

Board Office Use: Legislative File Info.	
File ID Number	16-0696
Introduction Date	4/27/16
Enactment Number	16-0598
Enactment Date	4/27/16



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Memo

To Board of Education
From Antwan Wilson, Superintendent

Board Meeting Date
(To be completed by
Procurement)

4-27-16

Subject Professional Services Contract - Big Picture Learning
- 912/Post-Secondary Readiness (site/department)

Action Requested Ratification of professional services contract between Oakland Unified School District and Big Picture Learning. Services to be primarily provided to 912/Post-Secondary Readiness for the period of 2/1/2016 through 6/30/2016.

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

OUSD wishes to undertake a transformation of several of its secondary schools. Big Picture Learning (BPL) has the expertise and the experience to help OUSA achieve the transformation. BPL assists the school staff to implement specific BPL features and components.

Discussion
One paragraph summary of the scope of work.

School-College Partnership/Post High School transition planning and support. Big Picture Learning (BPL) schools provide a four-year program with a flexible structure that incorporates selected post secondary learning opportunities for all students (for example, participation in college courses and dual enrollment). All students take college entrance exams and apply to college or post-secondary school programs.

Recommendation Ratification of professional services contract between Oakland Unified School District and Big Picture Learning. Services to be primarily provided to 912/Post-Secondary Readiness for the period of 2/1/2016 through 6/30/2016.

Fiscal Impact Funding resource name (please spell out) Title 1 INSTR SUP 9122
not to exceed 40,000.00

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. 16-0696

Department: Office of Post-Secondary Readiness

Vendor Name: Big Picture Learning

Project Name: _____

Annual Cost: \$ 40,000 **Project No.:** _____

Contract Term: Start Date: February 15, 2016 End Date: June 30, 2016

Approved by: Allen Smith

Is Vendor a local Oakland business? Yes ☐ No ☒

Why was this Vendor selected?

Summarize the services this Vendor will be providing.

Provide work on designing schools, conduct school visits, identify innovative practices in action, meet and hear from educational leaders, create a design for the OUSD targeted schools that incorporates the areas of focus, as stated in the scope of services.

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
- ☐ **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**

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PROPOSAL TO PROVIDE SUPPORT OF INTENSIVE SUPPORT SCHOOLS IN OAKLAND UNIFIED SCHOOL DISTRICT

February 18, 2016

OUSD wishes to undertake a transformation of several of its secondary schools. They understand that effecting the needed transformation will require more than new programs or curriculum, increased professional development, and better assessments, but a fundamental redesign of the entire enterprise. Big Picture Learning (BPL) has the expertise and the experience to help OUSD achieve the transformation.

In addition to creating whole new schools based on the BPL design, we have also assisted in whole-school transformation and helped many school teams¹ that do not wish to adopt the whole BPL design, but do wish to incorporate selected features and components of that design into their own. In both types of work, BPL has given considerable attention to helping the school build its capacity for ongoing redesign and improvement even as BPL assists the school staff to implement specific BPL features and components. We work both strands simultaneously because we understand that even exemplary and validated programs and practices cannot take root and be sustained in poorly functioning schools.

Many schools fail to serve their students well not only because they have chosen an inadequate literacy or numeracy program or have implemented it incorrectly, but rather because they do not have adequate competence (knowledge, skills, and mindsets) in one or more basic organizational functions, such as strategy development, program design, staff development, resource use, implementation monitoring, and continuous learning and adjusting. In short, schools need to get better at getting better.

We call our organization and our work "big picture learning" because our school designs attempt to deal with the entire ecology of learning and learners. Through our research and our practice, we have learned much about learning and learners, and we understand that schools can be a lot better than they are. We look outside of schools to the way that excellent learning and work take place in the real world in order to understand how schools can support such learning and work and make it part of the daily occurrences of every school day.

DESIGN PROCESS

In our design work, we employ a variation of the process developed by IDEO, the international design and innovation company and refined by the Stanford d.school (Hasso Plattner Institute of Design), around a series of steps and dispositions described as "design thinking." Design

¹ We define school teams as the principal and other administrators and faculty members who have been organized and empowered to design and implement a school transformation.

thinking involves identified roles, techniques, environments, and tools that focus on framing and solving problems using human-centered design, a bias towards action, and the use of rapid prototyping to visualize ideas. This approach is consistent with BPL's core principles and design components.

