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**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Memo

To Board of Education

From Antwan Wilson, Superintendent

Board Meeting Date
(To be completed by
Procurement)

August 12, 2015

Subject

Memorandum of Understanding - Springboard Collaborative (contractor) -
922/Family, School, and Community Partnerships Department (site/department)

Action Requested

Approval of Memorandum of Understanding between Oakland Unified School District and Springboard Collaborative. Services to be primarily provided to the Community Schools and Student Services for the period of January 5, 2015 through August 31, 2015.

Background

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

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

Discussion

One paragraph summary of the scope of work.

Approval by the Board of Education of a Memorandum of Understanding between the District and Springboard Collaborative, Oakland, CA, for the latter to provide curricula with access to its student and parent curricula and associated program materials; weekly coaching sessions by site manager led meetings with teachers for student interventions and improve teachers' practice; provide data management system to track and analyze their progress; parent workshops for effective strategies for reading with their student; and supervision of enrollment coordinators and site managers for the Summer Learning Programs via the Community School and Student Services Department for the period of January 5, 2015 through August 31, 2015, at no cost to the District.

Recommendation

Approval of Memorandum of Understanding between Oakland Unified School District and Springboard Collaborative. Services to be primarily provided to the Community Schools and Student Services Department for the period of January 5, 2015 through August 31, 2015.

Fiscal Impact

Funding resource name (please spell out): No Fiscal Impact to OUSD. All payment fees paid by third party.

Attachments

- Memorandum of Understanding
- Schedule A: Payment and Terms of Service Conditions
- Certificate of Insurance
- Statement of qualifications

SPRINGBOARD COLLABORATIVE MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (this “**MOU**”) is entered into by **Springboard Collaborative** (“**Springboard**”), a non-profit corporation with its registered office at 1701 Walnut St. 7th floor, Philadelphia, PA 19103, and **Oakland Unified School District** (“**School**”) at 1000 Broadway, Oakland, CA 94607.

Background

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

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

1. Definitions.

- 1.1. “**Coaching Sessions**” means weekly **Site Manager**-led meetings with teachers during the **Springboard Program** to plan student interventions and improve teachers’ practice.
- 1.2. “**Data System**” means the data management system provided by **Springboard** (SLINKY) that tracks and analyzes all of **Springboard’s** data throughout the **Springboard Program**, including but not limited to student and family demographic information, student reading progress, student and parent attendance, daily family engagement, and teacher observations.
- 1.3. “**Enrollment Coordinator**” means a person, chosen by **Springboard**, who oversees the student enrollment process at each school. The **Enrollment Coordinator** will be hired, trained, employed, and paid by **Springboard**. At **Springboard’s** discretion, a single person can serve as both the **Enrollment Coordinator** and the **Site Manager** for a school.
- 1.4. “**Parent Workshops**” means interactive, weekly training sessions led by teachers to educate parents, guardians, or care-givers about effective strategies for reading with their student and to permit parents, guardians or care-givers to share their insights and expertise on their student throughout the **Springboard Program**.
- 1.5. “**Professional Development Materials**” means the protocols and written guides developed by **Springboard** to train teachers on data-driven instruction, effective lesson planning, family communication, and **Parent Workshops**.
- 1.6. “**Program Materials**” means items provided to **School** and developed by **Springboard**, including but not limited to, curricula, daily lesson guides,

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

- 1.7. “**Site Manager**” means a person, chosen by **Springboard**, who prepares teachers to implement **Program Materials** before the **Springboard Program**, who coaches teachers during the **Springboard Program** to ensure that all classrooms are successful, and who oversees that teachers accurately assess summer reading scores. The **Site Manager** will be hired, trained, employed, and paid by Springboard.
- 1.8. “**Student Reading Scores**” means reading levels measured by the Developmental Reading Assessment 2 ® which can be used to quantify a student’s reading progress.
- 1.9. “**Springboard Program**” means the 5-week Springboard summer program and/or 10-week afterschool program that targets increased student reading ability and performance through effective instruction with parent training in an incentivized system to achieve lasting results.

2. Term.

- 2.1. This term of this **MOU** shall be as specified in Schedule A to this **MOU** (“Schedule A”).

