



# LINCOLN PUBLIC SCHOOLS

BUCKNER M. CREEL  
ADMINISTRATOR FOR BUSINESS AND FINANCE

April 23, 2013

To: School Committee  
Becky McFall, Superintendent  
From: Buckner Creel

Subject: Recommendation for Award – Pod C Lease, July 2013 – June 2016

**Process.** In accordance with M.G.L. 30B and the procedures outlined in the memo prepared for the School Committee dated February 14, 2013 (copy attached), proposals for operating a licensed school-aged child care program in Pod C were solicited from potential operators using the following Request for Proposal (RFP) process:

- At its meeting on February 28, 2013, the School Committee declared Pod C surplus and identified use restrictions by approving the following motion:  
“Moved...that the School Committee VOTES that Pod C continues to be surplus space and available for rent, that it desires that Pod C be used for a licensed after-school and school recess period school-aged child care program and related uses, and that it allows the acceptance of less than fair market rental rates for the lease of Pod C to promote a public purpose by providing an affordable after-school and school recess period care center for school-aged children.
- Legal notices were published in the Lincoln Journal on March 14 and March 21, 2013.
- A three-person Selection Committee consisting of a School Committee member, the Administrator for Business and Finance (the procurement official) and a Business Office employee with RFP experience and training was formed.
- Goods and Services announcements on the State Publications and Regulations web site were published announcing the availability of RFP documents on March 13, 2013.
- Three potential proposers picked up an RFP packet:
  - Lincoln Extended-Day Activities Program (LEAP)
  - Springboard Education for America (Springboard)
  - Learn It Systems (Learn It)
- Three potential proposers attended the mandatory pre-proposal conference held March 22, 2013 at 11:00 am:
  - Lincoln Extended-Day Activities Program (LEAP)
  - Springboard Education for America (Springboard)
  - Learn It Systems (Learn It)
- No addenda were added to the RFP packet after the pre-proposal conference.
- Two proposals were received prior to the deadline on April 12, 2013 at 11:00 am.

**Proposal evaluation criteria.** The RFP included eleven criteria against which the proposals would be evaluated. Two of the criteria (a. licenses and certifications required, and b. Evidence of insurability) were designated pass-fail in the RFP. A third criterion (k. Proposed rent and allowance for maintenance) stated that the amount must meet or exceed the minimums. The Selection Committee decided to assign weights to the remaining eight criteria, and to score each criteria from 1 to 10. The resultant weighted scores had a theoretical maximum score of 100.

Before the proposals were received, the Selection Committee met and assigned weights to the evaluation criteria. Table 1 shows the evaluation criteria and weights.

**Table 1.**

<b>weight</b>	<b>criterion</b>
0	a. Licenses and certifications required by federal and Commonwealth laws and regulations (pass-fail)
0	b. Evidence of insurability: comprehensive public liability insurance for bodily injury and property damage in the amount of \$1,000,000, and Worker's Compensation coverage (pass-fail)
10	c. Continuity of operations: the stability of having the same staff, director and programs is important to the well-being of the children attending the after-school program
10	d. Length of time program has been operating, a five-year enrollment history and a two-year enrollment projection
10	e. References
15	f. Staff training and experience
15	g. Proposed staff/child ratio
20	h. Description of program to be offered, including activities by season, hours of operation, etc.
5	i. Composition of governing board, including level of parent participation
15	j. Proposed program fee structure
<b>100</b>	
0	k. Proposed rent and allowance for maintenance and capital projects (must meet or exceed minimum)

**Proposal Results.** LEAP and Springboard submitted proposals which were received prior to the official proposal receipt deadline; the proposals are attached. The materials submitted by Springboard meet the requirements of the RFP instructions.

The materials submitted by LEAP did not include sufficient information to evaluate items j. Proposed program fee structure, h. Description of program to be offered and i. Composition of governing board. However, the Selection Committee was able to find supplemental material on the LEAP web site, and decided to consider this insufficiency a non-fatal informality to be waived. With the waiver for LEAP, both firms are responsive proposers.

Both proposers have successfully operated a licensed school-aged child care program for over five years, and I find nothing within the documents submitted or in other information available to me to cause me to believe that they will not be able to continue operating a licensed school-aged child care program. Therefore, both firms are responsible proposers.

**Proposal Evaluation.** Separately, the Selection Committee members reviewed the proposals and assigned scores, then met to discuss the results of the scoring. The scores for each criterion were averaged and the averaged scores summed, resulting in an overall evaluation score. The averaged scores are displayed in Table 2.

While both proposers exhibit strengths in multiple areas, significant differences in scores were observed in the areas of staff training and experience, description of program to be offered and proposed program fee structure. Springboard's staff training and experience is described on pages 5-9 of their proposal. Their program is described on pages 9-14 of the proposal. Pages 15 and 18 describe the automated account management system PARENT CONNECT Springboard offers for enrollment, scheduling and payment management.

Finally, the proposed program fee structure described by Springboard on pages 21-22 of their proposal is significantly lower and more flexible than the current LEAP fee structure. Both proposers offer financial assistance; while Springboard ties this assistance to the National School Lunch Program's standards for Free and Reduced Lunches, the LEAP criteria for financial assistance is unclear.

The overall scores on the evaluation criteria are:

**LEAP – 69.9**

**Springboard – 91.1**

Springboard's evaluation score exceeds that of LEAP by 30%.

**Table 2.**

<b>weight</b>	<b>criterion</b>	<b>LEAP</b>	<b>Springboard</b>
0	a. Licenses and certifications required (pass-fail)	pass	pass
0	b. Evidence of insurability (pass-fail)	pass	pass
10	c. Continuity of operations:	10.0	9.0
10	d. Length of time program has been operating,	9.3	8.7
10	e. References	6.0	7.0
15	f. Staff training and experience	8.9	14.4
15	g. Proposed staff/child ratio	14.5	13.5
20	h. Description of program to be offered, including activities by season, hours of operation, etc.	10.7	19.0
5	i. Composition of governing board	3.7	4.5
15	j. Proposed program fee structure	6.9	15.0
<b>100</b>	<b>totals</b>	<b>69.9</b>	<b>91.1</b>
0	k. Proposed rent and allowance for maintenance and capital projects (must meet or exceed minimum)	\$28,000/\$2,800 meets	\$31,000/\$3,100 exceeds

**References.** The proposals included references, which were checked by the Selection Committee. A summary of the responses received follows.

### **LEAP References**

#### Pros

- Collaborate with Rec Dept
- Supportive in moving children from one site to another
- Serve valuable need in town
- "like a big neighborhood"
- "unofficial town program"
- Staff ingrained in the community
- Staff is thoughtful about the kids and their welfare
- "kids love it"
- Always take time for play
- Great working relationship with school's counselor
- "no major issues or complaints"

#### Cons

- They haven't changed with the times
- Parent feedback: Could be a bit more transparent, not sure how things get done
- Disappointment with staff responses (not all of the staff)
- Could be tighter regarding safety
- Need to tighten up communication to parents, especially new ones
- Could use professional development regarding child behavior and discipline
- Could they align policies and practices--it's not clear if they have them ( a handbook?)
- Not clear on leadership--who is in what roles?

### **SPRINGBOARD References**

#### Pros

- Devoted a lot of resources to the program
- Successful in hiring certified teachers
- Very conscientious
- Flexible
- Will deliver program you want
- Parent feedback is positive
- Good balance of fun and academics
- "super flexible and responsive"
- Professionally run program
- Always positive feedback from parents

#### Cons

- Based on the packaging/presentation, the school only initially received 2/3 of what was presented

**Price Analysis.** The rule for award included in the RFP documents states:

“The Lincoln Public Schools will accept the most advantageous offer from a responsive and responsible proposer, taking into consideration all evaluation criteria and price.”

The prices proposed by LEAP for the first year’s rent of \$28,000 and the first year’s maintenance allowance of \$2,800 meet the minimums established by the School Committee. The prices proposed by Springboard for the first year’s rent of \$31,000 and the first year’s maintenance allowance of \$3,100 exceed the minimums established by the School Committee by 10.7%. These amounts will be escalated by 2% in each of the subsequent years; if either or both of the option years are exercised, the 2% price escalation will continue for the duration of the agreement. The prices proposed by Springboard provide a greater value to the School Committee.

**Recommendation.** Springboard Education in America is a responsive, responsible proposer who has offered an advantageous price. Their proposal has a higher evaluation score by 30%, provides a lower and more flexible fee structure for participating parents and yields a rent higher by 10.7%. Accordingly, the Selection Committee recommends that the School Committee accept the Springboard proposal and enter into a rental agreement with them for the use of Pod C for the three-year period beginning July 1, 2013 and ending June 30, 2016. The School Committee could elect to extend the agreement for one or two years at the Committee’s option should that prove advantageous at a later time.



# LINCOLN PUBLIC SCHOOLS

BUCKNER M. CREEL  
ADMINISTRATOR FOR BUSINESS AND FINANCE

February 14, 2013

To: Rebecca McFall, Superintendent  
School Committee  
From: Buck Creel

Subject: Proposed Request for Proposal (RFP) Process for Lease of Pod

**General Considerations.** For more than 17 years, Pod C has been leased to an outside organization which runs an after-school care program for our children. The current five-year lease of Pod C with LEAP ends on June 30, 2013. The current annual rent is \$28,137.72, so the rental value of the property over the five-year period will exceed \$25,000 and a formal RFP process must be followed to comply with M.G.L. 30B § 16.