The nature of capacity building work requires a direct focus on improving the competence and behavior of the school's professionals so that they, in turn, can improve the competence of the students they serve. Therefore, we measure our success directly by our impact on the culture, structures, and processes the school puts in place to ensure deep and sustained student learning. There will be artifacts of increased capacity that we can document and assess: key systems in place, competent and committed faculty, and high levels of implementation at the school and classroom levels. We also use indicators of increased student engagement – attendance, classroom participation, and effort and persistence – to judge the effectiveness of our work with the school's professionals. We employ similar measures of teacher performance – attendance, participation in professional development activities, and teacher leadership with respect to specific redesign and improvement initiatives.

Our understanding is that what impedes failing and failed schools is not just the lack of a strategic plan but of inadequately developed strategy and design thinking and doing. Strategy and design are important, but it is equally important to help school teams develop commitment, confidence, and competence in basic organizational functions – time, people, and resource management; careful implementation monitoring; and continuous learning and adjustment based on quality information about implementation. We embed strategic and design thinking into all aspects of the development of these basic organizational systems. We help principals and school teams employ these systems, monitor implementation, and make ongoing modifications – prototyping.

We have learned that these two sets of needs – organizational capacity and program and practice improvement – are symbiotic and must be addressed simultaneously. We described our general approach, and the principles that support it, in a November 2013 Kappan article, entitled *The latest twist on spreading innovation: One school at a time*. We intend to use that approach in helping OUSD's most challenged and challenging schools, those that have failed to "turn around" for so long that they might be open to trying a whole new helping strategy.

We seamlessly weave our attention to these two strands into a holistic set of support services. While adapting specific BPL features and components is given up-front attention, specific capacity building work is always incorporated into the work with just-in-time attention to the general capacities that support the work. Several BPL features and components will be adapted and implemented in a carefully staged process. Simultaneously, BPL will work with the school principals on enhancing their own leadership competencies while they improve their schools' organizational capacities.

BPL INSIDE: ADAPTING SPECIFIC BPL FEATURES AND COMPONENTS

BPL will assist each of the schools in developing school, program, and curriculum designs that incorporate these features and components of the BPL design. These adaptations will be carefully staged over multiple years.

Advisory Structures. The BPL design employs an advisory structure that ensures that every student has a genuine relationship with the adults and other students in the building. All students will be a part of small advisory groups of approximately 20 students, in which peer critique and support are constantly modeled and expected. Through small advisories, students will get to know one adult well and that adult will guide the personal learning plans and four-year development of the students in his or her advisory. The advisory will also focus on applied learning challenges where students will have the opportunity to apply their academic skills and understandings to real-world problems through individual and small group projects.

Personal Learning Plans. Each student will have a personal learning plan that addresses his/her interests and academic, career, and personal (including social-emotional) competencies that are aligned with applicable learning standards (CCSS) and managed by an advisor who follows the student from intake to graduation. The learning plan includes a description of the learning opportunities students pursue, including projects, workshops, courses (online and traditional), internships, and lectures; a detailed specification of tasks to be accomplished; and a plan for documenting learning. Students build and own their learning plans, becoming responsible and accountable for their learning, personal growth and post-high school planning with the support of their advisors, parents, and mentors.

Learning Through Interests and Internships (LTI). A core design element of BPL schools is that students develop academic, career, and personal competencies in real-world settings and contexts. All students, therefore, engage in Learning Through Interests and Internships experiences (LTIs) and community service projects outside of school, working with adults whose interests and careers match the students' own interests and career aspirations.

The LTI is a 6-12 hour, one-to-two-day-a-week internship with a mentor (an expert in the field of the student's interests) in which students complete authentic projects (projects at internship sites that benefit the student and the mentor) that deepen student learning and academic growth, while teaching students how to operate in a professional context. Students will have an LTI each year they are in school, unless in 12th grade their senior thesis project (the large, culminating independent real world project) encompasses the LTI. These customized projects are designed with and for students based on their interests and provide a context and structure for integrating their academic, technical, and career skills and dispositions into holistic learning opportunities. The projects emphasize literacy and numeracy skills, and incorporate classroom work, small group work, one-on-one tutoring, and online learning, as appropriate.