3. Scope of Work.

3.1. Overview.

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

3.2. Responsibilities of Springboard.

- 3.2.1. **Curricula**. **Springboard** will provide **School** with access to its student and parent curricula and associated **Program Materials** and **Professional Development Materials**.
- 3.2.2. **Marketing**
- 3.2.2.1. **Springboard** will provide **Enrollment Coordinators** with marketing materials to recruit students and families.
- 3.2.2.2. **Springboard** will provide **School** with materials and process to support teacher hiring, including job descriptions and offer letters.

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

3.2.3. Training.

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

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

3.2.3.3. Springboard will conduct training sessions with teachers as described in Schedule A.

3.2.4. Data Collection.

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

3.2.5. Management of Site Manager.

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

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

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

3.3. Confidentiality.

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

3.3.2. School permits **Springboard** to disseminate **Student Reading Scores** and student academic information provided by **School** to teachers, the **Site**

Manager, directors and employees of **Springboard** for the successful operation of the **Springboard Program**. With the consent of families, **School** will provide **Student Reading Scores** during the academic school year to **Springboard** as often as the Developmental Reading Assessment® is administered, within seven (7) days of their distribution to families up and until the time a parent or guardian of a student indicates otherwise.

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

4. Responsibilities of School.

- 4.1. Collaboration with Springboard.** **School** will participate in the **Springboard Program** and make its best effort to support successful implementation. This includes granting program staff access to space, materials, books, and resources available.
- 4.2. Enrollment.** **School** will identify which students will participate in the **Springboard Program**, prioritizing re-enrolling students. **School** will support **Enrollment Coordinator** as needed in order to meet targets specified in Schedule A.
- 4.3. School**, using **Springboard's** hiring materials and process, will select teachers to participate in the **Springboard Program**. Teachers will be responsible for pre-programming professional development, daily student instruction, daily and weekly data entry into the data system, **Parent Workshops**, and administering the Developmental Reading Assessment 2®. Teachers must commit to the full duration of programming.
- 4.4. School** will compensate teachers at their customary hourly rate for program-related hours specified in Schedule A. This includes professional development, home visits, assessment, instruction, workshops, and coaching.
- 4.5. Student Information.** **School** will provide to **Springboard** the most current and accurate contact, demographic, and educational information, including whether or not a student has an Individualized Education Program ("IEP"), for student and parent participants. **School** will share enrolled student list including baseline **Student Reading Scores** and demographic information at least 6 weeks in advance of the first day of **Springboard Program**. **School** will provide information regarding reading levels for enrolled students, for any date on which enrolled student reading levels are assessed, within 3 weeks of the assessment.
- 4.6. Supplies and Technology.**

- 4.6.1. **School** will provide to teachers basic classroom materials which include available books in classrooms and the library; writing utensils (pencils, crayons, markers); paper (copy, chart, and writing); Developmental Reading Assessment 2 ® kits, where available; and access to copy machines and printers.
 - 4.6.2. **School** will provide a projector in every classroom during the **Springboard Program**.
 - 4.6.3. **School** will provide every teacher with access to a computer, which it may use at its discretion throughout the summer, including removing the computer from **School** premises. **School** will provide Internet access on premises.
 - 4.6.4. Other requests by **Springboard** will be within the discretion of **School**.
- 5. **Payment Terms and Costs.** The Payment Terms and Costs are specified in Schedule A.
- 6. **License of Materials.** **Springboard** grants to **School** a non-exclusive, non-transferrable license to use the **Program Materials** for **School** or its personnel until the final day of the **Springboard Program**, including any materials provided in electronic form or computer-readable form, for use only in connection with the **Springboard Program** up to and until such time as **Springboard** decides otherwise. All **Springboard** materials used by **School** shall contain the **Springboard** name and copyright.
- 7. **Intellectual Property.**
 - 7.1. **Copyright.** **Springboard** reserves copyright in all written and electronic materials delivered and developed by **Springboard** pursuant to this **MOU**, including materials developed by **Springboard** with input from **School** staff. These materials include, but are not limited to, curricula, lesson plans and instructional material developed by **Springboard** and modified by **School** staff for the purposes of the **Springboard Program**. These items may not be copied or otherwise reproduced (including through electronic media) without the express written permission of **Springboard**.
 - 7.2. **Restrictions.** In no event shall **School** use or permit others to use the **Program Materials** other than as permitted by **Springboard**. In no event may the **Program Materials** be sublicensed, modified, sold or transferred except as agreed by **Springboard**.
 - 7.3. **Trademark and Trade Name.** This **MOU** does not give **School** any ownership rights or interest in **Springboard's** trade name or trademarks.
- 8. **Independent Contractors.** The employees of one party will not be considered employees of the other party within the meaning of any federal, state or local laws or regulations including, but not limited to, laws or regulations covering unemployment insurance, old age benefits, workers' compensation, labor or taxes of any kind nor within