**Declaration of Excess, Identification of Use Restrictions.** Before the lease can be recompeted, the School Committee:

- must affirm by public vote that Pod C continues to be surplus space and available for rent.
- should affirm by public vote that it desires the surplus space be used for a licensed school-aged child care program and related uses.
- should affirm by public vote that the Committee's objective is to promote a public purpose by providing an affordable after-school and school recess period day care center for school-aged children rather than raising revenue, to allow the acceptance of less than fair market rental rates.

The Administration will propose a motion for these affirmations at the February 28 meeting, and request the School Committee take a formal vote at the March 7 meeting.

**Agreement terms.** Following the public vote, I recommend that the School Committee issue a Request for Proposal with the following scope of services and provisions:

- **Use:** Pod C will be restricted to use for a licensed school-aged child after-school and school recess period care program and related uses.
- **Term:** Three years to be renewed annually, plus the possibility of two extension years. While Mass General Law chapter 30B does not limit the length of real property contracts, M.G.L. chapter 40 section 3 does limit the term of public building leases by towns to ten years, and Town bylaws limit us to a six-year contract period. Similar terms have worked well for this use in the past, and the possibility of an extension year makes the administration of the next recompetition more flexible.

- **Payments:**

- The current lease provides for establishing an initial lease, then using a two percent escalator for each subsequent term of the lease. This process works well, and provides some increase for inflation while encouraging the care provider to keep the child care fees at an affordable level.
- The rent includes the use of the space, utilities and custodial services (including light maintenance and snow removal) from September through June, and a yearly summer cleaning.
- I recommend that we set the minimum acceptable initial rent at \$28,000, a reflection of the approximate current cost of operating Pod C.
- The current practice of an annual capital improvements allowance should be continued, with some adjustment to the responsibilities in the current clause wording. I recommend that we set the initial allowance at \$2,800.
- I recommend we continue the current practice of the Schools paying for utilities and building the cost into the rent.

- **Other terms:**

- We should ask the proposers to provide programs for the current schedule.
- We should discuss the terms of a possible lease modification to support a school project. Proposed lease language follows:

“If the Lincoln Public Schools, in its sole discretion, undertakes a major public school building construction project requiring the relocation of students or staff at any of the facilities under its control during the term of the Agreement, which thereby makes it necessary, in the sole opinion of the School Committee, to use Pod C, it may terminate the Agreement upon one year’s written notice to the Proposer, or it may modify the Agreement to provide for shared use of Pod C or to provide alternate space on the Lincoln Campus for the Proposer’s program upon four month’s written notice to the Proposer.

In the event the Lincoln Public Schools modifies the Agreement to provide for shared use of Pod C or to provide alternate space on the Lincoln Campus for the Proposer’s program, the current rent payment and capital improvement allowance will be reduced by one-quarter.”

- **Rule for Award:** The RFP process allows a best-value basis for evaluating the proposals, so the agreement is awarded to the responsible and responsive bidder whose proposal provides the best value to the Committee. The criteria for evaluation must be spelled out in the RFP, and I suggest that they include the following:

- Licenses and certifications required by federal and Commonwealth laws and regulations (pass-fail)

- Evidence of insurability: comprehensive public liability insurance for bodily injury and property damage in the amount of \$1,000,000 (pass-fail)
- Continuity of operations: the stability of having the same staff, director and programs is important to the well-being of the children attending the after-school program.
- Length of time program has been operating
- References
- Staff training and experience
- Proposed staff/child ratio
- Description of program to be offered, including activities by season, hours of operation, etc.
- Composition of governing board, including level of parent participation
- Proposed fee structure
- Proposed rent

The Committee may wish to designate a member to work with the Business Office to refine the criteria and scoring model, and to serve on the proposal evaluation team.

**Timeline.** The following timeline is proposed for the Committee’s approval:

- February 28, 2013                      Present the proposed RFP language and first reading of declaration of excess and use restrictions.
- March 7, 2013                              Vote on declaration of excess and use restrictions.
- March 8 to 12, 2013                      Edit and complete documents.
- March 13, 2013                              Posted on line in Central Register.
- March 13, 2013                              Distribute RFP packets; on site for pick up. Advertise in Lincoln Journal for two consecutive weeks.
- March 22, 2013                              Proposers’ Conference, 10:00 AM.
- April 12, 2013                                Proposal opening, 10:00 AM. Determine responsiveness.
- April 12 to 18, 2013                      Check references, determine responsibility and score proposals.
- April 25, 2013                                Recommendation to SC for vote to award contract.

- May 2, 2013                      SC discusses and votes.
- May 3 to 9, 2013                Formally award contract.

Proposed language for vote

“...that the School Committee VOTES that Pod C continues to be surplus space and available for rent, that it desires that Pod C be used for a licensed after-school and school recess period school-aged child care program and related uses, and that it allows the acceptance of less than fair market rental rates for the lease of Pod C to promote a public purpose by providing an affordable after-school and school recess period care center for school-aged children.”

# **Proposal**

## **Lincoln Extended-day Activities Program**

**Pod C RFP**

**Submitted April 2013**

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# LEAP

## LINCOLN EXTENDED-DAY ACTIVITIES PROGRAM

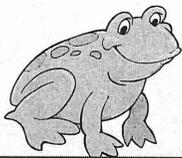
The Lincoln Extended-day Activities Program has been providing high quality and inexpensive afterschool childcare for over 30 years. We currently have 75 children from grades K-8 enrolled in the program. Our philosophy is to contribute to the social and emotional development of children through a recreational focus. We also offer a supervised homework time for those children in grades 1-8. Every afternoon the children have a choice of doing a project, recreational activity or having quiet play time. We utilize the Smith gym during bad weather but try go outside as much as possible. We have always tried to have a 1:7 ratio of children to staff even though the state requires a 1:13 ratio. Our staff has returned year after year. The Program Administrator has been at LEAP for over 30 years and the Program Director has been at LEAP for 20 years. The majority of staff have has been with us for at least eight years. We believe that this contributes to the high quality of childcare that LEAP is known for.

LEAP families pay a monthly tuition. We rely on tuition to run our program. We provide scholarships to those families in need. This year we have about 10 families on scholarship. We run occasional fund raisers to help benefit the program and offset our tuition assistance program.

In 1990, LEAP was instrumental in renovating the Hartwell playground, which included adding basketball hoops and replacing the swings. In 2009, we expanded the swing set and added additional sandbox space. Over the years we have also improved Pod C. We have added walls, cubbies, adult sinks and a dish washer.

If you have any other questions about LEAP please let me know.

Susan Callum  
Program Administrator



Ballfield Road  
Box 298  
Lincoln MA 01773

PHONE  
E-MAIL  
WEB SITE

781-259-0816  
leap0615@aol.com  
www.leapnet.org

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# Discover LEAP!

Did you know that Lincoln has a premier after school program? LEAP provides a caring and fun neighborhood setting right on the school campus, where children in grades K-8 can build friendships and learn through active play.



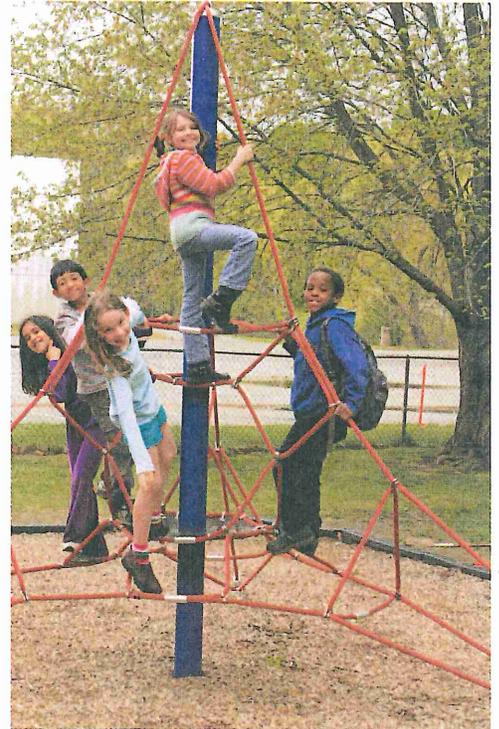
Lincoln Extended Activities Program  
Ballfield Road - Pod C  
Lincoln MA 01773  
781-259-0615

[leap0615@aol.com](mailto:leap0615@aol.com)  
[www.leapnet.org](http://www.leapnet.org)

## What makes LEAP unique?

- Highly rated after school center with over 30 years of experience
- Childcare provided by qualified and fun staff
- Nurturing, relaxed, and social environment
- Free Choice learning through play and varied staff-led activities
- Access to all on-campus, after school programs
- Monthly field trips to popular regional sites
- Daily homework blocks to support academic achievement
- Middle School intern program

*"Our two children experienced new activities, formed lasting friendships and participated in music and sports on campus" - Linda Tempelman, Parent*



**Parents and children are encouraged to visit LEAP. Discover how our program can help your children grow!**

**For more information call:  
781-259-0615**

# CERTIFICATES PROPOSAL FORM #1

By submitting this proposal the undersigned represents to the Town of Lincoln that it has examined and understands the Request For Proposals (RFP), contract forms, and all other documents in this proposal package and that its proposal is subject to and is in conformity with all provisions contained in any of the RFP documents. By submitting this bid, the undersigned agrees that it shall be subject to the jurisdiction of the courts of the Commonwealth of Massachusetts with respect to any actions arising out of or related to this proposal or any lease that may be entered into based upon this proposal, and that any such actions commenced by the undersigned shall be commenced in the courts of the Commonwealth of Massachusetts.

