$450,000 of its own fundraised dollars to support the Math Fellows Program on behalf of Oakland Unified School District. Finally, as the District looks to create "an infrastructure by which District staff can implement the program within one year with its own staff using data-informed instruction and techniques with demonstrable results," Blueprint brings direct experience in this venue. When Denver Public Schools (DPS) wanted to transition from a Blueprint-led Math Fellows Program to a district-led program, we provided technical assistance and quality monitoring support so that DPS could successfully operate a 300-Fellow program across 39 schools.

Relevant Projects for other K-12 School Districts

Denver Public Schools

In November 2010, the Denver Public Schools (DPS) Board of Education approved a comprehensive turnaround initiative for the Far Northeast Community of Denver, a region of DPS that had suffered from persistently low levels of student achievement. In response to the Board's mandate, DPS created the Denver Summit Schools Network (DSSN), the most comprehensive whole school reform initiative that any district in Colorado has ever attempted. The DSSN took underachieving schools and created new school options for a student population that exceeded 80% students of color.

In the fall of 2011, Blueprint began working with the 10 DSSN schools to plan, implement, and monitor a comprehensive turnaround plan that integrated Blueprint's framework for school improvement. In 2012, DPS expanded the Blueprint Fellows Program, our daily high-dosage tutoring program, as a standalone intervention in three additional turnaround schools outside of the DSSN.

In 2013-14 Blueprint's work expanded again to include the West Denver Network of turnaround schools, bringing our total number of whole-school turnaround partner schools to 22. Thanks to a tax override in 2016, our work continued over the next two academic years to expand the Fellows Program to an additional 39 schools across the district. In this way, DPS was able to establish their own Denver Math Fellows Program for which Blueprint continued to provide coaching and guidance through the 2016-2017 academic year.

For further information about our Denver Public Schools partnership, contact:

Chuck Carpenter
Director of Financial Planning & Analysis and Budget
Denver Public Schools
charles_carpenter@dpsk12.org

Saint Louis Public Schools

Blueprint partnered with Saint Louis Public Schools in Saint Louis, Missouri during the 2013-2016 academic years. Through the partnership, Blueprint implemented our Math Fellows Program as a standalone intervention in 16 schools. 40 full-time Math Fellows served over 680 students in St. Louis elementary and middle schools.

Blueprint also partnered with Southern Illinois University Edwardsville's Upward Bound program to implement a summer Fellows Program. Experienced tutors serving Saint Louis Public Schools continued to work with students on foundational and supplemental math skills during the summer 2016 months.

For further information about our Saint Louis Public Schools and SIUE partnerships, contact:

Jesse Dixon
Executive Director at SIUE East St. Louis Center
Southern Illinois University Edwardsville
jessdix@siue.edu

East Saint Louis School District 189

In August 2016, Blueprint launched a partnership with East St. Louis School District 189 in Illinois to implement the Blueprint Math Fellows Program. 8 Math Fellows supported 170 students in four schools across the district. Following a successful initial year, Blueprint and the district expanded our partnership to place 15 Fellows at the same four schools. Increasing the number of Fellows has allowed Blueprint to support more than 240 students in East Saint Louis.

For further information about our partnership with East Saint Louis School District 189, contact:

Devon Horton
Deputy Superintendent of Achievement and Administration
East Saint Louis School District 189
devon.horton@estl189.com

Massachusetts: Boston and Salem Public Schools

In the 2013-2014 school year, Blueprint launched a partnership with Boston Public Schools to implement our School Improvement model at The English High School and Elihu Greenwood Leadership Academy. The following school year, Blueprint launched our Operator partnership model in the 2014-2015 school year as Receiver for the Paul A. Dever Elementary School in Dorchester, MA. Blueprint served as the

Operator of the Dever Elementary School from 2014-2017 and implemented our five-strategy framework.

In collaboration with Salem Public Schools and Empower Schools, Blueprint successfully managed the turnaround efforts through our Operator partnership model in the 2014-2015 school year for grades three through five of Bentley Elementary in Salem, MA. The school transitioned to a Horace Mann charter school in early 2015 and was officially renamed the Bentley Academy Charter School (BACS). The school has been classified as chronically underperforming as a Level 4 school at the beginning of the partnership; after one year, the state classified the school as a high performing Level 1 school. The Blueprint Math Fellows program was implemented at all of our Massachusetts Public Schools.

For further information about our partnership with the Dever Elementary School, contact:

Dr. Todd Fishburn

Executive Principal

Dever Elementary School

tfishburn@bostonpublicschools.org

E. Our Team

Blueprint's team embodies a broad base of knowledge and expertise in the field of K-12 education and has extensive experience implementing the Blueprint Math Fellows Program in large, urban school districts across the country. The launch and implementation of the Blueprint Math Fellows program in Oakland will be led and managed by the following individuals:

Matthew Spengler, Founder and Executive Director

Nicky Biederman, Human Capital Manager

Malissa Brennan, AmeriCorps Program Manager

Sarah Kirker, Site Manager, Oakland

Jody Silver, Site Manager, Oakland

Jeff Wiczorek, National Director of Finance and Operations

Alefiyah Lokhandwala, Site Manager Frick Impact Academy Fellows

Kim Broker, Evaluation Consultant

The primary contact is Matthew Spengler.

F. Specialized Skills and Additional Information

Blueprint is committed to our partnership with the Oakland Unified School District. We recognize the importance of providing students in the District with valuable, small group tutoring through the Fellows program and providing a nontraditional teacher pipeline to the District that will continue to serve students beyond their Fellow term of service.

In recognizing the total cost for the scope of the program that ensures its success, Blueprint seeks and secures funding from the government and from foundations. Blueprints Founder and Executive Director and Development Manager pursue relationships that have resulted in government funding through AmeriCorps and grants from the Greenlight Fund Bay Area, Warriors Community Foundation, Quest Foundation, and Cisco. To date, Blueprint has contributed more than \$450,000 to support the implementation of the Math Fellows program in Oakland Unified School District.

The Blueprint Math Fellows Program partners with the Corporation for National and Community Service (CNCS) to provide national service opportunities for our Fellows, many of whom are now AmeriCorps members. The program benefits Oakland youth by providing them with engaged, trained, and passionate mentors and teachers, and it benefits the Fellows themselves, who gain tremendous skills and an education award through their national service. The Fellows program has provided hundreds of college graduates with the experience and skills need to pursue their future careers. Blueprint employs a full-time AmeriCorps Program Manager who supports our Fellows throughout their service year. She has developed partnerships with local organizations that further connect our Fellows to the community through volunteerism. For example, two current Math Fellows in OUSD coach afterschool basketball and cross country teams at their schools as part of their service commitment. The AmeriCorps Program Manager also ensures our compliance with CNCS; she administers evaluation and shares data with CNCS.

In addition to staffing our internal data analysis systems, Blueprint also benefits from external, independent evaluations through our partnership with Dr. Steven Levitt. Dr. Levitt is the William B. Ogden Distinguished Service Professor of Economics at the University of Chicago, the director of the Becker Center on Chicago Price Theory, a John Bates Clark Medal award winner, and the author of the *New York Times* Best Seller *Freakonomics*. Dr. Levitt and his team from the Becker Center lead analysis of state assessment data at our partner districts.

G. Cost

Our comprehensive budget builds on the success of our relationship with the Oakland Unified School District over the past 2 years. These costs are fully inclusive and we anticipate no additional costs generated that would be attributable to the District. The budget provides continuing services through the 2018-2019 academic year, covers all existing obligations for the 2017-2018 academic year, and continues a reasonable cost per student of \$2,035 in academic year 2017-2018 and \$2,252 in academic year 2018-2019 (with the increase attributable to the decline in GreenLight funding). Based on our previous and ongoing relationship with OUSD, we believe these costs to be not only in line with district priorities but also comparable to other districts implementing similar programs.

Note that we have already received \$88,300 from OUSD for planning purposes for the 2017-2018 academic year. We have also executed a direct contract with the Oakland Public Education Fund to cover \$405,000 of our 2017-2018 academic year costs, and have detailed the budget for the remaining balance for the 2017-2018 academic year.