the meaning or application of the other party's employee fringe benefit programs for purposes of vacations, holidays, pension, group life insurance, accidental death and medical benefits. **School's** employees who perform the obligations of **School** hereunder shall be under the employment and ultimate control, management and supervision of **School**. **Springboard's** employees who perform the obligations of **Springboard** shall be under the employment and ultimate control, management and supervision of **Springboard**. Nothing herein shall be construed to imply that **School** and **Springboard** are in a joint venture, partnership or principal-agent relationship, and neither party shall have the right, power or authority to obligate or bind the other in any manner whatsoever, except as otherwise agreed to in writing.

9. **Entire Understanding.** This **MOU** constitutes the entire and sole understanding between the parties with respect to the subject matter hereof and supersedes any prior written agreements and any prior, contemporaneous or subsequent oral understanding, with respect to the subject matter hereof.
10. **Modification, Amendment or Addenda.** There shall be no modifications, amendments, or addenda of this **MOU**, except in writing and signed by the duly authorized representatives of both parties.
11. **Conflict.** In the event of any conflict, ambiguity or inconsistency between this **MOU** and any other document, which may be annexed hereto, the terms of this **MOU** shall govern.
12. **Notices.**

FOR SCHOOL:

School/Network leader: Julie McCalmont

School name(s): Allendale and Acorn Woodland Elementary

Address: 746 Grand Avenue

Oakland, CA 94610

Phone: (510) 273-1576

Email: julie.mccalmont@ousd.k12.ca.us

FOR SPRINGBOARD:

Alejandro Gac-Artigas
Chief Executive Officer & Founder
Springboard Collaborative
1701 Walnut St., 7th floor
Philadelphia, PA 19103
Phone: (908) 902-7833

Email: a.gacartigas@springboardcollaborative.org

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

14. Governing Law. This MOU shall be construed to be made and interpreted under the laws of the California.

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

School(s): Oakland Unified School District
Allendale and Acorn Woodland

By: James Harris
President, Board of Education

Title: Antwan Wilson
Secretary, Board of Education
SPRINGBOARD COLLABORATIVE

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

Digitally signed by Alejandro Gac-Artigas
DN: cn=Alejandro Gac-Artigas, o=Springboard
Collaborative, ou,
email=a.gacartigas@springboardcollaborative.org, c=US
Date: 2015.07.16 14:42:46 -0700

OAKLAND UNIFIED SCHOOL DISTRICT
Office of General Counsel
APPROVED FOR FORM & SUBSTANCE
[Signature]
Attorney at Law

7/16/15

Date

File ID Number: 151429
Introduction Date: 8/12/15
Enactment Number: 15-1283
Enactment Date: 8/12/15
By: er

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

SCHEDULE A:

PAYMENT AND TERM OF SERVICE CONDITIONS

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

- A. TERM:** This section shall encompass the all definitions in the foregoing Memorandum of Understanding (“MOU”) and the following:
- A. 1. The MOU** shall commence on January 5, 2015 (the “**Execution Date**”) and shall expire August 31, 2015. Both parties may agree to extend the term of the **MOU** by an addendum (as specified in **MOU** § 10).
- A. 2. School** and teachers will lose access and permission to access **Professional Development Materials** and **Program Materials** on the final day of the **Springboard Program**.
- A. 3. Springboard** will retain the right to collect educational and demographic data from **School** through the expiration of this **MOU**.
- B. SCHOOL REGISTRATION INFORMATION:**
- B.1. Expected Enrollment:** 240 students
- B.2. Total Number of Classes:** 16 classes
- B.3. Fee Per Student:** \$ 440
- B.4. Professional Development Participation Rate:** \$ 15.96/hour
- B.5. Hourly Wage:** \$ 22.99
- C. DEFINITIONS:** This section shall encompass all definitions in the **MOU**, as follows:
- C.1. Average Class Size** means **Expected Enrollment** divided by **Total Number of Classes**. This number shall not exceed 15.
- C.2. Expected Enrollment** means the number of students projected to register in **Springboard Program** as determined by the parties, as specified in Section B.1 of this Schedule A.
- C.3. Extra Enrollment** means students in excess of **Expected Enrollment** that attend twenty-five percent (25%) or more of the **Springboard Program** as determined by **Springboard**.
- D. COSTS.**
- D.1. Itemized School Costs.** In support of the **Springboard Program**, **School** shall pay:

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

D.1.2. Hourly Wage for one-hour Parent Workshop to teachers, which may fall within programming hours;

D.1.3. Professional Development Participation Rate for five (5) Professional Development Sessions to teachers totaling 10 hours of PD;

D.1.4. Hourly Wage for one-hour weekly Coaching Sessions to teachers; and

D.1.5. Hourly Wage for home visits and assessments to teachers totaling 15 hours.

D.1.6. Partnership Fee: \$105,600. **School** shall identify the third party entity that agrees to pay the Partnership Fee ("**Partnership Fee Payor**") by providing written notice to **Springboard** within 30 days of the execution date of the **MOU**. If **Springboard** does not receive **Partnership Fee** from **Partnership Fee Payor** in a timely fashion, **Springboard** may stop providing services under the terms of the **MOU**. **School** and **Springboard** shall make reasonable best efforts to ensure that **Springboard** receives payment of **Partnership Fee** as soon as possible. The School identified the **Partnership Fee Payor** as **The Kenneth Rainin Foundation**.

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

D.2.1. Total Payment Amount means **Expected Enrollment** multiplied by **Fee Per Student**, adjusted based upon the **Payment Adjustment**.

D.2.2. Payment Adjustment equals (1) the difference between the **Expected Enrollment** and the number of students who attended the **Springboard Program** during the first week, if that number is less than the **Expected Enrollment**, multiplied by fifty (50) percent of the **Fee Per Student**; (2) minus the **Fee Per Student** multiplied by the number of students attended the **Springboard Program** during the first week, but who did not attend at least twenty-five (25) percent of the **Springboard Program**; (3) plus **Extra Enrollment** multiplied by the **Fee Per Student**. **Springboard** shall inform the **School** of the **Payment Adjustment** amount within a reasonable amount of time after the **Execution Date**.

D.2.3 Payment of the **Partnership Fee** is required for **School** to gain access to the **Springboard** products and services described in the **MOU**.

E. PAYMENTS.

E.1. Payments. **Partnership Fee Payor** shall pay **Springboard** in three installments as follows (unless otherwise agreed upon):

E.1.1. Invoices. Except as otherwise provided herein, **Springboard** will send **Partnership Fee Payor** an invoice for each payment designating the payment due date.

E.1.2. Upon execution of the **MOU**, **Partnership Fee Payor** shall pay **First Payment** (10% of **Total Payment Amount**) to **Springboard**, which is non-refundable. The invoice will be dated day of execution of **MOU**.

E.1.3. Partnership Fee Payor shall pay **Second Payment** (50% of **Total Payment Amount**) upon conclusion of the first week of **Springboard Program**. The invoice will be dated first day of instruction.

E.1.4. Partnership Fee Payor shall pay **Third Payment** (the remainder of **Total Payment** outstanding, less **Payment Adjustment**) upon the last calendar day of instruction of **Springboard Program**. The invoice will be dated last calendar day of instruction.



SPRICOL-01 YKAU162002

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

7/16/2015

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

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

PRODUCER The Addis Group LLC 2500 Renaissance Blvd. Suite 100 King Of Prussia, PA 19406	CONTACT NAME:		
	PHONE (A/C, No, Ext): (610) 279-8550	FAX (A/C, No): (610) 279-8543	
INSURED SpringBoard Collaborative Christina Houlahan 1701 Walnut Street Philadelphia, PA 19121	INSURER(S) AFFORDING COVERAGE		NAIC #
	INSURER A: Philadelphia Indemnity Ins Co		18058
	INSURER B: Hartford Insurance Co.		34690
	INSURER C: Philadelphia Insurance Co.		23850
	INSURER D:		
	INSURER E:		
INSURER F:			

COVERAGES

CERTIFICATE NUMBER:

REVISION NUMBER:

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

INSR LTR	TYPE OF INSURANCE	ADDL SUBR INSD WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PROJECT <input type="checkbox"/> LOC OTHER:	X	PHPK1312970	05/13/2015	05/13/2016	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000 SEXUAL OR PHYSI \$ 1,000,000
A	<input type="checkbox"/> AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS		PHPK1312970	05/13/2015	05/13/2016	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> DED <input checked="" type="checkbox"/> RETENTION \$ 10,000		PHUB494348	05/13/2015	05/13/2016	EACH OCCURRENCE \$ 1,000,000 AGGREGATE \$ Aggregate \$ 1,000,000
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N <input type="checkbox"/> N/A	39WECBR4501	05/01/2015	05/01/2016	PER STATUTE <input type="checkbox"/> OTH-ER <input type="checkbox"/> E.I. EACH ACCIDENT \$ 500,000 E.I. DISEASE - EA EMPLOYEE \$ 500,000 E.I. DISEASE - POLICY LIMIT \$ 500,000
C	Directors & Officers		PHSD1050403	07/24/2015	07/24/2016	Ret. \$2,500 1,000,000

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

CERTIFICATE HOLDER

CANCELLATION

Oakland Unified School District
Attn: Risk Management
900 High Street
Oakland, CA 94606

AUTHORIZED REPRESENTATIVE

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

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**Springboard Collaborative
Summer Enrichment Program**

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

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

Contents

Introduction/Preamble	3
Springboard's History, Qualifications, Experience	4
The Problem	4
The Opportunity	5
The Springboard Solution	6
The Springboard Summer Program	6
Our Results to Date	7
Springboard's Unique Qualifications	9
Springboard's Team	10
Alejandro Gac-Artigas, CEO & Founder	10
Christina Houlahan, Chief Operating Officer	11
Aubrey White, Chief Programming Officer	12
Laura Banos, Development Associate	13
Springboard's Scope of Services	13

Introduction/Preamble

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

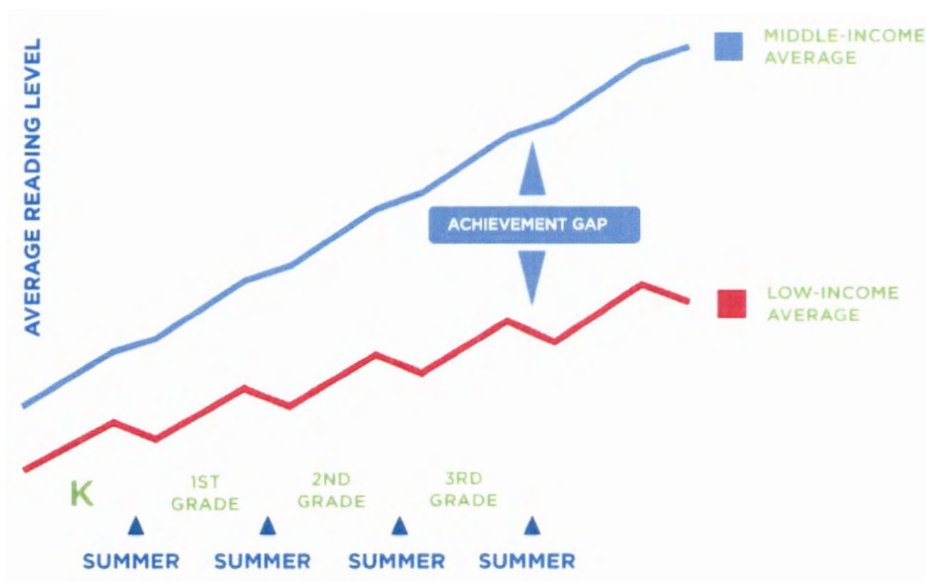
Springboard's History, Qualifications, Experience