A proposer wishing to amend this proposal after transmittal to the Town may do so only by withdrawing this proposal and resubmitting another proposal prior to the time for opening bids.

The undersigned proposes to furnish all labor and materials required for the work of the contract referred to above for the prices stated on the attached LPS Proposal Form #2 (Pricing), which prices are incorporated by reference into this proposal form.

This proposal includes Addenda \_\_\_\_\_.(If any issued)

The undersigned vendor agrees that, if selected as contractor, it will within ten (10) days, Saturdays, Sundays and legal holidays excluded, after receipt of a contract from the Awarding Authority, execute the contract in accordance with the Invitation For Bids.

Pursuant to M.G.L. c. 62C § 49A, I certify under penalties of perjury that, to the best of my knowledge and belief, I am in compliance with all laws of the Commonwealth relating to taxes, reporting of employees and contractors, and withholding and remitting child support.

State tax paid to Commonwealth of MA using Federal ID or SS# 024 738 695

The undersigned further certifies pursuant to M. G. L. c. 30B under the penalties of perjury that this bid or proposal has been made and submitted in good faith and without collusion or fraud with any other person. As used herein the word "person" shall mean any natural person, business, partnership, corporation, union, committee, club, or other organization, entity, or group of individuals.

Date: 4-1-13

Lincoln Extended Activities Program Inc  
(Print Name of Vendor)

By Susan Callum - Program Administrator  
(Name of Person Signing Proposal and Title)

~~Social Security Number~~

042-738-695

or Federal Identification Number: \_\_\_\_\_

Business Address:

Ballfield Rd - Box 298

Lincoln MA 01773

Telephone: (781) 259 - 0615

NOTE: If the proposer is a corporation, indicate state of incorporation; if a partnership, give full names and addresses of all partners; and if an individual, give residential address if different from business address. Use the following spaces:

If a Corporation:

Incorporated in what state: MASSACHUSETTS

President: Linda Tempelman

Treasurer: Janey Winckell

Secretary: Delaine Renteria

If a foreign corporation (incorporated or organized under laws other than laws of the Commonwealth of Massachusetts), is the corporation registered with the Secretary of State of Massachusetts? Yes \_\_\_\_\_ No \_\_\_\_\_.

If a Partnership: (Name all Partners)

Name of Partner: \_\_\_\_\_

Residence: \_\_\_\_\_

Name of Partner: \_\_\_\_\_

Residence: \_\_\_\_\_

Name of Partner: \_\_\_\_\_

Residence: \_\_\_\_\_

If an Individual:

Name: \_\_\_\_\_

Residence: \_\_\_\_\_

If an Individual doing business under a firm name:

Name of Firm: \_\_\_\_\_

Name of Individual: \_\_\_\_\_

Business Address: \_\_\_\_\_

Residence: \_\_\_\_\_

Other form of business organization:

\_\_\_\_\_

**PRICING  
PROPOSAL FORM #2**

**Rule for Award:**

The Lincoln Public Schools will accept the most advantageous offer from a responsive and responsible proposer, taking into consideration all evaluation criteria and price.

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**First Year (2013-2014) rent:**

\$ 28,000  
Annual Rent (in numerals)

\$ Twenty Eight thousand dollars  
Annual Rent (in words)

**First Year (2013-2014) Allowance for Maintenance and Capital Projects:**

\$ 2,800  
Annual Allowance (in numerals)

\$ Twenty eight hundred dollars  
Annual Allowance (in words)

The undersigned certifies all amounts shown above.

Lincoln Extended Activities  
Company Name Program Inc

S. Callum  
Representative's Signature

Susan Callum  
Print Name

Program Administrator  
Title of Representative

## REFERENCES PROPOSAL FORM # 3

Proposers must be able to establish their ability to provide the services requested through references and by providing other relevant information upon request. All proposals must include a list of at least three references, attesting to the manner in which the proposer has operated similar after-school child care programs.

### REFERENCE 1:

Name Lincoln Recreation Dept.

Address Bullfield Rd - Lincoln

Contact Person Dan Pereira

Phone 781-259-0784

Fax dpereira@lincnet.org

Email 781-259-1333

### REFERENCE 2:

Name Lincoln Public Schools

Address Bullfield Rd Lincoln

Contact Person Brian Gausido

Phone 781-259-9404 X2213

Fax \_\_\_\_\_

Email bgausido@lincnet.org

### REFERENCE 3:

Name Lincoln Public Schools

Address Bullfield Rd, Lincoln

Contact Person Sharon Hobbs

Phone 781-259-9408 X 1300

Fax \_\_\_\_\_

Email shobbs@lincnet.org



## **HIRING, DISCIPLINING AND DISMISSAL**

The Program Administrator has the authority to hire, discipline, or dismiss employees. The Board of Directors is informed as personnel changes occur.

LEAP does not discriminate in hiring staff on the basis of race, religion, cultural heritage, political beliefs, national origin, disability, sexual orientation, or marital status. All rights, privileges, and programs are administered without discrimination.

Before being hired, an interview is conducted by the Program Administrator. Prior to the interview, applicants must provide a resume or fill out a staff application form. After the initiation interview, applicants must provide documentation of education, employment history, and three references. The EEC also requires documentation of completed CORI evaluation as required by 102CMR 1.05(2), and a current health certificate as required by 102 CMR 7.08(1).

**FIVE-YEAR ENROLLMENT HISTORY  
AND  
TWO-YEAR ENROLLMENT PROJECTION  
PROPOSER FORM # 5**

Please provide a signed five-year enrollment history and two-year enrollment projection for your program. (You may write your information on this form or attach a copy of your company's policy)

Year	Children	Grades
2008 - 09	85	K-8
2009 - 10	80	K-8
2010 - 11	80	K-8
2011 - 12	76	K-8
2012 - 13	77	K-8
Projected		
2013 - 14	76	K-8
2014 - 15	79	K-8

SIGNATURE: 

PRINTED NAME: Susan Callum

COMPANY: Lincoln Extended Activities Program

DATE: 4-8-13

If corporation, must be signed and sealed by a duly authorized officer; if partnership, so state and give names of all partners, or if an individual, so state and sign.

CERTIFICATE OF LIABILITY INSURANCE

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: USI Insurance Services LLC, 12 Gill St., Suite 5500, Woburn, MA 01888. CONTACT NAME: USI Insurance Services LLC, PHONE (A/C, No, Ext): 781 938-7500, FAX (A/C, No): 610 362-8982. INSURER(S) AFFORDING COVERAGE: Philadelphia Insurance Company, NAIC #: 23850. INSURED: Lincoln Extended-Day Activities Program, Ballfield Road, PO Box 298, Lincoln, MA 01773.

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.

Table with columns: INSR LTR, TYPE OF INSURANCE, ADDL INSR, SUBR WVD, POLICY NUMBER, POLICY EFF (MM/DD/YYYY), POLICY EXP (MM/DD/YYYY), LIMITS. Includes sections for General Liability, Automobile Liability, Umbrella Liab, Excess Liab, and Workers Compensation and Employers' Liability.

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)
Property Address: 1 Ballfield Road, Lincoln, MA
The general liability policy includes an Additional Insured - Managers, Landlords or Lessors of Premises endorsement that provides Additional Insured - Manager status to the Certificate holder as respects to the premises address described above.

CERTIFICATE HOLDER: Town of Lincoln, Ballfield Road, Lincoln, MA 01773. CANCELLATION: SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE: [Signature]



## PROPOSAL CHECKLIST PROPOSAL FORM #6

<u>Items to Enclose in Sealed Bid</u>	<u>Check Off</u>
Completed and Signed Bid Form #1 Certificates (2 pages)	<input checked="" type="checkbox"/>
Completed and Signed Bid Form #2 Pricing (1 page)	<input checked="" type="checkbox"/>
Completed and Signed Bid Form #3 References (1 page)	<input checked="" type="checkbox"/>
Completed and Signed Bid Form #4 Non-Discrimination (1 page)	<input checked="" type="checkbox"/>
Completed and Signed Bid Form #5 Enrollment History (1 page)	<input checked="" type="checkbox"/>
Completed and Signed Bid Form #6 Checklist (1 page)	<input checked="" type="checkbox"/>
Signed and dated Addenda (If any were issued)	<input type="checkbox"/>
Certificate or other evidence of insurability	<input checked="" type="checkbox"/>
Original and five (5) copies of proposal materials	<input checked="" type="checkbox"/>

Lincoln Extended Activities Program Inc  
Company Name

Susan Callum  
Representative's Signature

Susan Callum  
Print Name

Program Administrator  
Title of Representative

# **Proposal**

## **Springboard Education in America**

**Pod C RFP**

**Submitted April 2013**



**Request for Proposal  
After-School Care Program  
Lincoln Public Schools**

**April 12, 2013**



April 9, 2013

Mr. Buckner Creel  
Administrator for Business and Finance  
Lincoln Public Schools  
Ballfield Road, Lincoln, MA. 01773

Dear Mr. Creel,

On behalf of the employees and families served by the Springboard Education Foundation and Springboard Education in America around the country, I respectfully submit this proposal in response to your **Request for Proposal: After-School Care Program for the Lincoln Public Schools.**

Springboard Education Foundation and Springboard Education in America provide the highest quality out-of-school-time programming across the country. Since 1987 we have had a strong track record of successfully providing exemplary extended day programs. These programs are designed by Springboard's Doctoral Level educators and led by our licensed teachers. Students benefit from programming that includes academic support, physical fitness, social skill development as well as "electives" that promote STEM learning, athletics, visual and performing arts.