Blueprint Schools Network Math Fellows Program Implementation in the Oakland Unified School District
RFP # 1718-L001 Concentrated Math Tutoring Services

Cost Item	Description	SY 17-18 Annualized	SY 17-18 Pro Rated, March - June 2018	SY 18-19
Math Fellows Stipends and Benefits	Ongoing program costs for existing/currently operating program for SY 17-18, as of March 1, with 22 Math Fellows operating in 7 schools, including stipend (\$25k/year net of summer off months) plus benefits calculated at 34%. For SY 17-18 this includes 7 biweekly pay periods for ongoing program activities. SY 18-19 assumes steady state of 22 Math Fellows operating for a full year.	\$ 737,000	\$ 237,077	\$ 737,000
Site Management	2.5 Site Managers serving 7 schools, with OUSD directly funding .5 SM for SY 17-18. BPSN employee benefits calculated at 25%. Also assumes .5 SM will be paid by BPSN in SY 18-19.	\$ 202,550	\$ 106,667	\$ 230,000
Math Fellows Recruitment Expenses	Ongoing recruitment to support SY 17-18 and developing SY 18-19 pipeline for Math Fellows candidates. Includes online job postings, career fairs, webinars, etc. Based on our experience, recruitment expenses are the most intensive in the spring previous to the upcoming program year, hence the increased pro-rated proportion for the balance of SY 17-18	\$ 27,400	\$ 27,400	\$ 19,400

Blueprint Schools Network Math Fellows Program Implementation in the Oakland Unified School District
RFP # 1718-L001 Concentrated Math Tutoring Services

Blueprint Schools Network National Leadership and Support	Includes allocations for Salaries, Benefits, and travel for the Founder and Executive Director, Human Capital Manager, AmeriCorps Manager, and other staff required to ensure quality program implementation and compliance with AmeriCorps and other funder requirements. Human Capital/Recruitment time is most intense in the Spring in advance of the new program year, and we have reallocated funding to cover the projected overage in this category to make the budget cost-neutral for OUSD.	\$ 158,290	\$ 178,400	\$ 129,740
Supplies and Materials	Consumables, tutorial room furniture, etc., to support existing and ongoing operations. We anticipate a decline in these costs, particularly for furniture, based on the inventory accumulated over the previous 2 years of Blueprint operating the program in OUSD.	\$ 6,000	\$ 6,000	\$ 2,000
Data Evaluation and Site Visits	Interim data analysis provided by BPSN staff to assess program effectiveness real time, as well as an allowance for independent site visits by Evaluation Consultant to ensure quality of program implementation. Note, most costs for SY 17-18 in this category are anticipated to take place in the last quarter.	\$ 11,500	\$ 11,500	\$ 11,500
Other National Support Costs	Includes allocations for the Development Manager to support resource development, the National Director of Finance and Operations to support spending accountability, as well as other administrative expenses	\$ 205,693	\$ 101,757	\$ 203,335

	including payroll service for 24 employees, workers compensation, general liability, professional liability, cyber liability, and other liability insurance.			
	Total Program Costs	\$ 1,348,433	\$ 668,800	\$ 1,332,975
	Less BPSN AmeriCorps Contribution	\$ (44,000)	\$ (11,000)	\$ (44,000)
	Less BPSN GreenLight Contribution	\$ (200,000)	\$ (66,667)	\$ (100,000)
	Less OUSD Direct funding of .5 Site Manager	\$ (30,000)	\$ (10,000)	\$ -
	Total OUSD Contribution	\$ 1,074,433	\$ 581,133	\$ 1,188,975
SY 17-18 Existing OUSD and Partner Support	OUSD Planning Support for SY17-18 BPSN Math Fellows Program	\$ (88,300)		
	Oakland Public Education Fund (Salesforce) Support for SY 17-18 BPSN Math Fellows Program	\$ (405,000)		
	OUSD Contribution for SY 17-18 BPSN Math Fellows Program	\$ 581,133		

Contact

Blueprint believes that personalized, high dosage tutoring is a fundamental game changer for students. We share Oakland Unified School District’s commitment to level the playing field for the many families who cannot afford private or small group tutoring on their own. We want to continue to contribute Blueprint’s knowledge, materials, systems, and expertise to this initiative and have the capacity, skill, and experience to do so in partnership with OUSD. Please contact Matt Spengler, Blueprint’s Founder and Executive Director, with questions regarding this document.

Attachments

- 2016-2017 Oakland Unified Schools District End of Year Scholastic Math Inventory Results
- 2016-2017 Oakland Unified Schools District Analysis Conducted by the University of Chicago
- Resumes:
 - Matthew Spengler, Founder and Executive Director
 - Nicky Biederman, Human Capital Manager
 - Malissa Brennan, AmeriCorps Program Manager
 - Sarah Kirker, Site Manager, Oakland
 - Jody Silver, Site Manager, Oakland

July 20, 2017

Oakland Unified School District Math Fellows Update, School Year 2016-17

Purpose

In school year 2016-17, the Blueprint Math Fellows Program served 5 schools in the Oakland Unified School District. This update reports on proficiency and growth information for the students served in the program based on the Scholastic Math Inventory (SMI) assessment and informs implementation in school year 2017-18 prior to the release of state assessment information.

Students Served & Tested

	Bret Harte	Frick	Roots	UFSA	WOMS	OUSD Total
Grade Level Served by Fellows	6	7	7	6 & 7	6	6 & 7
Students Rostered Across Year	53	51	32	63	31	230
Students with BOY & EOY SMI	41	40	16	39	26	162

- Throughout the 2016-17 school year, 230 6th and 7th grade students were rostered to the Math Fellows Program across five schools.
- Of these, 162 students have both beginning and end of year SMI data points. In this report, annual growth data calculations include students who have both a beginning of year (September or October) and an end of year (May or June) SMI assessment score.

Results

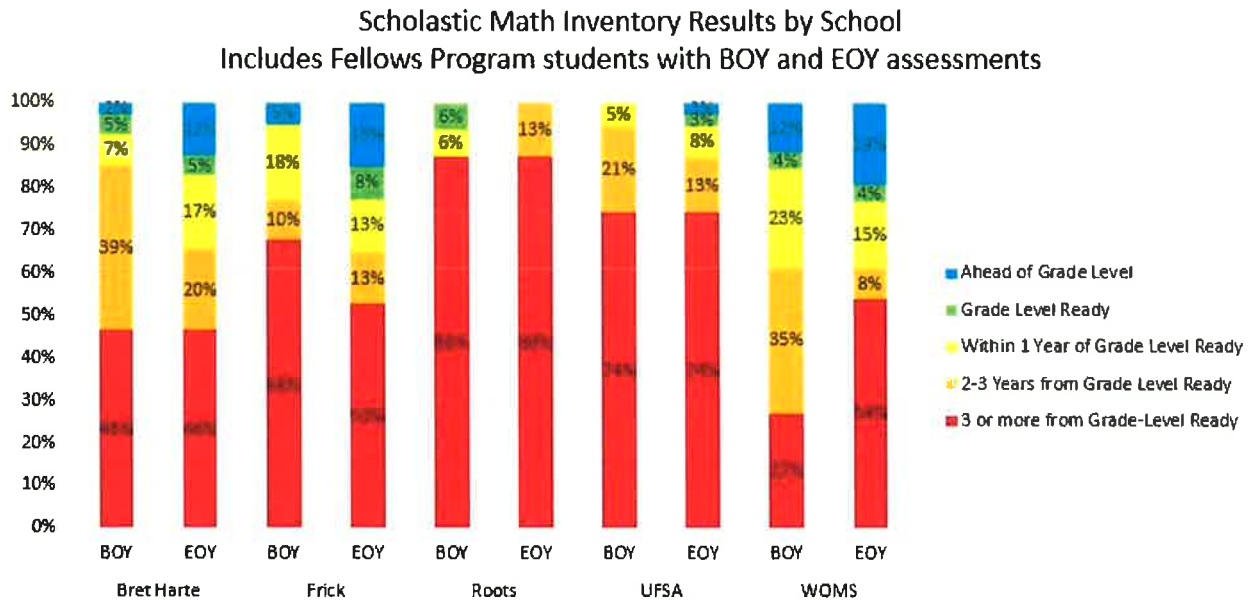
Goal: Tutorial students will achieve an accelerated growth rate as compared to students not receiving the intervention at the same grade.