The Problem

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

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

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

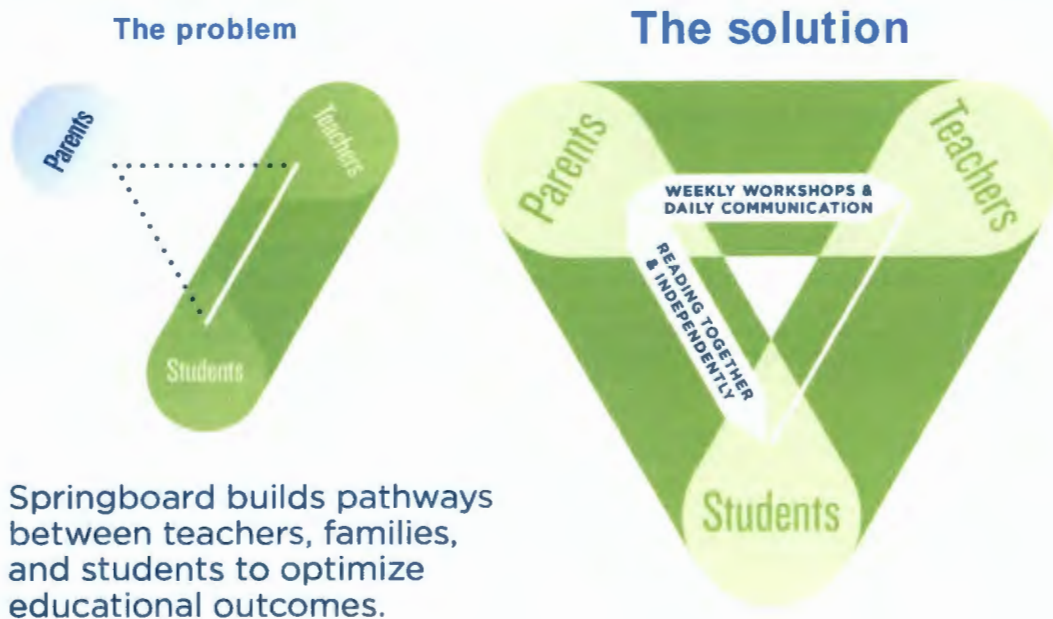


The Opportunity

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

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

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



The Springboard Solution

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

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

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

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

The Springboard Summer Program

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

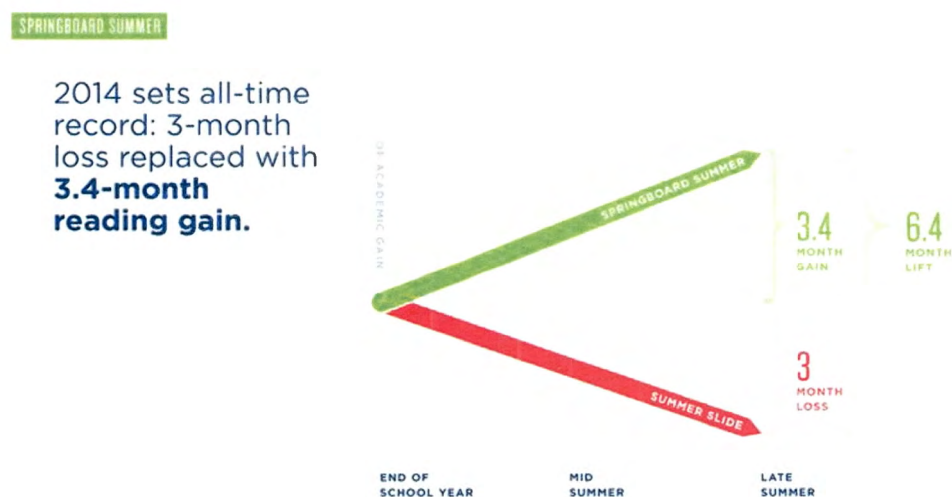
- *Home visits:* Before programming, teachers visit the homes of their 15 students to build parent buy-in and lay the foundation for a strong partnership.
- *Instruction:* Teachers conduct daily, half-day literacy instruction with students grouped by reading level rather than grade level.
- *Family workshops:*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

tablets—during a capstone celebration. Students also present the memoirs they wrote as part of Springboard’s curriculum.

Our Results to Date

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

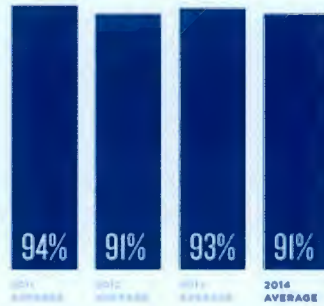
Our 1200 scholars replaced what could have been a 3-month reading loss with a 3.4-month reading *gain*, lifting their literacy trajectories by more than 6 months.