We often partner with school districts that have had a history of programs with much higher pricing and do not know why their pricing is high. As educators we have a profound desire to impact all students and we have made it our life's work to get Springboard programming out to as many children as possible because we know that students that attend our after school programs outperform their peers both socially and academically. It is our goal to provide academic support and access to our licensed teachers after school as part of a broader organizational mission to increase academic achievement. We have developed the types of efficiencies (such as our online enrollment/schedule/pay system) necessary to keep our overall pricing low. Additionally it is our goal to provide the means for as many families as possible to take advantage of Springboard. The existence of our Foundation enables us to provide low cost programming and scholarships for those that qualify (based upon the National criteria for the Free and Reduced Lunch Program) with the understanding that all children deserve to have access to high quality after school programs and academic support.

Our references will speak to our ability to partner with schools and school districts for the purpose of supporting their mission and vision for educating students in an environment that they can get excited about and thrive in. The educators that founded Springboard are also parents that are extremely cognizant of the diverse, multifaceted needs of children and their families. Therefore, we have incorporated numerous opportunities for parents to participate in the development and continuous improvement of our programs. We look forward to the opportunity to partner with your community and provide exemplary age-appropriate extended day programming in your school.

As further questions develop, please contact:

Name: Dr. Brett Prilik, Ed.D.

Title: Executive Director

Phone: 781-862-3110 ext 101 Email: [bprilik@springboardschool.com](mailto:bprilik@springboardschool.com)

Respectfully,

A handwritten signature in black ink that reads "Brett Prilik". The signature is written in a cursive, flowing style.

Dr. Brett Prilik, Ed.D.  
Executive Director  
Springboard Education in America

**General Overview - Introduction**

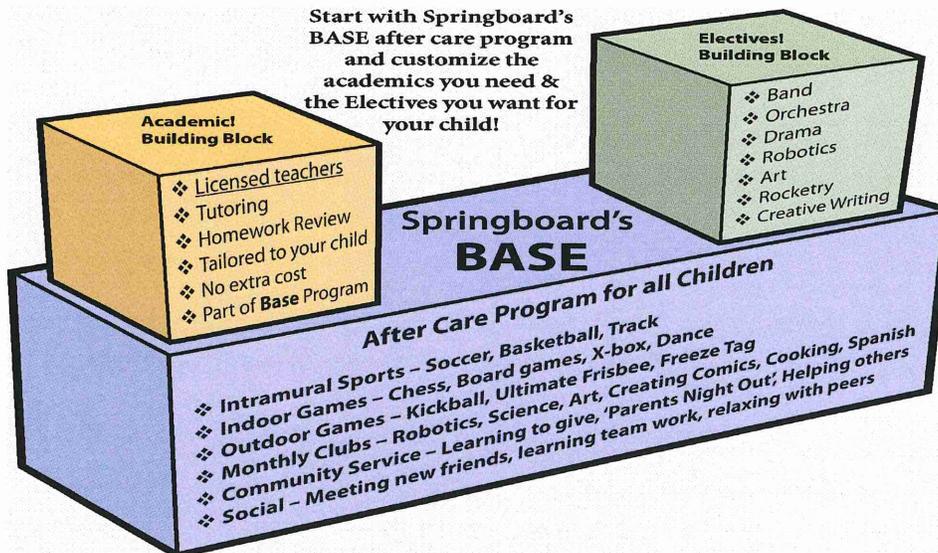
**Summary of Qualifications of Springboard Education Foundation and Springboard Afterschool:**

Springboard Education in America and the Springboard Education Foundation (Springboard) originated in 1987 in Westford, Massachusetts. Since that time we have evolved into an organization that predominantly provides extended day programming for school-aged children in grades K-8. This extended learning portion of our organization was developed by Doctoral Level educators, teachers, and school administrators to provide academic support within the context of programs that are fun, exciting, and meaningful for children. We leverage this fun environment for the purpose of lessening the achievement gap that exists between our children and others that attend private schools and high performing schools in foreign countries. We accomplish this by providing a multifaceted approach to extended day programming that includes:

- The Springboard BASE Program
- Springboard Electives
- Springboard Academics

The Springboard day is comprised of the entertaining and enjoyable aspects of our Springboard BASE component where children enjoy games, activities, sports, monthly clubs and camaraderie. As part of our Electives Program children select more “focused” enrichment activities designed to expand upon their interests and natural curiosity. They participate in enjoyable learning activities that are taught by credentialed teachers and experts in their field. During Springboard Academics children have access to professional educators that provide them with the type of academic support and attention they need and deserve in order to complete their homework accurately. We pride ourselves on our ability to offer a high level of combined programming that is comparable to the high priced tutoring services, enrichment activities (such as dance, instrumental music and the visual arts) and athletics clubs that are found in the outside community. We have developed a “one stop shop” that is conveniently located in the safe and familiar confines of the local school building and that is provided at a fraction of the cost of other before and after school programs that ‘lock’ parents into contracts for days that many times they do not need or will not use.

*Figure 1 - The Springboard Model*





## Philosophy

Springboard currently operates close to seventy after school programs in six states and Washington, DC. We partner with schools and school districts across the country for the purpose of increasing academic achievement in the students that we work with. Preliminary data being collected by professors at the University of Northern Colorado shows that students who participate in Springboard extended day programming outperform their peers on district level assessments. This research will be expanded to view performance on state level assessments and will be completed by the fall of 2013. Based upon what we already know, we are optimistic that the results will be favorable.

At Springboard we take extended day programming very seriously and embrace research for the purpose of developing programs that offer children additional opportunities that they may not be able to access during the school day. We know that achievement does not only come from sitting at a desk and/or through only traditional methods of teaching and learning. With this in mind, we have sought to develop programs that are not only educational but that provide a well-rounded experience and are fun!

### Mission Statement

*Our mission is to provide high quality, well rounded, engaging, research-based extended day programming that supports the academic achievement of our students. We do this by becoming firmly embedded within our partner schools and employing well-trained, licensed teachers who have committed their professional lives to improving educational outcomes for children. The result is that we “even the playing field” for all children while also providing for their unique needs and the needs of their families.*

### Springboard Core Beliefs

- Springboard seeks to “raise the bar” for extended day programming.
- We see children as our customers, so we design our programs to be exciting, captivating and fun for our students.
- We provide a research-based approach in order to promote academic achievement, social and emotional achievement, physical well-being and health for our children.
- There are several factors that contribute to academic achievement outside of traditional academic instruction, and these skills (physical fitness, social skills, and the use of 21<sup>st</sup> Century Skills), like academic skills should be taught to children.
- We hire well-trained, highly qualified teachers who have committed their professional lives to improving educational outcomes for children.
- We provide ongoing training to our staff so that they can improve their ability to teach within the context of our programs.
- We become firmly embedded within our partner schools and the surrounding community so that we can fully support the school’s mission and vision.
- We infuse structure in to the before and after school environment so that children know that they can expect consistency in staff, scheduling, and program organization, and that they therefore can rely on us.



- Students complete their homework in our program and complete it accurately so that they can spend quality time with their families in the evening when they return home. Our teachers check their student's work diligently to ensure understanding and provide 1:1 support and tutelage where needed.
- The same level of planning and organization that is part of our programming is also the hallmark of our administrative structure. Parents know that they can rely on us for ease of use. We offer multiple modes of communication so as to meet their needs and the needs of their children.
- We keep the price for all of our programming affordable to ensure that we can provide access to as many children as possible so as to truly make a difference.
- We are fiscally sustainable and we believe that only through fiscal stability will we have the opportunity to provide state of the art, cutting edge programs for numerous children across the country.

**a. Licenses and certifications required by federal and Commonwealth laws and regulations.**

**Licenses and Certifications**

We are extremely cognizant of licensing criteria and we hold licenses in numerous states for the purpose of conducting after school programming. Springboard is headquartered in Lexington, Massachusetts and has successfully obtained both early childhood and after school licensing on numerous occasions in the Commonwealth and we are both capable and able to meet all criteria. As licenses for each program are site specific, we are confident in our ability to obtain licensing in a timely manner upon notification that we are the successful bidder.

Springboard employs a Coordinator that oversees all of the licensing processes in each state that we work in. In Massachusetts we are highly accustomed to working with the Department of Early Education and Care. As proof of our understanding and ability to obtain all license and certifications from the state of Massachusetts we have attached one of several such licenses (See Appendix A).