Scholastic Math Inventory (SMI) Growth Summary Comparison

	Not Enrolled in Fellows Program		Enrolled in Fellows Program	
	# Students	Median Quantile Growth	# Students	Median Quantile Growth
Bret Harte	180	32.5	41	185
Frick	57	125	40	177.5
Roots	50	67.5	16	90
UFSA	23	80	39	95
WOMS	74	65	26	45
Total	384	55	162	145

- Oakland 6th and 7th grade students enrolled for partial or full year in the Math Fellows Program outperformed 6th and 7th grade students in the same schools not enrolled in Fellows. Across the five program schools, the median quantile growth for tutored students was 145 quantiles compared to 55 quantiles for non-tutored students (similarly, average of 136.5 quantiles compared to 55.4 quantiles)

Goal: Tutorial students will increase towards or maintain grade level proficiency



- The Math Fellows Program increased the number of students scoring grade-level ready and above. For 162 students tested in September or October and again in May or June, the number of students scoring grade level ready or above increased from 10 students to 24 students. Overall, this is a nine percentage point increase in proficiency.
- Bret Harte, Frick, and UFSA also decreased the percentage of students scoring in the lowest two categories of the assessment (2 or more years below grade level).
- Although the percentage of students in the lowest proficiency category (3 or more years from grade-level ready) did not decrease, the median growth for these students was 155 quantiles. Remaining in the lowest category despite accelerated growth indicates that this group of students may have begun the year so far behind grade level proficiency that they were not able to catch up in only one year of intervention.

Student Perception Survey End of Year Results

Survey Question	% Agree & Strongly Agree
I know what I'm good at and what I need to work on in math.	90%
The work I do in my math Fellows group helps me in my math class.	89%
My Fellow tells me when I'm doing good work and acknowledges when I'm trying my best.	89%
I believe that working hard in school will help me achieve my dreams when I grow up.	89%
In my Math Fellows class, I know what is expected of me.	85%
In my Math Fellows group, I feel comfortable asking questions.	85%
In my Math Fellows group, my peers try their best and explain their thinking.	82%
In my Math Fellows class, I try to solve challenging math problems, even if I get frustrated or uncomfortable	82%
I have a good friend in my Math Fellows group.	80%
I like going to Math Fellows.	79%
I believe my Fellow cares about me.	75%
In my Math Fellows group, my opinion seems to count.	73%
In my Math Fellows class, I have the opportunity to do something I'm good at everyday.	73%
In the last week, my Fellow has talked to me about my progress in math.	72%
I like getting feedback because it helps me learn and grow.	72%
In my Math Fellows group, my peers encourage me to do my best.	67%

- Students in the Fellows Program indicate that they know their strengths and weaknesses in math and that Math Fellows helps them succeed. Students report engagement and enjoyment in the program.
- In addition, the program has also had a lasting impact on Fellows, as 3 of 11 Fellows from the 2016-17 school year are entering the teaching pipeline for the upcoming year.



Blueprint Schools Network

Fellows Program

February 2018

PROGRAM BASICS



The Blueprint
Fellows
program
provides daily,
small group
tutoring sessions
in math to
students across
grades K-12



PROGRAM ENROLLMENT

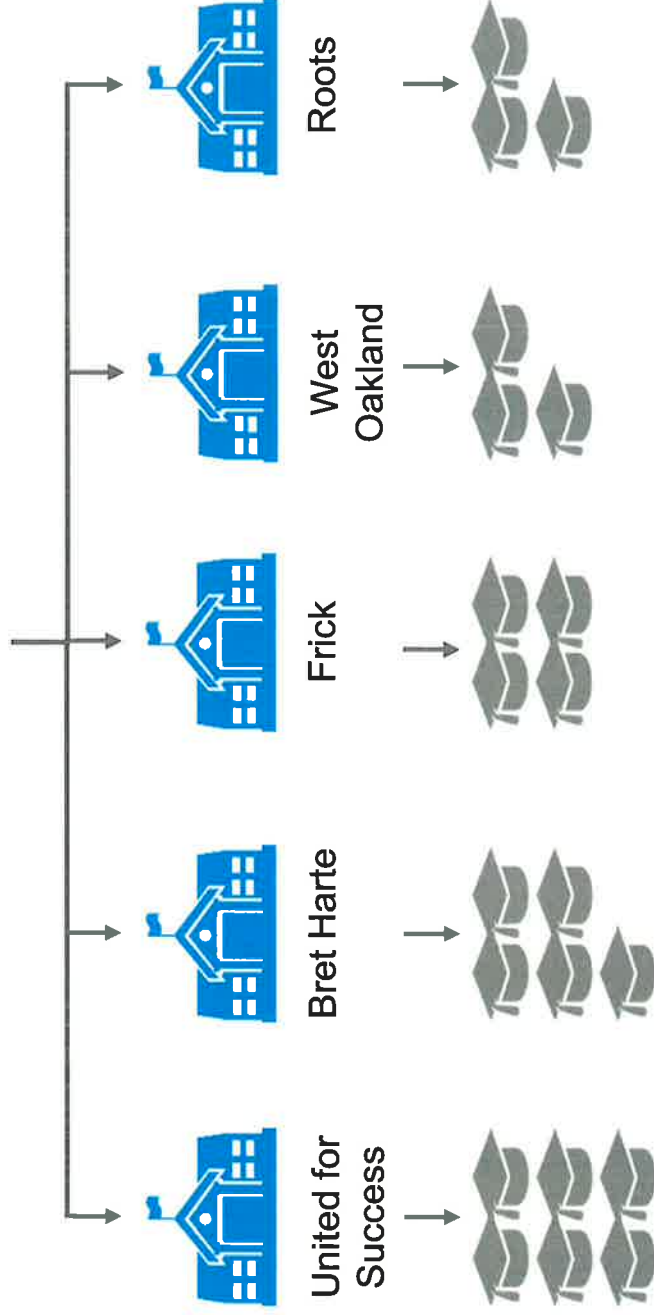


In Oakland School District, 5 middle schools participated in the Fellows program during the 2016-2017 school year



They enroll 207 6th and 7th grade students in full-year tutoring across the district

Oakland Unified School District



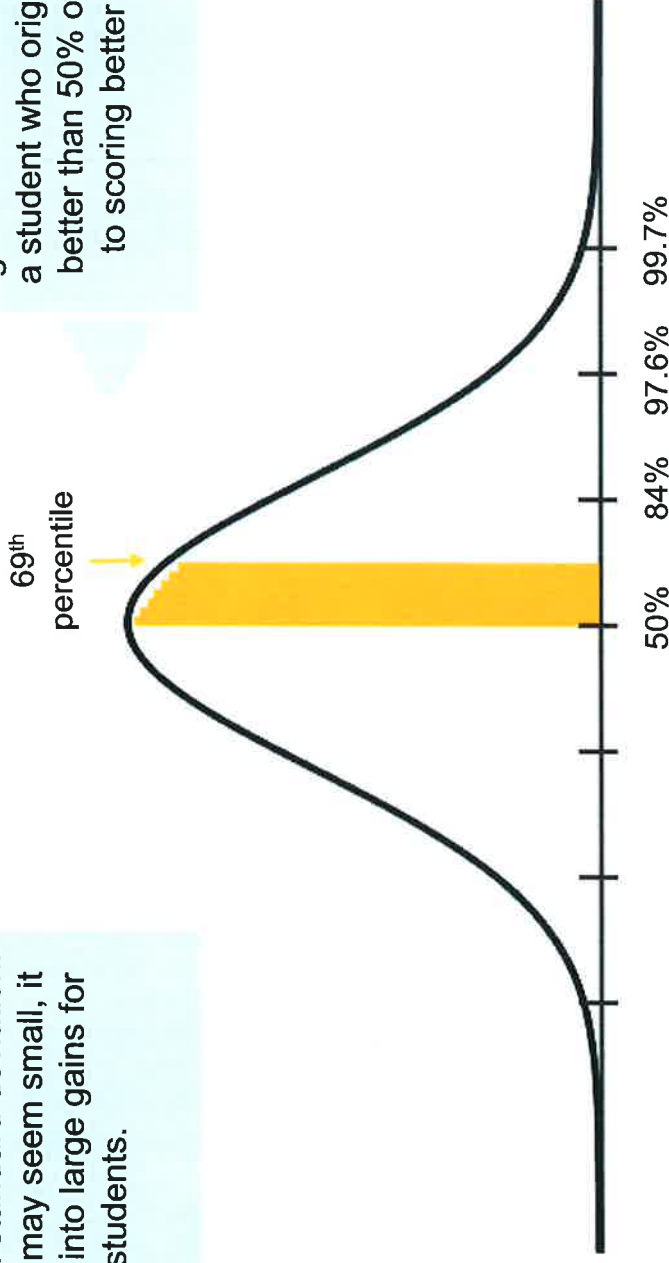
MEASURING IMPACT IN STANDARD DEVIATIONS



In this presentation, we will measure Blueprint's impact using standard deviations (SD). Increases in standard deviation are a common tool that researchers use to measure student growth.