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

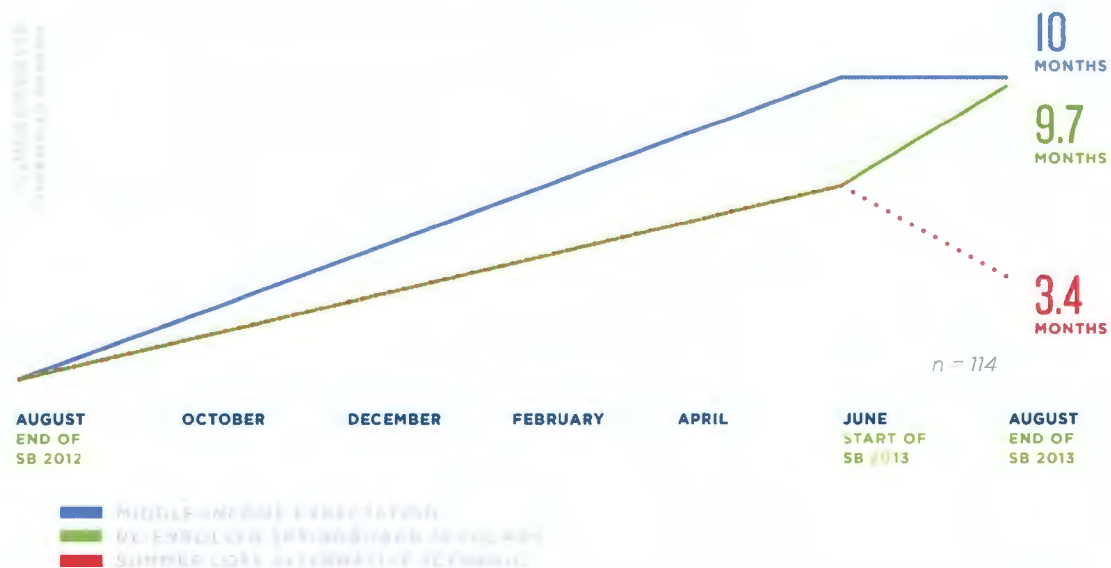
FAMILY ENGAGEMENT

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



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

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

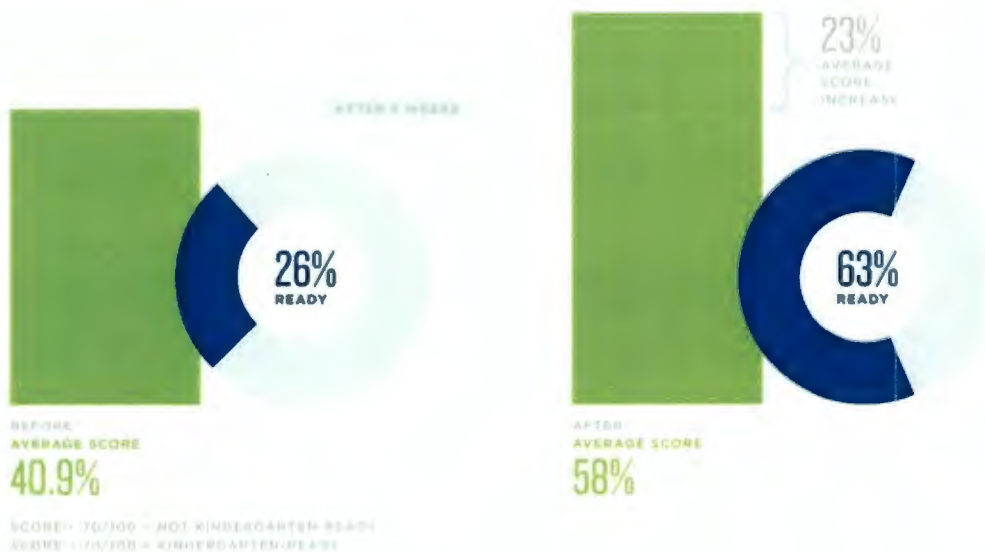


Last summer we also continued to refine our Pre-K offering, serving children during the critical summer before they enter Kindergarten. At the outset, only 26% of children were scoring at or above the Kindergarten-ready threshold on a baseline assessment. A month later, 63% of our scholars had achieved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

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

READING READINESS

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



Springboard's Unique Qualifications

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

Springboard also makes very deliberate supply chain decisions to maximize our impact on the community (both locally and globally), and to minimize the impact on the environment (Better

World Books and American Reading Company for family books; iFoster for school supplies and computers/tablets, TS Designs for t-shirts, etc.)