**b. Evidence of insurability: comprehensive public liability insurance for bodily injury and property damage in the amount of \$1,000,000, and Worker's Compensation coverage.**

**Evidence of Insurability**

Please see Appendix B – Acord Certificate of Liability Insurance

**c. Continuity of operations: the stability of having the same staff, director and programs is important to the well-being of the children attending the after-school program.**

**Continuity of Operations**

Springboard Education in America has been operating in Massachusetts since 1987. For the past twenty-six years, parents have come to rely upon us for the education of their children. As a program that hires predominantly licensed teachers that are dedicated to the well-being of children, we are aware of the importance of continuity. Our focus is heavily weighted toward hiring those that work and live in the schools and communities that we work with, a factor which we believe enhances the level of commitment that our staff has towards the children that they work with. Several staff members such as Marianne Riaccopi and Sharon Defoe, (both Directors) and Kevin Flynn (our Board President) have been with us for twenty years here in Massachusetts and they will be intimately involved in a potential Lincoln Public Schools partnership.



However, across the country we believe in the need for continuity for the purpose of engendering trust. We maintain more than 85% of our staff year after year. This is quite an accomplishment when you consider the fact that at least some of our teaching positions are part-time in nature.

Springboard has never closed any of our early childhood programs since we came in to existence and operate the same programs that we operated in 1987. In 2006 we began an effort to partner with schools and school districts across the country for the purpose of providing research based after school programming that is developed and staffed by licensed educators. At this time, Dr. Brett Prilik, Ed.D. the current Executive Director came on board and we began to provide extended day programming that is focused on both fun and learning. The partnerships that we developed for the 2006-07 school year are still part of our network today and we have since expanded to include close to 70 partnerships nationwide.

**d. Length of time the program has been operating, a five year enrollment history and a two-year enrollment projection.**

Springboard Education in America has been in operation since 1987. However, in 2005 we began to look at a compilation of research that had become available from the National Association for Elementary School Principals and Harvard University for the purpose of developing an extended day model that could serve to increase the academic achievement of the children that we work with. During the 2005-06 school year we piloted the program for the purpose of performing the “action research” that is essential to providing an exemplary model. During the 2006-07 school year we began with several partnerships across the country including our first endeavor at Innovation Academy Charter School in Tyngsboro. Since that time we have grown exponentially as schools and school districts across the country have embraced our approach (See Appendix C – Five year enrollment history).

**e. References.**

See Appendix C – References

**f. Staff training and experience.**

**Springboard Staff**

Consisting almost entirely of educators, Springboard has subscribed to the ideology that if we want our students to be dedicated to learning, then we must employ staff who are also dedicated to teaching and learning. We employ Doctoral Level educators, former principals, and licensed teachers (who have regular classroom experience) throughout our system to make certain that we bring a professional atmosphere to the field of extended day learning. This is in contrast to many other after school programs that are staffed with early childhood and non-credentialed personnel. While most other providers have a great deal of experience with early childhood programs (and very little experience teaching older students in grades K-8), all Springboard academic teachers and a majority of our elective personnel are professionals who have backgrounds in education, the visual arts and/or the performing arts.

Besides our ability to provide a well-trained team of teachers and educational leaders, we also pride ourselves on our ability to focus more than 90% of our resources on actual programming as opposed to administrative functions. This is something that many other after school programs are simply unable to accomplish. This is because paper forms and schedules, which consume enormous amounts of time and energy and draw resources away from children, drive their administrative process. We have been able to resolve this common problem in several ways:

- We have a team of highly trained and professional support staff at our central office in Lexington, MA. that provide assistance to our staff in the field. Our support staff handle all of the monetary responsibilities, administrative questions, production of marketing and training materials, and parent questions regarding registration and enrollment



- We create a significant economy of scale because of the numerous programs that we have established, the trained team of professionals that we have assembled for the purpose of designing, developing, and implementing programs, and our efforts at continuous improvement through staff training.
- Our development of a proprietary software system (PARENT CONNECT) not only provides an increased level of convenience for our parents but also helps us to allocate far fewer resources toward administrative functions that in other programs are handled by full time employees.
- Our programs have been designed by educators and are led by educators that have years of experience developing and leading educational programs. They are efficient at working with schools, parents and children and they believe in continuous improvement that is based upon research-tested technique.

### Educational Leadership

#### Dr. Brett Prilik, Ed.D. - Executive Director

Our programs are designed and coordinated by Dr. Brett Prilik, Ed.D. Springboard's Executive Director. Dr. Prilik has been with Springboard since 2007 and has 20 years of experience in education. Over the course of his career he has been a teacher at the elementary and middle school levels, a principal and a school administrator. Dr. Prilik also has experience as an adjunct faculty member at the University of Northern Colorado working to develop student teachers while assisting in the coordination of practicum experiences. His doctoral degree concentration is in Educational Leadership and he has a great deal of experience in program development and operations.

In his current role, Dr. Prilik is responsible for ensuring that there is a research basis to all of the components that are part of the Springboard model. He also serves as the direct liaison with our school district partners for the purpose of tailoring each one of our programs to the needs of each school and school districts that we work with. Additionally, Dr. Prilik is charged with hiring the Area Directors for each region. He is an active participant in the continuous improvement efforts that Springboard is engaged in and therefore plays a vital role in the implementation and evaluation of programming. As part of this proposal Dr. Prilik will personally participate in the planning and implementation of the program and he will also oversee the quality control aspect.

#### Dr. Anay Abraham, Ed.D. – Chief Development Officer

Consistent with Springboard's mission of providing children with a balanced and eclectic experience, we employ leaders that, like our programs, have a diverse and wide array of educational experiences. Dr. Anay Abraham, Ed.D. is Springboard's Chief Development Officer, responsible for overseeing both training and quality control in Springboard's daily operations. Dr. Abraham has been employed with Springboard since March of 2010 and she plays a vital role in ensuring that our programs are meeting both our expectations and the expectations of the schools that we partner with. As part of her role she is responsible for incorporating a staff development plan and for designing all of Springboard's training sessions and materials. Additionally, she is responsible for Springboard's foreign language based programs. Springboard operates several such programs, which includes several after school language immersion programs. Dr. Abraham evaluates these programs in terms of their curriculum and their practical applications.

Dr. Abraham is bilingual and grew up with Spanish as her first language. She attended a bilingual school as a child and also taught Spanish for several years in the public school setting. Her commitment to bilingual education extends beyond her role as a teacher as she also participated in the committee that accredited bilingual schools in the state of Florida. She has an extensive background in school leadership having been employed at Nova Southeastern University. At their lab school she was in charge of in-service development and teacher certifications. She also served as a liaison between the school and the state and was in charge of a team responsible for the accreditation of the Nova Southeastern's K-12 School programs as well as for overseeing the development the schools' improvement plans.



### Dr. Debra Knight, Ph.D. – Licensing and Programming Coordinator

Ensuring that our programs are adapted to the licensing standards of each state while at the same time insuring that we maintain program fidelity is the responsibility of our Licensing and Programming Coordinator. Dr. Knight has over 30 years of experience in education as a teacher and school administrator. She has extensive experience working with licensing agencies across the country. As part of her requirement for completion of her Doctoral Degree at American University, she completed a dissertation specifically on the development of quality after school programming in urban environments.

Her role in this proposal is to oversee the licensing process. Dr. Knight will also be responsible for insuring that all of the staff we hire meet the guidelines that have been set forth by the state. She will insure that staff are trained in licensing protocol as well as Springboard's methodology and programming protocol. Her main goal is to insure that Springboard meets all of the requirements for licensing, supports the goals of each school and school district and that all of our staff are trained to support the mission and vision of our organization.

### Mr. William Thompson - Springboard Area Director - Massachusetts

Springboard employs Area Directors (ADs) for each geographic area in which we operate. It is the responsibility of each Area Director to coordinate all of the partnerships that are operating within their regions. The AD makes sure that all of the sites within their purview have the materials they need, have trained their staff thoroughly, have conducted the appropriate DCF and DSS background record checks and have ensured that the Site Coordinators have all the support necessary to operate smoothly. Additionally, the AD works with the Site Coordinators to facilitate surveys and to ensure that program evaluation protocols are scheduled and conducted. The Area Director for Massachusetts is William Thompson. Mr. Thompson resides in Randolph, MA. and is a credentialed teacher in the state of Massachusetts. Prior to joining Springboard in 2011 he had been working with children for several years both as a teacher, a counselor and as a Soccer coach.

### Springboard Site Coordinator – Lincoln Public Schools

Springboard employs Site Coordinators (SC's) at each one of our sites across the country and we will hire a SC specifically for the Lincoln Public Schools program. Site Coordinators (or SC's) are responsible for ensuring that their site is operating smoothly and that the Springboard model is being followed. Site Coordinators have the following responsibilities: scheduling staff, ordering the snacks and materials needed to operate the program, communicating with school administration, ensuring that all of the Springboard components are taking place, communicating with parents, ensuring attendance is in order, submitting payroll and reviewing information from Springboard's online software system, PARENT CONNECT.

We want our staff to fully understand the needs of the communities that they are working in. Therefore, it is our first preference to hire SC's that reside in the town where their program is operating. Additionally, we require that our Site Coordinators are professional teachers that have at least one year of formal classroom teaching experience. There are numerous reasons for this. Some of these reasons include (but are not limited to) the fact that:

- Professional teachers typically see their job as a "calling" as opposed to just a job, and they have committed their professional lives to working with and teaching children.
- Professional teachers are used to communicating with children and enjoy being around them.
- Professional teachers know how to support regular school day teachers because they understand the role that they play.