Successful interventions often achieve impacts that are a fraction of a standard deviation. While this may seem small, it translates into large gains for students.

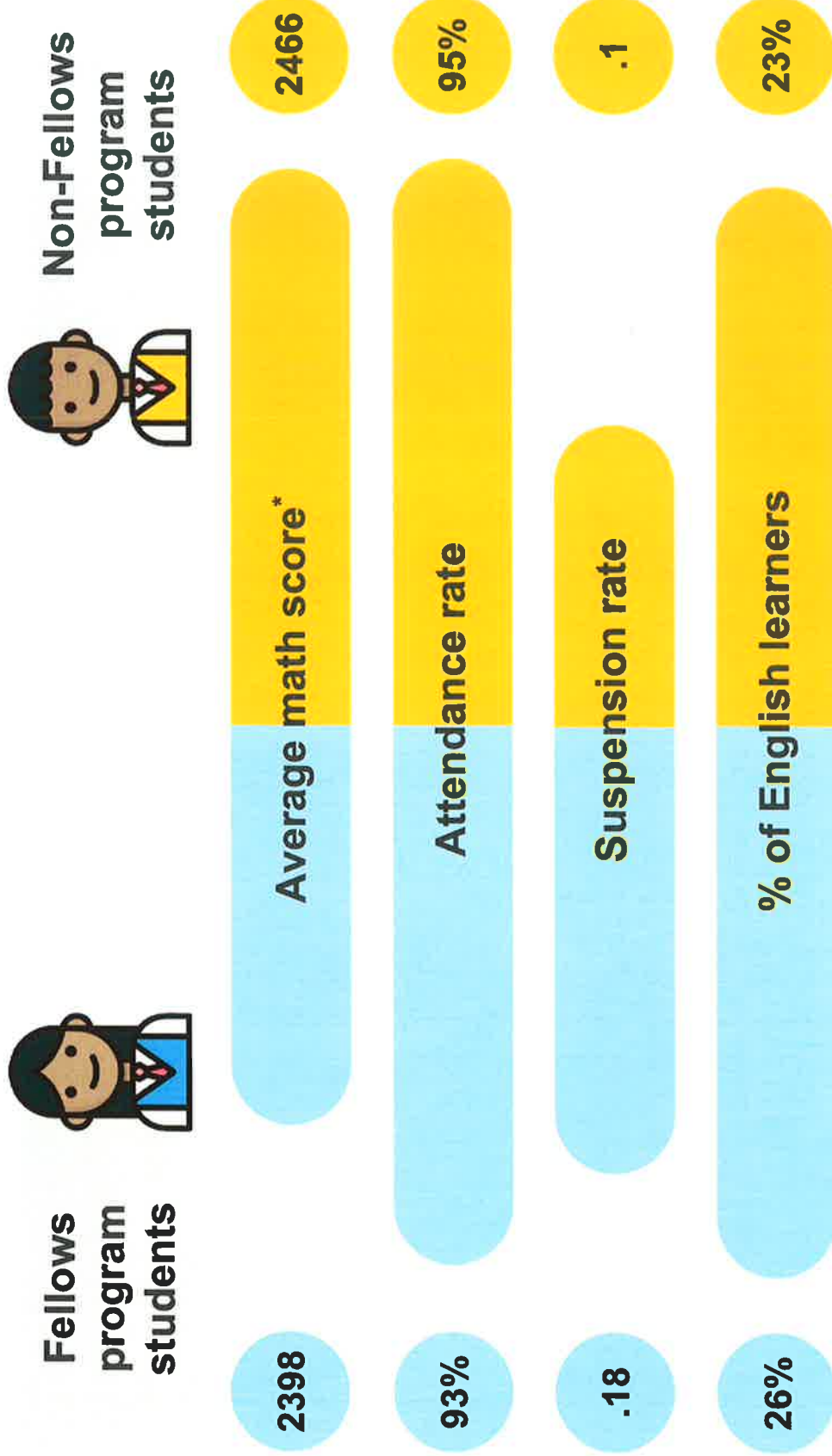
For example - if student scores are distributed normally, then a gain of .5 of a SD would move a student who originally scored better than 50% of their peers to scoring better than 69%.



FELLOWS ARE SIMILAR TO PEERS PRE-PROGRAM



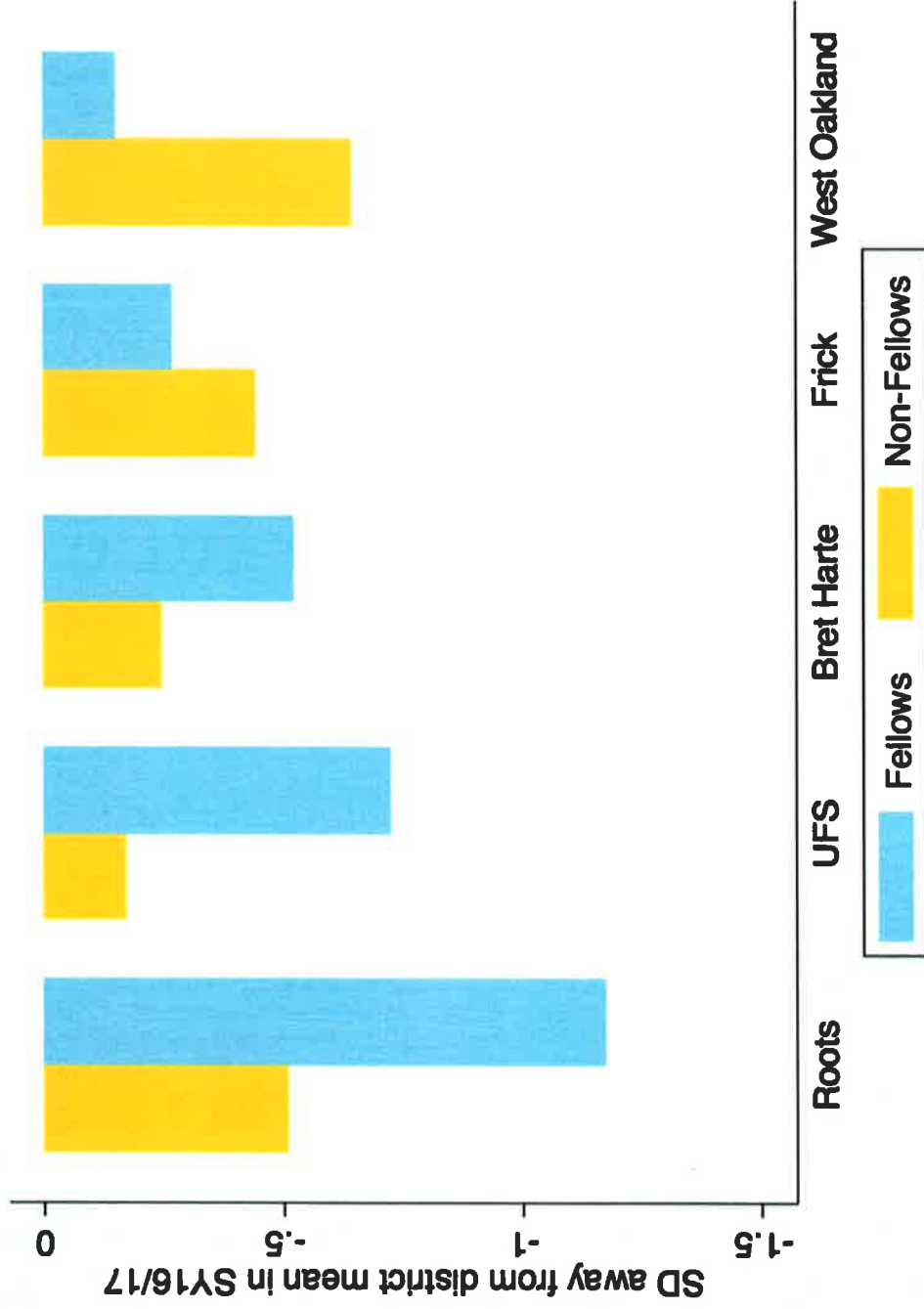
Students enrolled in the Fellows program are demographically similar to non-fellows students in race, gender, and % of special needs students. However, students in the program start the year underperforming relative to their peers on several key metrics.