Authentic Assessment. BPL employs a competency-based teaching, learning, and assessment system that uses performance assessments that complement and supplement state and district assessments and accountability requirements. These assessments require performances that demonstrate competence (knowledge, skills, and mindsets) through exhibitions of work and learning in real world settings and contexts. Moreover, the assessments focus not only on academic competencies, but also essential career and personal (including social-emotional) competencies that BPL recognizes as essential for holistic learning and growth. The assessments will be conducted for both in-school and out-of-school settings and contexts, primarily via the LTIs and community service projects. Academic and graduation credit will be provided for in-school and out-school learning.

Students will be required to design and conduct major exhibitions of their work for their advisors, other faculty, parents, mentors, and other members of the community. These exhibitions allow the student and the advisor to track growth, progress, and work quality against the learning plan. The assessment system also includes weekly check-in meetings with advisors, weekly journals, yearly presentation portfolios, and transcripts (to translate the information for communication to postsecondary learning institutions). The assessment system also employs "Gateways" for students' progress between 10th and 11th grade and at graduation (Read how this component is addressed in Sections IID and IIE.)

Parent/Family and Community Engagement and Support. BPL's approach to providing students with a community based learning environment stems from our model of exposing our students to beneficial relationships and a rigorous but relevant educational experience. We believe students are performing at their best when they are surrounded by mentors, family, classmates, teachers, and their community. Our learning environment empowers students and their parents to be invested in his or her future. We encourage parents to be involved at all stages of their child's education, including taking part in helping to write the students learning plan, attending exhibitions, and learning about the college process. BPL schools connect with local businesses, artists, entrepreneurs, and community organizations to expose students to real-world learning, skills, and professionalism. Developing a huge network in the community enables BPL schools to act as an engine for social change and community development in the neighborhood. Our students will work hands on with these community members through apprenticeships and mentorships to identify and solve problems within their internships and/or community. We plan to develop an advisory board that consists of staff members, parents, and most importantly students to meet regularly to target and identify partnerships and relevant opportunities in the community that will allow our students to be engaged in professional and leadership roles.

School-College Partnership/Post High School Transition Planning and Support. BPL schools provide a four-year program with a flexible structure that incorporates selected postsecondary learning opportunities for all students (for example, participation in college courses and dual enrollment). All students take college entrance exams and apply to college or post-secondary school programs.

BPL schools provide multiple options and pathways for students as they plan their post-high school transition. Students plan backwards from their end goals to maximize these opportunities: challenging individual learning plans, visits to colleges and post-high school programs, educating families about the college application and financial aid process, and building relationships with local colleges, trade schools and programs.

All students develop post-high school plans that will contribute to their future success – be it through college, a professional internship, travel, trade school, the military, or the workforce.

In adapting these BPL components, the OUSD target schools will:

- Use individual interest and project-based learning as the instructional strategy in all courses, modules, projects, and workshops, as appropriate.

- Employ multidisciplinary approaches to address problems and challenges, particularly drawing on technology, the arts, and design.
- Provide flexible time structures and allocations so that students have sufficient time for deep practice that enables proficiency on essential learning standards.
- Provide focused learning opportunities to apply creativity and innovation skills in all courses, modules, projects, and workshops, as appropriate.
- Provide multiple ways for students to demonstrate competence, including particularly performances that demonstrate both skill and understanding.
- Provide multiple opportunities for students to get out of school into the community, industry, and postsecondary settings and contexts in order to work with adults in the careers the students wish to pursue.
- Provide opportunities for students to use a wide variety of general and specialized technology tools (both high- and low-tech) to support their learning and work.
- Provide opportunities to investigate authentic, real-world, real-lived experiences/realities.
- Encourage and support students in thinking and acting entrepreneurially in addressing personal, community, global, and ecological needs and challenges.

BPL INSIDE: LEADERSHIP AND ORGANIZATIONAL DEVELOPMENT

This second strand of BPL support will focus on effecting a significant improvement in each school's basic organizational functions: strategy development, program design, resource use, staff development, implementation monitoring, and continuous learning and adjusting. In this work we focus on tangible products – strategic plans, action initiatives, monitoring systems, and impact assessments. Equally important is creating in each and every school a faculty that is skilled in, and committed to relentless innovation—edgy as well as sustaining—in the interest of their students' learning. A culture for innovating requires a tolerance—and a passion—for continually examining alternatives to existing practice and questioning every aspect of schools.