- Professional teachers feel comfortable working in a school environment, and they set a high expectation for completing academic work.
- Professional teachers are accustomed to communicating with other teachers and with administrators, which serves to strengthen the relationship between Springboard and our partner schools.
- Professional teachers view their work as being important, and they value any opportunity to teach. This fully supports how Springboard views the before and after school environment.

### Springboard Teachers

We take extended programming very seriously and see our programs as a key component of the development and growth of our children. As with our SC's, our professional teachers have experience in the classroom setting and reside in and around the communities that they work in. This serves to strengthen the commitment and resolve that they have in working with their students. A majority of our SC's and teachers are retired teachers, teacher moms (that left the field to have children and want to remain connected on a part-time basis), or teachers that have recently received their certification and are trying to break in to the field. In many instances we employ teachers who work for the schools that we partner with, that are interested in supplementing their income (we will only hire school staff in collaboration with the school administration and in accordance with school policy). It is always beneficial for Springboard to employ teachers that are familiar with the partner school's culture and expectations, as this contributes to continuity and high expectations for our students. All of our teachers go through a rigorous background check procedure that not only includes a criminal check but that also includes a review of references and interviews with former administrators.



### Springboard Teacher Assistants

While all of our SC's and personnel that support children during our Academic Block are professional educators, we do also employ some Teacher Assistants (TA's). Our TA's, at a minimum, are required to have had at least one year of college course work, and they must be pursuing a career in a field that is child oriented. Additionally, they must have at least 6 months of experience working with school age children. Our TA's typically work in the recreational part of our program (such as in The Den or leading SPARK Time), where we have found the use of TA's in conjunction with professional teachers to be extremely beneficial. This arrangement works well for our teachers, our teacher assistants and our students as our professional teachers model good teaching skills for our TA's, while our TA's help our teachers to be a little more playful and a little bit less formal with our students. This is because our TA's tend to be a little less inhibited and more likely to engage children in a playful environment outside of a typical classroom structure. This is an important aspect of our model because according to Maag (2001), children are more likely to develop bonds with adult role models that engage in fun activities with them. Furthermore, according to Isreal, Beaulieu and Hartless (2009), "social capital" in the form of positive adult role models can have a significant effect on school related achievement.



### Springboard Support Staff

In our efforts to bring exemplary programs and support to schools and families, Springboard has created a network of professionals that are available to assist on every level. In addition to the staff that work on-site we also have a significant network of office support professionals that assist in all administrative tasks and functions. These professionals are essential to our operations as they enable our Site Coordinators and our teachers to focus on children, while they handle all of the billing, accounting, paper work concerns, general questions regarding Springboard enrollment and registration and fiscal responsibilities that we have toward our partner schools (i.e. rent). We are headquartered in Lexington, Massachusetts where our controller, accountants, service staff, and IT professionals are employed.



**g. Proposed staff/child ratio.**

**Knowing Where Children Are – Springboard Ratios**

Staff supervision plays a vital role in our ability to ensure that children are always safe. Staff training is replete with the message that children must be supervised at all times. Springboard maintains very low student to staff ratios that ensure that there are always enough adults present. We exceed the EEC staff regulations by ensuring a 1:12 average ratio in our school aged after school programs.

**Staff to Student Ratios**

The staff-to-child ratios for the Springboard program are as follows:

1: 7 for the Springboard Academic Block

1:12 for all other parts of the Springboard Program to include Electives, SPARK and the Den

1:10 daily on-site ratios for all activities combined

1: 6 for all community based activities and field trips

Should staff call in sick, we have access to substitutes that are “on call”. Additionally, by providing programming at several local area sites, we are able to share resources (to include the sub list) to make certain that should staff be absent we are able to maintain these ratios at all times.

Springboard does not have a “maximum number” of students and we generally do not place a “cap” on our programs. The only constraints that we have are in regard to physical space and licensing requirements (that are associated with the availability of such space). Our infrastructure and available resources enable us to expand based upon program need. Should Springboard require additional space due to an increase in enrollment then we will formally request such space from school/district administration.

**h. Description of program to be offered, including activities by season, hours of operation, etc.**

**The Springboard Day**

Springboard After School presents a unique, creative and interesting opportunity for children and families. The fact that we have developed Springboard with the combination of research, child satisfaction, interest, and enjoyment in mind, represents a breakthrough in extended day programming. We have sought to incorporate proven, tested methods in everything that we do, a fact that increases the academic achievement of our students. In developing a research-based after school program, we have taken numerous proven interventions and combined them into one powerful program that supports the academic well-being, social-emotional well-being, physical fitness and health. We utilize time-tested techniques in each area of focus, and divide these areas into “blocks” of programming. Each day begins at the end of the regular school time and operates until 6:00 p.m. during which students engage in the following activities:

- Social Emotional Skill Building/Second Step Curriculum
- Enrichment Activities/Electives
- The Sports, Play, Active Recreation for Kids (SPARK) After School Curriculum
- Read Aloud



- Academic Block/ Guided Homework Instruction
- Den Time/Recreation and Fun
- STEM Activities Curriculum

All academic activities are facilitated by licensed, professional teachers and experts in their particular field. They do so within the context of a small student to staff ratio. Additionally, all of the activities are delivered with a focus on 21<sup>st</sup> Century Skills (such as problem solving, team building, public speaking and leadership skills), which are part of a concerted effort to prepare our children for their life in a competitive global economy. The result is a program that is not only educational but that is also fun and captivating for children.

### 21<sup>st</sup> Century Skills/Social-Emotional Skills

We are currently in a new age of learning where we have a great many tools at our disposal. However, at the same time, it is evident that our children will be competing with an ever expanding, increasingly educated work force, as they get older. In order to provide them with the skills that have been shown to contribute to long-term success, both in school and later on in life, we have worked diligently to ensure that 21<sup>st</sup> Century Skills permeate every aspect of our program. Research indicates that social skills, such as those highlighted by the Partnership for 21<sup>st</sup> Century Skills, could and should be taught to children for the purpose of assisting them to thrive in an increasingly complex world.

### Social Skills Activities - The Second Step Curriculum

Springboard has selected the Second Step Curriculum, which was developed by The Committee for Children, a non-profit organization based in Seattle, Washington as the vehicle by which to teach social skills to our children. Second Step Curriculum is a highly researched curriculum that is used by school districts across the country. The use of this curriculum as part of the after school program supports Bullying Prevention and Intervention Plans employed by many districts across the country. It provides an additional opportunity for students to access individualized, skill-building sessions for the purpose of teaching appropriate behaviors. The Second Step Curriculum incorporates a combination of direct instruction, role-play, moral dilemmas, and group activities to teach skills that our students need to be successful. The fact that students find the Second Step program to be “fun” is a bonus that pales in comparison to the positive outcomes that use of the curriculum has yielded. For example, in a study conducted by Cooke et al. (2007), 4<sup>th</sup> and 5<sup>th</sup> grade students in a “suburban” public school district that used the Second Step Curriculum showed significant improvements in “positive approach/coping, caring/cooperative behavior, suppression of aggression and consideration for others.” Furthermore, nearly three quarters of the teachers that were contacted for the study reported that the Second Step Curriculum had helped their students in school during the implementation year.

### STEM Activities Curriculum (Early Release Days)

According to Friedman and Quinn (2006), “After-school programs offer an ideal setting for nurturing the potential scientist in every student, as well as for reinforcing the science taught during school hours.” Springboard has developed a unique hands-on science activities curriculum that utilizes fun and exciting class projects, experiments and activities that facilitate a love and appreciation of science. The focus of our STEM Activities curriculum is on ensuring that students have the opportunity to understand scientific ideas and principals by seeing them in action thereby experiencing it firsthand. Each one of our lessons is differentiated for the age group that our teachers are working with. Some examples of lessons that are part of our curriculum include:

- Physical Science – The Three Billy Goats Gruff

Students construct a prototype of a bridge or other device to get the goats in the story, The Three Billy Goats Gruff, to the other side of the river without getting eaten by the troll.

- Physics – Race the Track design Challenge

Students are introduced to basic physics concepts and the idea of variables through use of Mattel™ Hot Wheels tracks and steel balls. Students use the design process to explore force and motion. This is accomplished by putting students into teams to design a track that will carry a small steel ball as fast as possible. Students then challenge one another to see whose track is the fastest.

- Physics – Rocketry 101

Students explore aspects of Newton’s 1<sup>st</sup> and 3<sup>rd</sup> Laws of Motion and describe the launch and cruise phases of space shuttle and/or rocketry flight in terms of these laws. Students conduct “controlled rocketry experiments” using balloon rockets that help them to experience Newton’s Laws first hand.

Our Board President is a Massachusetts Institute of Technology graduate that believes profoundly in the fact that science and math hold the key to our children’s future success. Therefore, we implement this curriculum during every early release and full day that we offer.