FELLOWS START THE YEAR UNDERPERFORMING



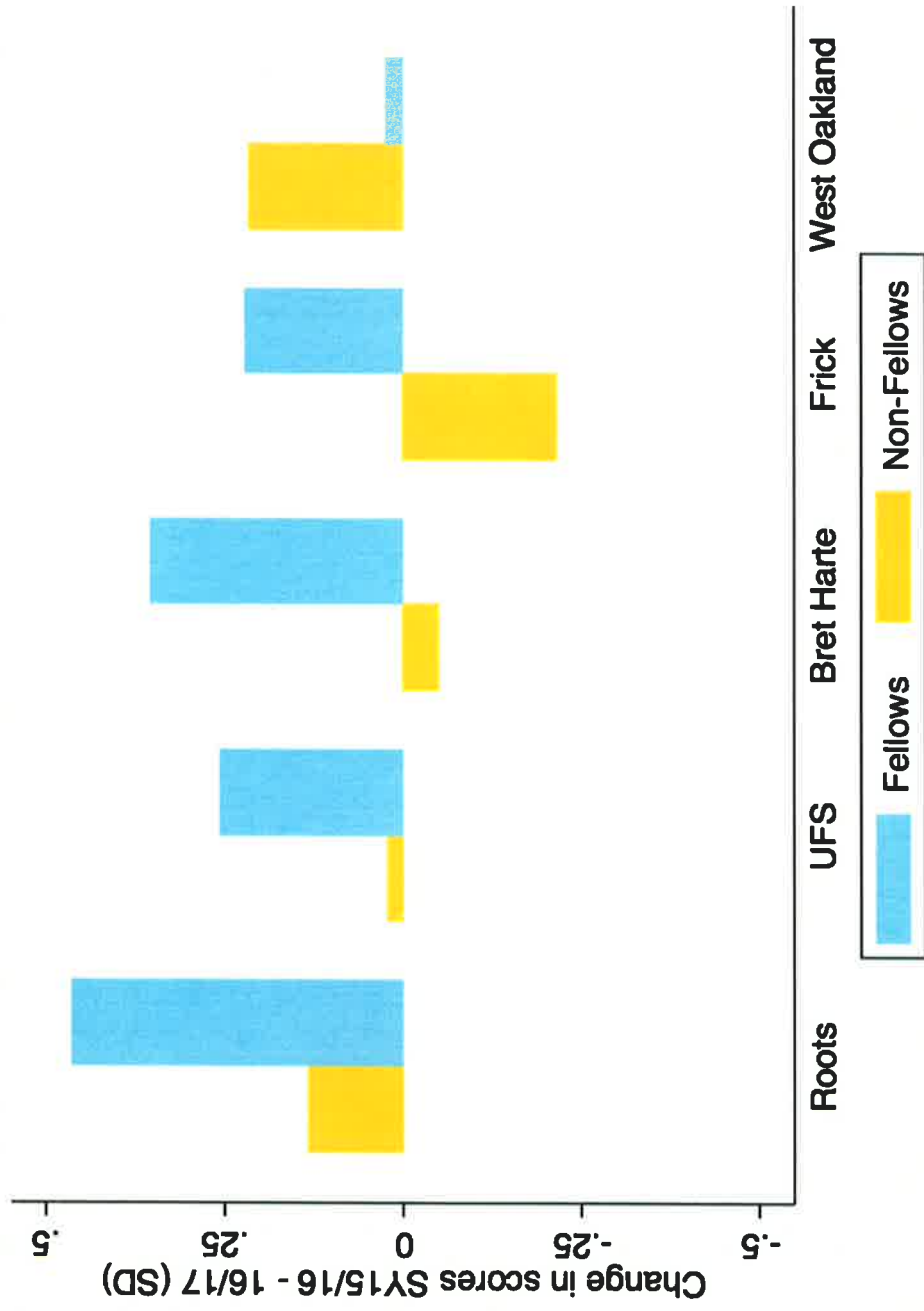
In the majority of middle schools, students enrolled in the Fellows program started the year with worse scores in math than students in the same school and grade not enrolled in the program



FELLOWS IMPROVE SIGNIFICANTLY POST-PROGRAM



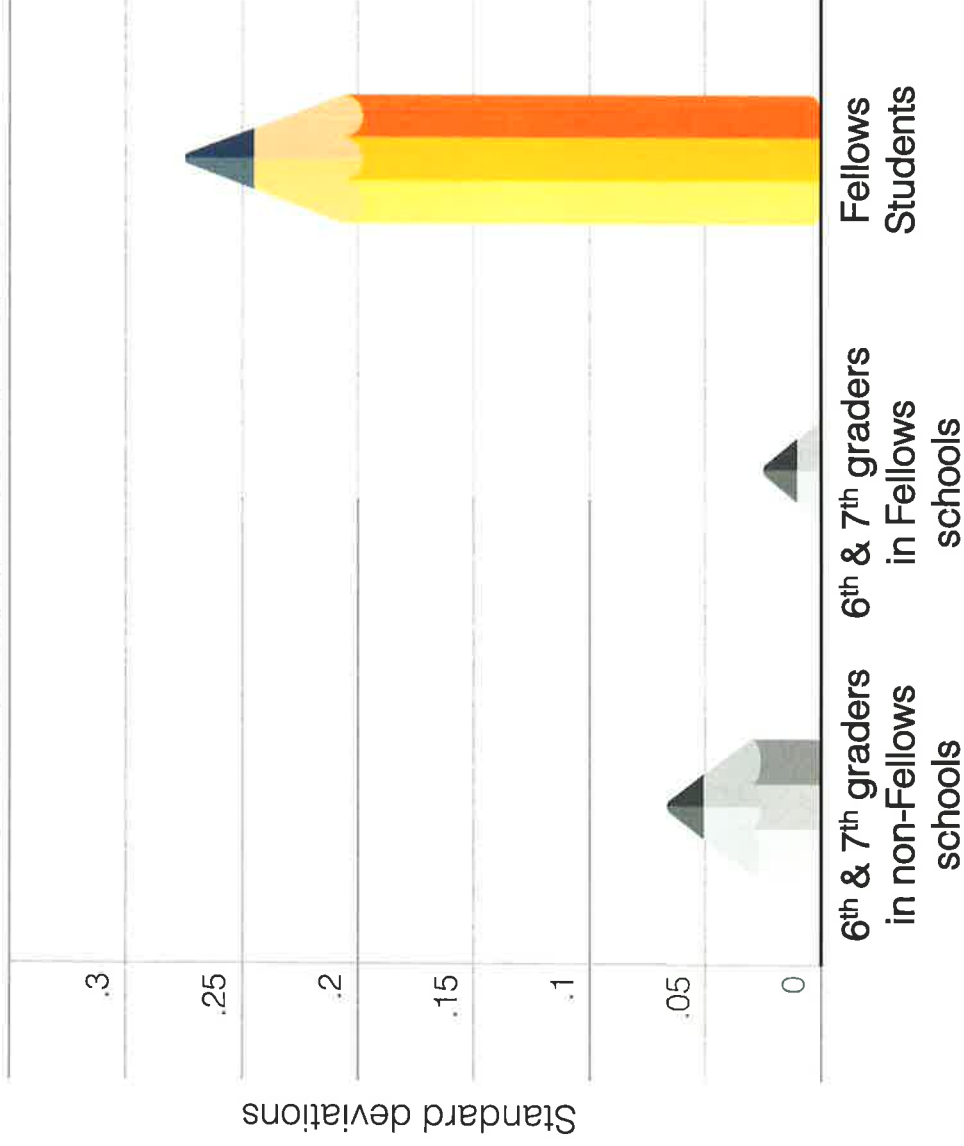
But by the end of the program, students enrolled in the Fellows program had substantially **greater** improvement in test scores than students not enrolled in the program at 4 out of 5 schools



FELLOWS OUTPACE OTHER OUSD 6TH & 7TH GRADERS



**Improvement from SY15/16 to 16/17
on the SBAC Math Exam (in SD)**



After one year, the average student in the Fellows program improved .25 standard deviations (SD) more than other 6th and 7th graders in the same middle schools