In this strand we focus particularly on the building principal, who is responsible for thinking and behaving strategically, employing sound management practices, and developing and leading a learning organization for adults as well as students. We propose to establish a yearlong one-principal-at-a-time principal development program that addresses individual needs and circumstances while forming a community of learners among the principals.

We employ these essential practices in our approach to helping principals build their leadership and management capacities for redesign and improvement:

- Maintain a student-centric focus, basing decisions about teaching and learning on what's best for students and on the best knowledge we have about learners and learning. In our design process, we focus on empathy – understanding the students. Every plan and every system is focused on fundamentally redesigning the student learning experience.
- Attend to motivation and engagement. We help principals develop competence in motivating and engaging faculty members in redesign and improvement initiatives. We help school teams build a culture and structures for increasing student motivation and engagement that leads to deep and sustained student learning.
- Build school capacity as we help to address specific student performance shortfalls.

- Encourage and support the examination of non-traditional approaches to serving students.
- Challenge process compliance requirements, instead focusing on performance outcome requirements. Seek waivers from process compliance requirements in order to remove barriers to out-of-the-box thinking and doing.
- Create structures, relationships, and processes that foster collaborative and creative problem solving and action.
- Employ strategic and design doing as well as thinking. In our design process, we focus on reframing, empathy, and prototyping.
- Employ coaching and modeling in training and support services to principals and teachers.

FOCUS AREAS

We focus on several competencies in our professional development work with principals:

- Designing and leading the transformation process (Appendix A provides a graphic depiction of the flow of major stages and tasks)
- Developing the essential features and components of the transformation
- Establishing and supporting learning communities for students, staff, and teachers
- Creating cultures and structures that support teacher and student learning and development.
- Designing and conducting productive and generative meetings and convenings
- Communications within the school and to parents and the community
- Creating protocols for communication, collaboration, and coordination within the school community and between the school and parents and community members and organizations
- Employing design thinking tools and protocols to encourage creativity and innovation
- Selecting and orienting teachers
- Designing and managing change
- Transforming the student learning experience to focus on equitable access to deeper learning

APPROACH TO PRINCIPAL DEVELOPMENT

In providing a principal development program to address these competencies, BPL will:

- Assist each principal in preparing and using a personal learning plan that includes individual and cohort tasks and activities
- Create learning modules around projects and cases that focus on all dimensions of the work.
- Blend designing and doing in all learning tasks
- Employ real-world performance assessments in evaluating accomplishments and competencies
- Provide “over the shoulder and side-by-side” coaching from expert practitioners

To illustrate our approach, we provide an outline of the “scope and sequence” of monthly topics and weekly sessions for “the year before opening” (TYBO). We anticipate that 2015 – 2016 will be a year of preparation, where ISS schools will be challenged to think outside the box of school, do readings, participate in Socratic seminars, work on designing schools, visit schools,

identify innovative practices in action, meet and hear from educational leaders, create a design for a school that incorporates the areas of focus, receive feedback, revise, and present.

August 2015

- Big Bang for OUSD teams
- Overview of BPL design. Areas of focus could include: real-world learning/career readiness, personalized learning, a-g completion and post-secondary support, NCCs, PBL, school culture, etc. (to match the topics for year one)
- **There are three district days on the calendar, could serve as PD, 8/19 – 8/21**

September 2015

- **School visits:** MetWest, Met Sac, and others outside of the BPL network; could also include specific programs that show promise, for example, the Maker Lab at Lighthouse, the work that Epic HS is doing around identity and technology
- Week 1: framing the school visits; *the ten expectations*
- Weeks 2 & 3: school visits throughout California
- Week 4: sharing what we've learned at each site; a gallery walk & short exhibition on school visits

October 2015

- Topic One: **Learning Through Interests & Internships/Real-world Learning (the second R)**
- To include readings, data across BPL and other networks that have school practices that include real-world learning
- Week 1: LTIs at BPL, linked learning, and other programs
- Week 2: internships and students' interests – trusting students and shifting mindsets around who gets access to powerful learning experiences
- Week 3: designing LTI/real-world experiences at your schools; what could that look like, supports you need, structures, etc.?
- Week 4: designing LTI continued; feedback on designs by expert LTICs and re-work drafts as necessary