### Springboard Electives

The Springboard Electives component is an enrichment program designed to supplement the regular school day curriculum and provide additional high interest opportunities for students. Electives are learning opportunities that children get excited about. Not all students will choose to participate in an elective. Regardless, it is our goal to provide enough choices throughout the year so as to appeal to the many strengths that our children possess. Each year, Springboard publishes a new catalog that includes a list of the electives to be offered. In order to provide our Electives, we typically partner with various community based organizations and individual instructors in order to ensure that our children receive a diverse array of opportunities and experiences. Some examples of organizations that we have partnered with around the country include, The Washington, DC School of Ballet, The Lamont School of Music at Denver University, The Lexington Historical Society, Strawberry Banke in Portsmouth, NH, The Butterfly Pavilion of Denver, Capitol Yoga of Washington, DC and The Children’s Museum in Acton, MA. Springboard forms lasting partnerships with these community based institutions for the purpose of hiring their staff, purchasing curriculum and receiving “technical support”. Our Electives Program operates at a very high level with a great deal of expertise being brought to bear.



The activities provided at each school are selected by accessing recommendations from school administration and from surveys that we send out to the parent community. Springboard seeks to provide electives that are closely correlated with learning as part of our efforts to “close the achievement gap”. For example, Springboard provides band, orchestra, and guitar instruction in a majority of the schools that we work with across the country. These are choices that we bring to children based upon numerous research studies that suggest that students that participate in such activities report higher levels of engagement in English, Math, History, and Science than those that do not participate in them (Babo, 2001; Morrison, 1994). Since the research has been emphatic in the ability of project based learning to increase academic achievement in Math, Science and Literacy we have decided to integrate this type of learning into all of our electives offerings (Boeler, 1997). We also have continued to add numerous content related electives such as Chemistry, Physics and Creative Writing. For example, Robotics, a STEM (science, technology, engineering and math) based elective, has become one of our most popular electives.

### Springboard Intensive – A Special Type of Elective

Springboard has many fun, interesting, and exciting electives listed in our catalog but the elective that proves to be most popular among parents is Springboard Intensive. Intensive is a small group tutoring session that is designed to provide additional academic support (beyond that which is offered in the regular Springboard program) for students that need additional help and support. Intensive operates on a 1:3 teacher to student ratio and is staffed by middle school and



elementary teachers that are experts in reading, writing or math. During this one-hour block of small group tutoring, each student receives some 1:1 assistance in areas of difficulty, computer based practice (using Always Prepped Math, Study Island and/or IXL Math) to practice what they have learned and also an evaluative written exercise which provides the teacher (and the student) with work samples. As with our other electives, parents enroll their children in eight-week sessions of Math, Reading and/or Writing Intensive. Students are grouped by their grade level and ability level.

## SPARK

The SPARK Curriculum has been developed by researchers at the San Diego State University for the purpose of promoting life-long healthy habits in children. SPARK represents an invaluable resource as it provides numerous opportunities and lessons that serve to increase physical fitness and health. Ratey and Hagerman (2008), provide evidence from a study in the Naperville School District in Illinois to suggest a high correlation between regular exercises performed as part of the SPARK curriculum and overall academic achievement. SPARK has been shown to provide a plethora of benefits for children when they participate in the program on a regular basis. More specifically, it has been shown to improve student's cognitive, behavioral and even academic performance (Coe, et. al, 2006; Hillman et al., 2005; Ratey & Hagerman, 2008). The goals for children participating in SPARK are to:



- Enjoy and seek out physical activity.
- Develop a variety of basic movement and manipulative skills so that they will experience success and feel comfortable during present and future physical activity pursuits.
- Develop and maintain acceptable levels of physical fitness.
- Develop the ability to get along with others in movement environments (e.g. share space and equipment, employ the “golden rule” of competition – to be a good sport, and demonstrate cooperative behavior).

## Den Time, Recreation & Fun

When Springboard enters into a school partnership we create a separate area for students to relax, socialize and engage in structured, fun activities with their peers called “The Den”. The idea of developing a fun, cozy, and inviting area for students to call their own is an important aspect of our program. Creating a unifying culture and a sense of ownership for children within the context of our after school and summer program environments motivates our students to attend. It also has a profound positive effect on their ability to be open to learning. The Den was also created to help students to make a mental transition from the structured school day to a structured after school experience. The concept of allocating 25 minutes for students to unwind, to have snack, and to play games is designed to help them to “recharge their batteries” prior to engaging in the more pronounced learning aspects of the program (NAESP, 2005). A secondary motive is to encourage students to engage in recreation time with one another and to interact with our staff so as to build a sense of community and camaraderie.



The Den offers children a comfortable atmosphere, engaging activities, variety, creativity, educational enrichment, fun, choice, and relationship building within the context of an environment that is structured in both time and space. According to the Institute of Educational Sciences (2008) “Reducing Problem Behaviors in Elementary School Classrooms”, modifying the structure of the room serves to increase student interest and engagement. As such, the Springboard Den is divided into numerous “centers” that provide opportunities for fun, excitement, academic skill building and peer interaction. According to Pattillo and Vaughan (1992), the Center Model creates an atmosphere of independence, cooperative learning, responsibility, and improvement of skills in social contexts. Cosgove (1992) states that learning



centers stimulate curiosity in a cooperative setting and are an important cornerstone of quality after school programming. Our Dens are clearly divided into separate areas for individual relaxation, individual reading, group reading, peer related games, individual learning opportunities (i.e. academic based computer games) and peer learning opportunities.

### Read Aloud

In 1998, in a joint position statement of the International Reading Association (IEA) and the National Association of Young Children stated that, “The single most important activity for building the understanding and skills essential for reading success appears to be reading aloud to children.” Research has shown that reading aloud to students increases student vocabulary growth, comprehension, and concept of story and it is one of the most highly recommended practices for younger children (Anderson et al., 1985; Beck & McKeown, 2001). With this in mind, Springboard has incorporated a “Read Aloud Time” for all of our students in grades K-8. During this 30 minute block of time, teachers (or students in grades 4 through 8 under the guidance of our teachers), read books to students and guide them in a discussion about their reading in an effort to improve comprehension, increase vocabulary acquisition, develop a love and interest in reading, and to raise student’s overall skill level. Not only is this an activity that helps students to become better readers, but also it is something that they truly enjoy and look forward to.

### Guided Homework/Academic Support

According to Cooper (1989), the impact of homework on achievement increases as students move through grades. Additionally, the impact of homework is maximized when students receive feedback and when it is accompanied by instructive comments (Walberg 1999). When students have access to teachers with “more advanced education credentials” they are more likely to complete their homework and their “performance” tends to increase (Bryan & Burstein, 2004; Russell, et al., 2006). The availability of qualified staff to provide structure to the academic session insures the correct completion and practice of skills and has a profound impact on homework completion. This practice has a direct correlation to academic achievement (Bryan & Burstein, 2006). Providing students with this opportunity within the context of a low student to staff ratio represents a very powerful combination as far as academic achievement is concerned.

All students that participate in Springboard after school receive “guided homework support” within the context of their “Academic block.” During this block, students take out their homework for the day so that they can complete it under the guidance and tutelage of a licensed, professional teacher. Springboard asks all partner schools to furnish a classroom for this purpose, as we believe in providing a structured environment devoid of distraction.



During the first phase of the Academic Block, Springboard teachers ask their students to take out their planners, which list their homework assignments for the day (for schools that utilize planners). Students are typically divided by age group or by ability level and coupled with a teacher or teachers that have experience with their grade level assignments. The result is that parents can expect not only that their child’s homework will be completed and checked by our staff, but that their children will understand it.



**Hours of Operation**

Springboard will operate at Lincoln Public Schools during the after school time:

After School Monday, Tuesday, Thursday and Friday – 2:50 – 6:00pm

After School Wednesday – 12:35 – 6:00pm

**Figure 2(A) - Sample Daily After School Schedule for Elementary School Programs (M,T,Th and F)**

Grade	2:50 – 2:55	2:55 – 3:25	3:25 – 3:55	3:55 – 4:25	4:25 – 4:55	4:55 – 5:25	5:25 – 5:55	5:55 – 6:00
Kinder–1 <sup>st</sup> Grade	Arrival in to Den & Attendance	Den Time & Snack*	SPARK	Read Aloud	Academic Block	Academic Block	Social Skills Lesson & Activity	Den/Pick Up
2 <sup>nd</sup> and 3 <sup>rd</sup> Grade	Arrival in to Den & Attendance	Den Time* & Snack	Academic Block	Academic Block	Read Aloud	SPARK	Social Skills Lesson & Activity	Den/Pick Up
4 <sup>th</sup> Grade	Arrival in to Den & Attendance	Academic Block & Snack	Academic Block	Academic Block	Den Time*	SPARK	Social Skills Lesson & Activity	Den/Pick Up
5 <sup>th</sup> and 6 <sup>th</sup> Grade	Arrival in to Den & Attendance	Academic Block & Snack	Academic Block	SPARK	Social Skills Lesson and Activity	Read Aloud	Den Time*	Den/Pick-Up

\* Den Time will be substituted for time outdoors during periods when the weather permits.