FELLOWS DELIVERS MEANINGFUL GAINS IN SCORES



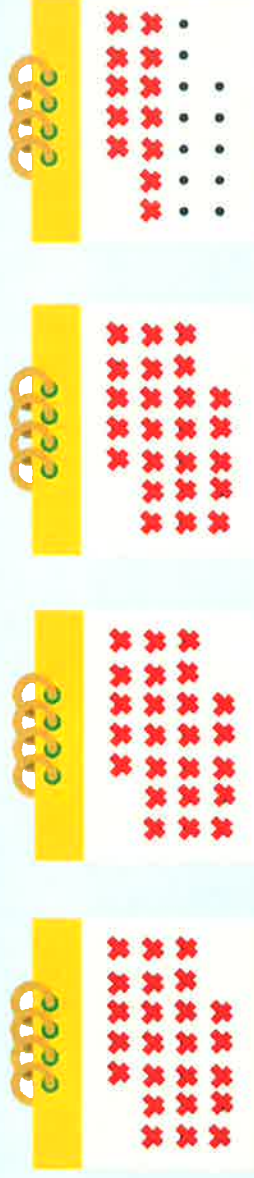
Even after accounting for relevant factors that may impact student improvement – such as differences in teacher and school quality – **students enrolled in the Fellows program improve .103 SD in math**, an increase that can be directly attributed to the program

PROGRAM ADDS EQUIVALENT OF 40% OF SCHOOL YEAR



Some economists estimate that the average student gains .25SD in test scores over the course of a single school year.*

Using this metric, the Fellows program adds an average additional 3.5 months of schooling to a child's education



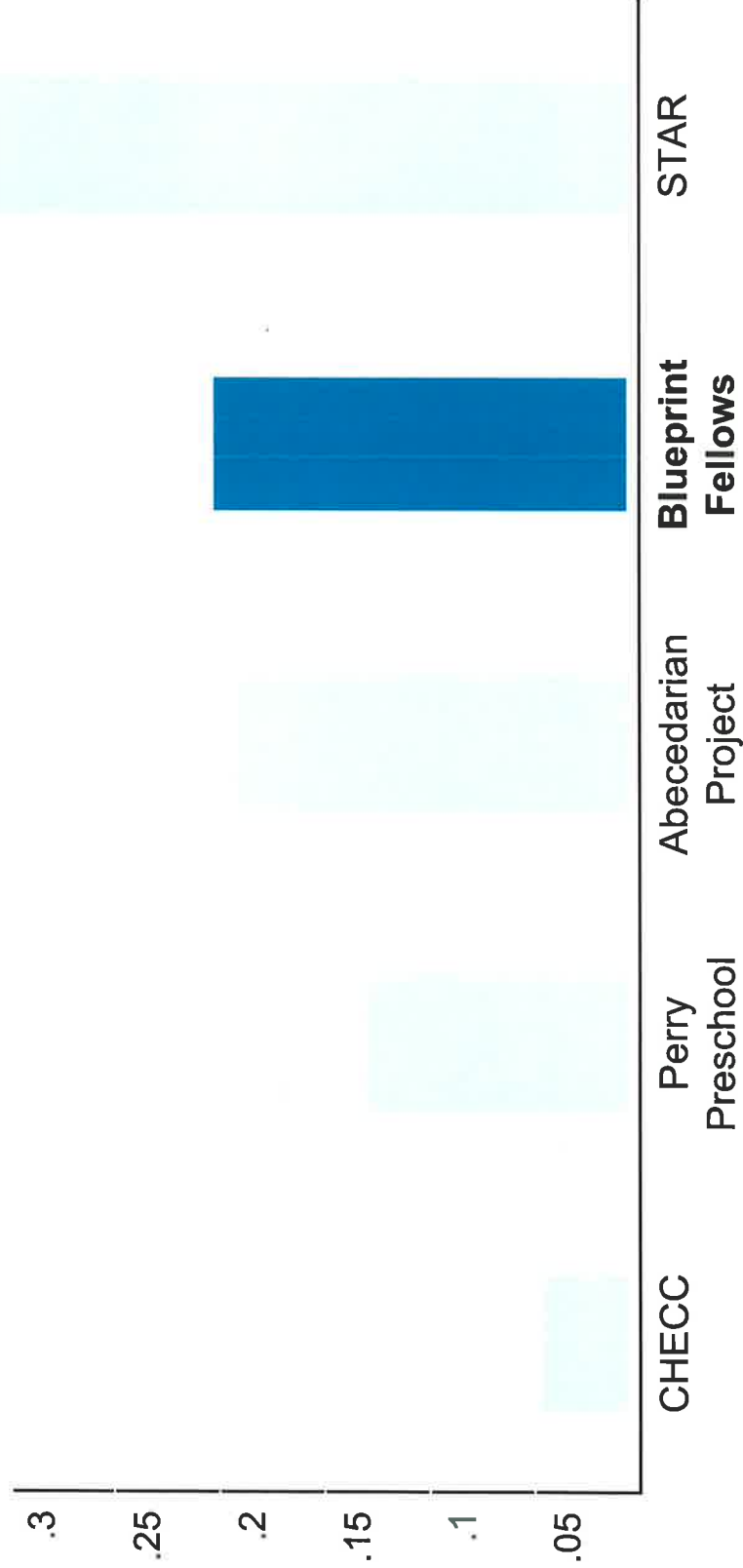
*Hanushek, Peterson, Woessmann. "International and U.S. State Trends in Student Performance." 2012.

FELLOWS EXCELS IN COST EFFECTIVENESS



On a cost effectiveness basis, Blueprint delivers better results for each additional dollar spent on student achievements than most other intensive educational interventions

Cost effectiveness of program (SD/\$ spent)



Source: Pyle, Roland, et al. "Parental Incentives and Early Childhood Achievement: A Field Experiment in Chicago Heights." 2015.
Lynch, C. T., et al. "Persistent effects of early childhood education on high-risk children and their mothers." 2000.
Schwarz, James, et al. "A New Cost-Benefit and Rate of Return Analysis for the Perry Preschool Program: A Summary." NBER Working Paper, 2010.
Kostelny, Frederick. "Tennessee Study of Class Size in the Early School Grades." *Critical Issues for Children and Youths*, vol. 5, no. 2, 1995.

Jody Silver

415-385-3460 ■ jodysilver@gmail.com ■ @jodymathcoach

Professional Profile

Respected expert educator experienced leading, coordinating, and supporting elementary educators and families as part of a career devoted to fostering the academic achievement of low-income and minority children and youth.

Core Competencies

- Expertise in building and maintaining relationships with school leaders, staff, colleagues, and minority students and their families.
 - Plan and facilitate grade level and staff-wide meetings, professional developments, and workshops focusing on content and issues related to equity and access in education.
 - Collaborative instructional and coaching practices that provide high levels of achievement for all children.
 - Share and analyze data to determine adult and student achievement goals with outstanding results.
 - Sensitivity to diverse learning styles & needs with focus on differentiating instruction and personalizing for students' and adults' needs.
 - Foster positive team culture and trust through strong communication and listening skills.
-

Professional Experience

NEW HAVEN UNIFIED SCHOOL DISTRICT

Instructional Math Coach

4 years

- Served as TK-5 math content coach at an elementary site providing 1:1, grade level, and whole staff coaching.
- Actively participated on the Student Resource Team, toward finding academic solutions for students struggling with behavioral, social-emotional, and/or academic challenges.
- Integral part of district-wide coaching team, focused on determining and meeting training needs for all TK-5th grade staff.
- Data-driven decision making related to achieving academic goals for all students.

UNIVERSITY OF SAN FRANCISCO

Adjunct Faculty, School of Education - TEC 611: Education of Bilingual Children

1 year

- Designed and taught curriculum to prepare teachers with a strong core for working with emerging bilingual students.
- Supervised and coached student teachers in Spanish bilingual classrooms.

SAN LORENZO UNIFIED SCHOOL DISTRICT

Teacher, Grades 3, 4, 5

12 years

- Served as site representative on district math committee charged with coaching, supporting, and training K-5 colleagues.
- Using available data, created, implemented and evaluated Response to Intervention program for elementary school students. Shared results and findings with leadership teams at the site and district levels.
- As BTSA mentor, master teacher, and grade level leader created systems and structures that supported professional learning among teachers and developed individual student learning plans.
- Facilitated integration of district-wide programs and trainings identified through Program Improvement.

Professional Experience (cont.)

WESTED

District Coordinator SLZUSD, Math Pathways & Pitfalls

2 years

- Facilitated integration of fourth and fifth grade teachers and WestEd staff during Math Pathways & Pitfalls research study providing on-going training and communication.