November 2015

- Topic: **Project-Based Learning & Deeper Learning**
- Week 1: **Deep(er) learning** through the many versions of PBL; taking a look at projects; tools for creating projects
- Week 2: design a project
- Week 3: the personalized learning plan; structures that personalize student projects

December 2015

- Topic: **Non-Cognitive Competencies (SEL) and School Culture**
- Week 1: Intro to NCC
- Week 2: challenging structural hierarchy and distrust; acculturation
- Week 3: staffing – finding the right individuals to carry out the vision

January 2016

- Topic: **Authentic Assessment (the third R)**
- Week 1: what is authentic assessment? What are we looking for? Exhibitions and other presentations of learning
- Week 2: a better method for assessment – using the mean (as average) is mean
- Week 3: capturing what matters and appropriately managing the state tests

February 2016

- Topic: **Advisory (the first R)**
- Week 1: creating structures that support positive relationships between students and staff
- Week 2: the advisor's role in guiding students' experiences and projects
- Week 3: a class culture of high expectations and excellence (see Ron Berger's piece)

March 2016

- Topic: **School-College Partnership/Post High School Transition Planning and Support**
- Week 1: creating a college going culture at school; career pathways (but I want to be a mechanic...)
- Week 2: anticipating breakdowns after college acceptance
- Week 3: life planning

April 2016

- Topic: **School Design (IDEO tools)**
- Week 1: create a master schedule that supports the structures you want to see at your school
- Week 2: systems for monitoring progress
- Week 3: improvement science and getting better at getting better
- Week 4: draft of design to share

May 2016

- Topic: **Refining Design**
- Week 1: tweaking design; practicing your pitch
- Week 2: practicing your pitch continued (communicating the vision to various stakeholders)
- Week 3: presentation of work to OUSD & Overdeck

- Week 4: reflections on design and next steps

June 2016

- Topic: Final Presentations to OUSD & Overdeck (available on Dropbox or Google Docs)

COSTS <February 15, 2016– June 30, 2016>

Professional Development	
- Monthly Coaching and Support . On-site visits coaching and Professional Development sessions. Weekly phone calls with teams and on-going phone and email support for teachers and staff.	\$28,250.00
Big Picture Materials	
- Print and digital materials which include Advisor Guide, Principal Guide, LTI Guide, templates and sample materials; LTI database and advisor website	\$5,000.00
Conferences	
- Principal attendance at annual Principal Conference for three (3) leaders of ISS schools (includes airfare, hotel, registration fee, food, and local transportation)	\$6,750.00
Total Estimated Costs	\$40,000.00

PAYMENT OF CONTRACT The total payment for Big Picture Learning's work as described above, is \$40,000. This covers work with the four OUSD schools. Payments will be invoiced according to the schedule below:

- **Payment #1:** April 1, 2016 – Payment of \$20,000.00
- **Payment #2:** June 1, 2016– Payment of \$20,000.00

Please pay all invoices within 30 days. Delinquent payments will be assessed a 1.5% interest charge per month. If payment exceeds 60 days past due, all services will be discontinued until payment is received.

CONTACTS

For Big Picture Learning:

M.R. Brezler
Chief Operating/Financial Officer
Big Picture Learning
325 Public Street
Providence, RI 02905
Office: (401) 447-5062
mrbrezler@bigpicturelearning.org

For Invoice Inquiries:

Pam Genovesi Macdonald
Big Picture Learning
325 Public Street
Providence, RI 02905
Office: 401-743-3795
Fax: 919-573-0787
pgmacdonald@bigpicturelearning.org

For the District:

Coordinator of Contract

Allen Smith
Head of Schools
Oakland Unified School District
1000 Broadway, Suite 680
Oakland, CA 94607
allen.smith@ousd.k12.ca.us
Phone: 510.434.7790

Business Office/Invoices

Name
Title
School/District
Email
Phone

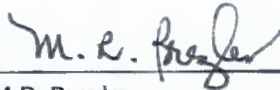
This Agreement constitutes the entire agreement of the parties with regard to the subject matter hereof, and replaces and supersedes all other agreements or understandings, whether written or oral. No amendment or extension of the Agreement shall be binding unless in writing and signed by both parties.