Perhaps we are also most exceptional because of our results. The 'industry standard' for high quality summer learning programs is generating 2 months of reading progress. Last summer, despite expanding into Camden lowest performing schools, Springboard generated an all-time high average reading gain of 3.4-months. Moreover, we did so at a significantly lower cost than our competitors. The Wallace Foundation found that “providing a summer learning program can cost between \$1,109 and \$2,801 per student per summer.” Springboard’s total cost per student per summer is under \$900. Because parents are willing and able to teach their kids reading at home—without expecting to come on payroll—our model delivers big impact at a low cost. This enables us to charge a fee-for-service priced to make Springboard financially sustainable at scale.

Springboard’s Team

The below are our full time year round staff. We also supplement this staff with more than 200 additional seasonal employees. Each school site has a Site Manager and as many as eight teachers. A Cluster Manager is assigned to every four sites. Those schools with a critical enrollment of 105 students or more are also assigned an Operations Lead. Site Managers are hired by nomination and interview process conducted by Springboard and the school site itself. Teachers are hired and paid by the school sites directly. Cluster Managers and Operations Leads are hired by Springboard. Sample resumes for each of these roles are available upon request. The below is our full-time team:

Alejandro Gac-Artigas, CEO & Founder

a.gacartigas@springboardcollaborative.org

1-908-902-7833

When Alejandro Gac-Artigas was 7, his family immigrated to the US escaping political persecution and seeking educational opportunities. He published a memoir at 12 chronicling his challenges transitioning to life in America. After graduating from Harvard in 2009, he spent two

years as a 1st grade teacher in Philadelphia. There he became frustrated that his students—and millions more in low-income communities—face chronic, summertime reading losses in elementary school that account for two-thirds of the achievement gap in high school. This is symptomatic of an even deeper problem: low-income parents have been excluded from the process of educating their kids.

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

Role:

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

Christina Houlahan, Chief Operating Officer

c.houlahan@springboardcollaborative.org

1-610-745-9928

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

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

Role:

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

Aubrey White, Chief Programming Officer

a.white@springboardcollaborative.org

1-215-817-3839

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

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

Role:

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

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

Laura Banos, Development Associate

l.banos@springboardcollaborative.org

1-412-889-5322

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

Role:

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

Springboard's Scope of Services

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

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

- Home visits: Before programming, teachers visit the homes of their 15 students to build parent buy-in and lay the foundation for a strong partnership. All parties sign a contract during the visit, affirming their commitments to each other.
- Instruction: Teachers conduct daily, half-day literacy instruction with students grouped by reading level rather than grade level. The program day runs from 8:00 am to 1:00 pm, including all components of balanced literacy instruction (Word Study, Read Aloud, Shared Reading, Guided Reading, and Writing) as well as meals. Teachers are guided by Springboard’s student curriculum, available to them on our online portal. Teachers complete a detailed Student Action Plan for struggling readers, identifying barriers to progress and designing aligned interventions for the classroom and the home.
- Family workshops: Teachers lead weekly workshops that train parents on how to pick a book on their child’s reading level and what to do before, during, and after reading. This empowers families to drive reading progress at home.
- Coaching: Springboard hires a Site Manager at every school, typically from within. The Site Manager leads differentiated groups of teachers through a 5-week coaching cycle to ensure that every classroom reaches the finish line while teachers improve their practice.
- Learning Bonuses: Contingent on parent attendance and commensurate with student reading growth, Springboard distributes educational incentives—including books and tablets—during a capstone celebration. Students also present the memoirs they wrote as part of Springboard’s curriculum.
- Media Kit: Springboard supplies a media kit following programming that includes site specific and cluster specific results, slide shows, photographs and messaging that can be useful to sites and district in securing funding in the future and in messaging results to other stakeholders.
- Exit Report: Springboard supplies results at child, school and district level in .xls, .csv or in any format required. Springboard will also provide and one in-person debrief to school leaders one to interested district managers.

SAM Search Results
List of records matching your search for :

Search Term : Springboard* Collaborative*
Record Status: Active

No Search Results