ALAMEDA UNIFIED SCHOOL DISTRICT RAVENSWOOD CITY SCHOOL DISTRICT

Teacher, Grades 3, 4, 5

5 years

- Student Council Advisor: Instituted student driven, school-wide participation and elections for council officers and senate positions. Oversaw student council budget.
- Co-designed and produced Family Math and Family Literacy nights for students in grades K-5 and their families.
- As a Unit Leader for grades 3- 5 worked closely with administration and grade-level colleagues; monitored Program Quality Review process; furnished staff with training to improve student writing across the curriculum.

Educational Affiliations

California Math Council, Member & Presenter @ Asilomar
National Council of Teachers of Mathematics, Member
National Council of Supervisors of Mathematics, Member
Association of Supervision and Curriculum Development, Member
Mills Teacher Scholars, Mills College School of Education, Researcher, & Participant
California Association of Bilingual Educators, Member & Presenter

Education, Credentials & Training

SAN FRANCISCO STATE UNIVERSITY

- Master of Arts - Education Administration & Preliminary Administrative Credential May, 2000
- Professional Clear Multiple Subject Credential & CLAD Expiration, June 2017

BOSTON UNIVERSITY

- Bachelor of Arts, Psychology

TRAININGS & SEMINARS

- Teachers' Development Group: Best Practices in Mathematics & Coaching Institute
- New Teacher Center: Coaching Institute for Instructional Coaches & BTSAs Mentors
- Guided Language Acquisition Design (GLAD)
- Buck Institute for Education: Project-Based Learning; Backward Mapping
- Differentiated Instruction
- Conflict Resolution
- NWEA assessments

Every child can learn beyond their own expectations if they develop a genuine love of learning fostered in a supportive, productive, hands-on environment. The most effective educators understand the developmental milestones and barriers to growth and seek to develop an engaging curriculum linked to the real world.

MALISSA R. BRENNAN

2106 Stearns Hill Road ♦ Waltham, MA ♦ 02451 ♦ (203) 895-1898 ♦ malissa.brennan@gmail.com

PROFESSIONAL EXPERIENCE

AmeriCorps Program Manager

March 2017-Present

Blueprint Schools Network (Newton, MA)

- Enroll, exit, allocate and manage 55 AmeriCorps Member slots in accordance with Corporation for National & Community Service (CNCS) deadlines;
- Maintain and manage all Member files and records—including citizenship documentation, time-sheets, training, evaluation, and Member development—to keep the Math Fellows Program audit and site visit ready;
- Manage all aspects of the Blueprint AmeriCorps National Direct (Multi-state) Grant, including grant reapplications, progress reporting, compliance with federal regulations, and school site monitoring;
- Revise AmeriCorps Member program materials (including Member Service Agreements, grievance procedures, program policies, and Member training) to satisfy CNCS federal statutes while developing an alignment with Blueprint employee policies;
- Develop AmeriCorps National Service Week and Martin Luther King, Jr. Service Day events in East St. Louis, IL and Oakland, CA.

Recruiting Manager

January 2015-February 2017

Recruiter

June 2014-December 2014

Blueprint Schools Network (Newton, MA)

- Partner with the National Director of Human Capital to develop and lead the execution of strategic recruitment plans at both a national and local level, including staffing career fairs and national recruitment events;
- Source, phone-screen, schedule and conduct final interviews for classroom teachers, specialists, school leaders, instructional aides, and school-based support staff within the Paul A. Dever Elementary School in Boston, MA;
- Maintain and report HR metrics related to talent pipeline and analyze recruitment strategies that continue to yield a diverse pool of highly qualified candidates;
- Partner with Boston Public Schools to support streamlined communication with selected candidates throughout the hiring process;
- Develop and facilitate recruitment and hiring training for teachers and school leaders with a focus on best practices in the field;
- Conceptualized, developed and executed the first annual "Dever Teacher Selection Day Event;"
- Develop and implement phone-screen, final interview, and demonstration lesson evaluation templates and tools designed to identify high-quality candidates aligned with Blueprint Schools Network core teacher, school leader, and/or paraprofessional competencies;
- Track educator licensure and manage educator hardship waiver processes (including waiver preparation, submission, and progress monitoring).

Coordinator for Recruitment & Admissions

August 2012-June 2014

Institute for Recruitment of Teachers —Phillips Academy (Andover, MA)

- Counsel and advise a cohort of 15-20 IRT Interns/Associates seeking graduate degrees in K-12 education and/or higher education;
- Host on-campus informational sessions and interactive webinars for prospective students, partners, administrators and faculty;
- Identify, pursue, and manage new campus partnerships, institutional liaisons, and emerging recruitment trends;
- Manage a full-cycle recruitment and admissions process and lead Cohort Selection Committee Meetings;
- Plan extensive domestic travel to recruitment territories in California, Minnesota, Florida, Pennsylvania, the DC Metro Area, North and South Carolina, and New York.

Community Director

August 2010-August 2012

Brown University (Providence, RI)

- Mentor students of color through the ALANA (African American, Latino, Asian/Asian-American, and Native American) Program;
- Develop, coordinate, and facilitate student-staff training sessions, including professional development workshops and seminars;
- Serve in an Administrator-on-Call rotation for a campus of 8,400 undergraduate, graduate, and medical students;
- Supervise, mentor, support, and motivate 42 Residential Peer Leaders (RPL) and Minority Peer Counselors (MPC), including 3 RPL Representatives and one Graduate Advising Fellow;
- Manage a 1,200-bed residential community, including first year, upperclassman, and graduate student communities.
- Completed 40-Hour Social Justice Mediator Training through the Social Justice Mediation Institute (University of Massachusetts-Amherst).

Resident Director

July 2008-August 2010

George Mason University (Fairfax, VA)

- Co-teach *University 300: Peer Leadership* and develop course curriculum;
- Supervise, mentor, support, and motivate 13 Resident Advisors (RA), including one Head Resident Advisor (HRA);
- Manage a 600-bed residential community, including the Smithsonian Conservation and Biology Institute (SCBI) residential facility in Front Royal, VA.

Graduate Residence Hall Director

July 2006-June 2008

Sacred Heart University (Fairfield, CT)

EDUCATION

- **M.A. Teaching (2008)**, Sacred Heart University, Fairfield, CT
- **B.A./B.S. English Literature & Secondary Education (2006)**, Salve Regina University, Newport, RI

Matthew J. Spengler

Tel: 617.955.6682

E-mail: mspengler@blueprintschools.org

WORK EXPERIENCE

Blueprint Schools Network

Newton, MA

Founding Executive Director. 2011 – Present. *Blueprint Schools Network is a national nonprofit organization dedicated to working directly with school districts to close the achievement gap in their lowest-performing schools.* Coordinate with district leadership on Blueprint strategy and oversee the academic components of its implementation in districts. Work with Board of Directors and leadership team to develop and implement a strategic plan and program model. Execute school turnaround and Math Fellows Program agreements and partnerships with organizations including Oakland Unified School District, Massachusetts Department of Elementary and Secondary Education, Boston Public Schools, Houston Independent School District (HISD), Denver Public Schools (DPS) and Salem Public Schools. Manage national team to deliver program and services to impact more than 100 schools in partner districts.

The Education Innovation Lab at Harvard University (EdLabs)

Cambridge, MA

Program Director. 2009 – 2011. *EdLabs is a research and development laboratory devoted to closing the achievement gap.* Manage EdLabs' research and development pipeline, developing operational and funding plans to take innovative ideas and turn them into implementable programs, working closely with district, non-district and philanthropic partners.

Lighthouse Academies, Inc.

Framingham, MA

Chief Academic Officer. 2008 – 2009. *Lighthouse Academies (LHA) is a nonprofit organization that operates ten public charter schools in New York, Washington DC, Illinois, Ohio and Indiana.* Develop and implement the LHA K-12 education program. Evaluate the teaching and learning processes at LHA schools. Oversee qualitative and quantitative research and the use of student achievement data to assess the need for changes in the curriculum and instructional programs. Manage the Directors of Curriculum, Assessment and Professional Development. Lead the vision and implementation of LHA's high school model.

The Big Picture Company

Providence, RI

National Director of New School Development. 2006 –2008. Recruited and partnered with superintendents and charter school leaders to create new elementary, middle and high schools based on The Big Picture Company's innovative design. Coordinated the development and 2007 opening of four new Big Picture Schools in Nashville, Tennessee and Saint Louis, Missouri. Collaborated with central office administration to select and train principals and teaching staff, develop facility plan, budget, and student recruitment strategy.