Termination of Agreement.: Either party may terminate this Agreement upon thirty (30) days prior written notice to the other party. Upon Termination, the school is responsible for prompt payment to Big Picture Learning for all services rendered and for reasonable expenses and non-cancellable commitments incurred in the performance of this Agreement up to and including the date of termination.



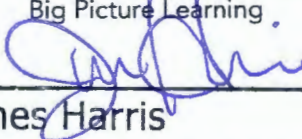
Allen Smith
Head of Schools
Oakland Unified School District

2/22/16
Date

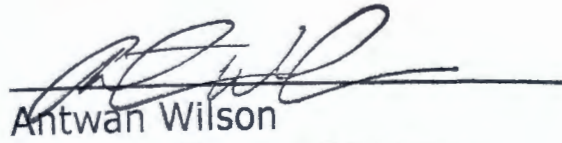


M.R. Brezler
Chief Operating/Financial Officer
Big Picture Learning

2/18/2016
Date

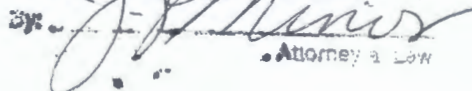


James Harris
President, Board of Education



Antwan Wilson
Secretary, Board of Education

OAKLAND UNIFIED SCHOOL DISTRICT
Office of General Counsel
APPROVED FOR FORM & SUBSTANCE

By: 
Attorney at Law

File ID Number: 16-0696
Introduction Date: 4-27-16
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Enactment Date: 4-27-16
By:



USER NAME	PASSWORD	LOG IN
<input type="text"/>	<input type="password"/>	
Forgot Username?	Forgot Password?	

[Create an Account](#)

Search Results

Current Search Terms: Big* picture* learning*

Notice: This printed document represents only the first page of your SAM search results. More results may be available. To print your complete search results, you can download the PDF and print it.
No records found for current search.

◀ Glossary

Search

Results

Entity

Exclusion

Search

Filters

By Record
Status

By
Functional
Area - Entity
Management

By
Functional
Area -
Performance
Information

SAM | System for Award Management 1.0

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WWW4

Note to all Users: This is a Federal Government computer system. Use of this system constitutes consent to monitoring at all times.



PROFESSIONAL SERVICES CONTRACT ROUTING FORM 2015-2016

OAKLAND UNIFIED
SCHOOL DISTRICT

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.

1. Contractor and OUSD contract originator (principal or manager) reach agreement about scope of work and compensation.
2. Ensure contractor meets the consultant requirements (including the Excluded Party List, Insurance and HRSS Consultant Verification)
3. Contractor and OUSD contract originator complete the contract packet together and attach required attachments.
4. 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) allen.smith@ousd.org

Contractor Information

Contractor Name	Big Picture Learning	Agency's Contact	M.R. Brezler
OUSD Vendor ID #	V054434	Title	Chief Operating/Financial Officer
Street Address	325 Public Street	City	Providence
Telephone	401-447-5062	State	RI
		Zip	02905
		Email (required)	mrbrezler@bigpicturelearning.org
Contractor History	Previously been an OUSD contractor? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Worked as an OUSD employee? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Compensation and Terms – Must be within the OUSD Billing Guidelines

Anticipated start date	2/1/2016	Date work will end	6/30/2016	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
3010	Title 1 INSTR SUP	9124850204	5825	\$ 40,000.00
			5825	
			5825	
Requisition No. (required)		R0163974	Total Contract Amount	
			\$ 40,000.00	

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	Allen Smith	Phone	510-879-3276
	Site/Department (Name & #)	912/Post-Secondary Readiness		Fax	
	Signature			Date Approved	
2.	Resource Manager , if using funds managed by: <input checked="" type="checkbox"/> State and Federal <input type="checkbox"/> Quality, Community, School Development <input type="checkbox"/> Community Schools & Student Services Dept. <input type="checkbox"/> Risk				
	<input type="checkbox"/> Scope of work indicates compliant use of restricted resource and is in alignment with school site plan (CSSSP)				
	Signature			Date Approved	
	Signature (if using multiple restricted resources)			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 Signature on the legal contract				
Legal Required if not using standard contract		Approved		Denied - Reason	
Procurement	Date Received			PO Number	