Bay Area Coalition of Equitable Schools

Oakland, CA

Leadership & School Coach. 2006. Contracted by BayCES to coach and support principals opening new schools in the Oakland Unified School District.

MetWest High School

Oakland, CA

Founding Principal. 2001- 2006. *MetWest High School is an innovative small autonomous school in the Oakland Unified School District. Students attend internships two days each week and spend the other three days completing academic study on campus and at Laney Community College. MetWest is part of the Big Picture Company's national network of schools and is supported, in part, by the Bill & Melinda Gates Foundation.*

- Facilitated a design team of parents, teachers, community leaders and students for one year before opening the school.
- Founded MWHS in 2002.
- Supervised & evaluated 10 full-time and 12 part-time teachers and staff members
- Responsible for all aspects of school management and leadership including academic program design, budget, hiring, state compliance & testing, strategic planning, and professional development.
- MetWest Highlights:
 - 100 percent of graduating seniors accepted to four-year colleges & universities.
 - Highest pass rate (out of 24 OUSD high schools) for seniors and 10th graders on the combined English and Math sections of the California High School Exit Exam (CAHSEE).
 - Featured in the San Francisco Chronicle, Edutopia Magazine, KQED Radio in San Francisco, and a 7-minute video documentary by the George Lucas Educational Foundation.
 - Awarded "Most Innovative School" in the Big Picture Network 2006.

Oakland Unified School District

Oakland, CA

Consultant. 2001. Wrote, coordinated and implemented two State Grants for OUSD: Advanced Placement Challenge Grant and College Preparation Partnership Program (CPPP) Grant. Coordinated relocation and redesign of Dewey High School.

Executive Intern to the Superintendent. 2000- 2001. The six-month internship with Dennis Chaconas, Superintendent of OUSD, is a component of the Urban Superintendents Program at the Harvard University Graduate School of Education. Selected projects and activities: analysis of district alternative education programs, coordinate relocation and redesign of Dewey High School, member of Strategic Planning team.

Thomas Jefferson High School

Los Angeles, CA

Jefferson High School is a year-round, multi track high school in South Central Los Angeles.

English Teacher. 1994 - 1999. Course schedule included: Advanced Placement English Literature, Literary Analysis and Honors English 9. Faculty member of the Humanitas program using thematic interdisciplinary teaching strategies.

Early College Academy (ECA) Coordinator. *ECA is a college preparatory program designed to inspire and prepare inner city youths for the challenges of college life.* Managed 35 faculty and 450 students who form the honors and advanced Placement (AP) core of Jefferson High School. Coordinated strategic planning process to set annual goals and objectives for student achievement. Recruited and selected teachers to lead AP and honors classes. Collaborated with Principal and Head Counselor to design master schedule. Organized and led parent education seminars regarding college requirements and application processes. Facilitated weekly student leadership meetings to develop fundraising strategies and community service projects.

School Site Leadership Committee Member. 1994 - 1998. Elected by faculty peers to the policy-making body in Jefferson's school based management organizational structure. Served two consecutive two-year terms

The Princeton Review Company

Westwood, CA

Site Director for the Scholastic Assessment Test Preparation program. 1992 - 1994. Managed teachers and students at Princeton Review sites across Los Angeles.

Los Angeles Educational Partnership (now called the Urban Education Partnership)

Los Angeles, CA

LAEP is an independent non-profit organization that mobilizes public and private sector resources to reform education in Los Angeles.

Program Coordinator of Industry Initiatives in Science and Math Education (IISME). 1990 - 1992. Recruited companies and universities to hire high school science and math teachers for six-week paid internships. Developed recruiting strategy, presentation materials, program information and methods of evaluation. Brokered matches between business liaison and teacher applicants. Collaborated with Los Angeles Unified School District Administrators to design curriculum development workshop series for Teacher Fellows. Disseminated program by presenting at local and national conventions. Managed \$140,000 budget.

Program Coordinator of Target Science. 1990 - 1992. Facilitated meeting between K-12 science teachers to initiate strategic improvements in science education at elementary schools.

EDUCATION**Harvard University**

Cambridge, MA

June 1989. AB Degree Cum Laude in General Studies with a concentration in American Government.

Harvard University Graduate School of Education

Cambridge, MA

June 2000 M.Ed. degree in Administration, Planning, and Social Policy as a member of the Urban Superintendents Program.

Veronica Biederman

8 Bromfield St.

Watertown, MA 02472
biederve@gmail.com

(781) 929-7795

Work Experience

Blueprint Schools Network, Newton, MA

June 2014-Present

Human Capital Manager

- Process payroll through ADP
- Administer benefits
- Run background checks and process I-9 forms
- On-board new employees
- Review applications, conduct phone interviews and assist with final interviews
- Status candidates in an applicant tracking system called iCIMS
- Connect and establish partnerships with colleges/universities and relevant groups and organizations
- Attend career fairs/recruiting events
- Run extensive reporting to identify effective recruiting methods
- Assist with website updates and the creation of recruitment materials
- Post jobs

Harvard Clinical Research Institute, Boston, MA

September 2010-May 2014

Administrative Assistant

- Scheduled meetings, prepared agendas, took and distributed notes
- Maintained departmental files and Sharepoint site
- Coordinated travel plans; maintained vacation schedules and weekly department attendance
- Contributed to Accounts Payable processing
- Assisted with database testing
- Assisted with interviews and on-boarding new employees

TransPerfect Medical Device Solutions, Newton, MA

February 2010-August 2010

Financial Coordinator (Part-Time)

Pearson Learning Solutions, Boston, MA

May 2007-January 2010

Manufacturing Assistant

- Created purchase orders to facilitate the construction of customized textbooks and packages for colleges, universities and other institutions
- Corresponded with vendors to ensure shipments were on track

Education

Northeastern University College of Professional Studies, Boston, MA

Graduate Certificate in Human Resources Management, December 2013

Emmanuel College, Boston, MA

Bachelor of Arts in Writing and Literature, May 2007

Skills

Computer: Windows, MS Office 2016 (Word, Excel, PowerPoint, Access, Outlook), Microsoft Publisher, Clintrial, Visio, Sharepoint, iCIMS, ADP, E-Verify, Asurint

SARAH KIRKER

435 N Helena Ct #207 • Aurora, CO 80011 • (707) 290-5261 • snkirker@gmail.com

EDUCATION

Colby College, Waterville, ME

Bachelor of Arts, May 2011

Major: Mathematics

Honors: Presidential Scholar (2007-2011), Dana Scholar, Dean's List, Graduated Magna Cum Laude

Universitat de Pompeu Fabra, Barcelona, Spain

August 2009 - May 2010

JOB EXPERIENCE

Site Manager, Bay Area

July 2016 - Present

- Collaborate with administration, teachers, and other school stakeholders
- Lead data analysis and action planning
- Coach, supervise, train, and evaluate 10 AmeriCorps Fellows across 4 school sites
- Lead school team professional development sessions as well as regional professional development

Regional Program Coordinator, Denver Blueprint Schools Network

September 2015 - July 2016

- Coordinate Blueprint Site Visits for 71 schools in Denver Public Schools
- Managing the budgets and expenses for Blueprint employees in Denver
- Work on creating and evaluating systems and processes for the national Blueprint Schools Network programs
- Curating and organizing the internal Blueprint Resource Database

Executive Secretary, Denver Public Schools, Debbie Backus

June 2014 - September 2015

- Manage the Denver Summit Schools Network Office which included calendar responsibilities, organization of network meetings, travel booking and other logistical duties
- Worked with human resources department to hire school and network staff
- Completed payroll for network leadership team in Lawson
- Collected and organized network data for district presentations and other stakeholders

Program Associate, Blueprint Schools Network, Debbie Backus

December 2013 - September 2015

- Organized site visits for Blueprint Schools Network consultants in 15 schools around the district
- Collected and organized data for various stakeholders
- Assisted with training for Math Fellows and Coordinators
- Worked as liaison between Blueprint and district partners

Blueprint Math Fellow, Denver Public Schools, Kimberly Broker

July 2011 – December 2013

- Tutored small groups of fourth graders of various levels at McGlone Elementary: an innovation, turnaround, low income public school in Denver in English and Spanish
- Responsible for daily differentiated small group lesson planning as well as weekly and monthly data analysis
- Assisted in various community outreach programs around the neighborhood, including home visits and after-school extracurricular activities
- Took on the role of Lead Fellow helping to mentor and assist other fellows in the program