**Figure 2(B) - Early Release Wednesdays**

Grade	12:35 – 12:45	12:45 – 1:30	1:30 – 2:15	2:15 – 3:00	3:00 – 3:45	3:45 – 4:30	4:30 – 5:15	5:15 – 6:00
Kindie–1 <sup>st</sup> Grade	Arrival Time Attendance & Snack	Den Time	SPARK	Academic Block	STEM Activity	Read Aloud	Read Aloud	Den/Pick Up
2 <sup>nd</sup> and 3 <sup>rd</sup> Grade	Arrival Time Attendance & Snack	Den Time	Social Skills Activity	SPARK	Academic Block	Academic Block	Read Aloud	Den/Pick Up
4 <sup>th</sup> and 5 <sup>th</sup> Grade	Arrival Time Attendance & Snack	SPARK	Academic Block	Academic Block	Social Skills Activity	STEM Activity	Den Time	Den/Pick UP
5 <sup>th</sup> & 6 <sup>th</sup> Grade	Arrival Time Attendance & Snack	STEM Activity	Academic Block	Academic Block	SPARK	Den Rime	Read Aloud	Den/Pick Up



**Figure 2(C) - Sample Electives Schedule**

Grade	Monday	Tuesday	Wednesday	Thursday	Friday
Kindie- 1 <sup>st</sup> Grade	Mandarin Chinese Jump Bunch	Creative Movement Drum Circle	Puppetry & Mask Making	Drama Little Picassos - Art	Organic Gardening Robotics
2 <sup>nd</sup> and 3 <sup>rd</sup> Grade	Athletics Yoga	Robotics Green Science	Comics Creations Chess	Drama Tae Kwan Do	Drum Circle Double Dutch
4 <sup>th</sup> and 5 <sup>th</sup> Grade	The Physics of Flight Creative Writing	Band Robotics	Mandarin Chinese Tae Kwan Do	Drama Chess	Band Green Science
6 <sup>th</sup> - 8 <sup>th</sup> Grade	Drama Athletics	Orchestra Yoga	Band Rocketry	Orchestra Robotics	Band Tae Kwan Do

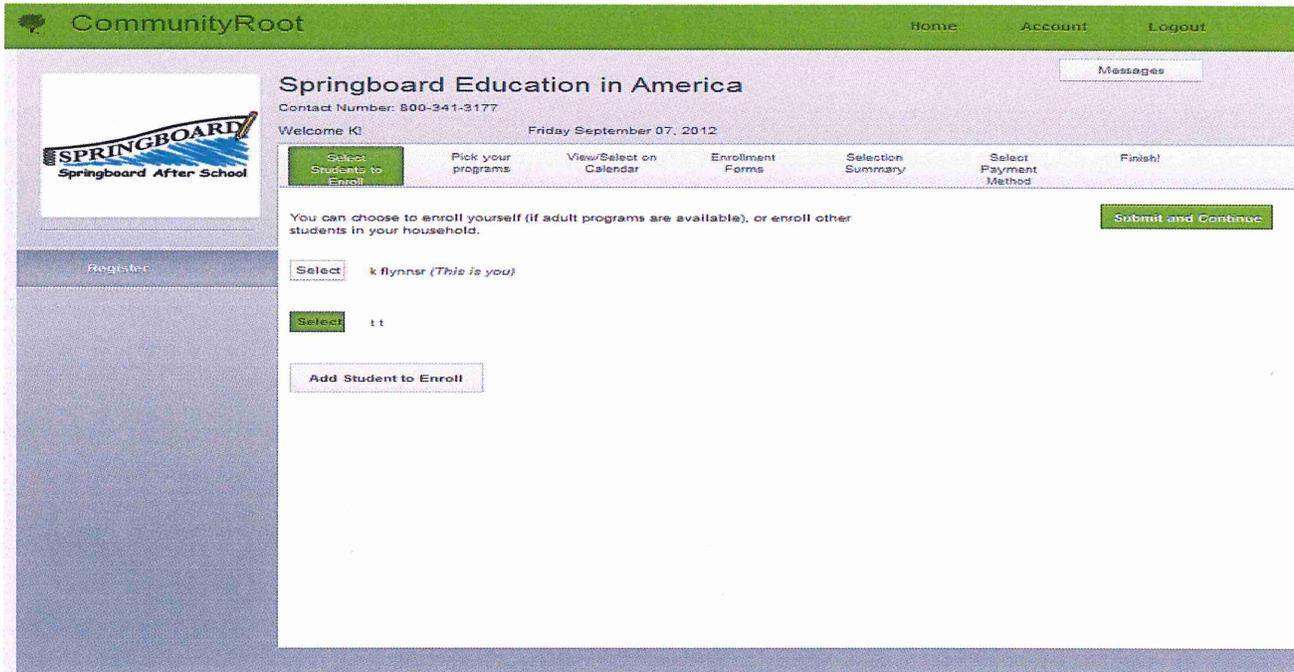
*\* All electives take place from 2:55 – 3:55 p.m. on M-T-Th & F. On Wednesday electives will take place from 12:40 – 1:40pm. The above schedule represents a “sample” and electives will be tailored to the needs and desires of the school community. Students who attend the regular Springboard Program can attend most electives for no additional fee. If a parent opts to have their child only attend only an elective the cost ranges from \$9-\$15 per session, depending upon elective. Attendance in electives is limited and parents need to register for electives separately. The number of electives offered on a daily basis will depend on access to necessary space.*

Account Management – PARENT CONNECT

PARENT CONNECT is a proprietary software system designed specifically for Springboard, and it has been tailored to meet the needs of parents and staff. It enables parents to enroll, register and pay for their child from the comfort of their own home or from any place where they have Internet access. This system allows us to process debit cards, credit cards and ACH transactions with efficiency so that we can focus a majority of our efforts on programming and education while placing minimum effort and emphasis on the billing process. As part of this same effort, we follow a paperless process that also, like our billing system, aims to keep the cost of programming as low as possible for parents while providing an exemplary program for our students. Parents can gain entrance to PARENT CONNECT by going to our website at [www.springboardafterschool.com](http://www.springboardafterschool.com) and clicking ENROLL NOW in the right hand corner of the computer screen. Parents can use PARENT CONNECT to enroll their children at any time prior to the start of the after school day. For parents who do not own a computer, Springboard maintains a computer on-site so that parents can register their child when they come to the school. If parents are not comfortable using a computer, they can call our toll free number and speak to a Springboard representative, who will input their information into the PARENT CONNECT system for them over the phone.



Figure 3 - PARENT CONNECT parent home page

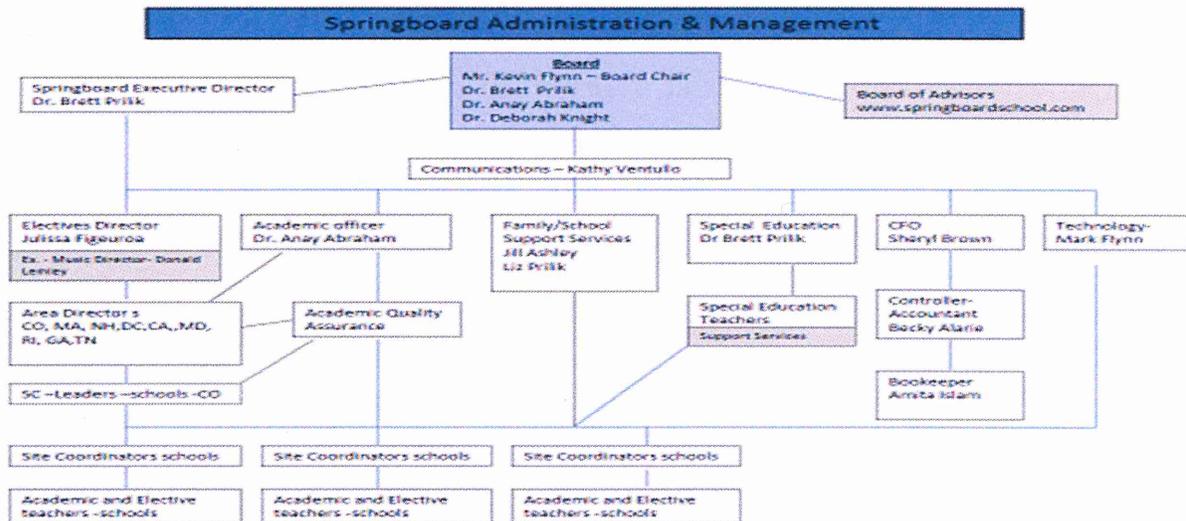


i. Composition of governing board, including level of parent participation.

**Governing Board**

Springboard’s Governing Board is predominantly comprised of educators that have over sixty years of combined experience working with children. It is our goal to insure that we move beyond the days where safety was the sole criteria for defining the after school time to an age where our children are actively engaged in a process that is both fun and educational. Within this context, our Board places a profound emphasis on accountability to insure that we are operating a program that is concurrently fun for children but also will serve to increase their academic achievement.

Figure 4 - Springboard Administration and Management





## Parent Participation

We have a great deal of experience in regard to change, and we have been asked to transition in to numerous schools and programs that have either had long standing providers or that have no providers at all. Regardless of whether we are coming in brand new, or replacing a program that has been working with generations of children, we understand the need to earn the full trust of both the parent and school community in order to succeed. The best way to begin on that road is by engaging in communication early and often, ensuring that school administrators and parents are offered numerous opportunities to be actively involved in the planning and decision making process. Months before we even see our first student, we embark on an effort to ensure that we are living up to this credo by working with school administration to develop a milestone schedule. As part of this schedule we offer several promotional opportunities. These include open houses, school staff meetings, administrator meetings, and question and answer sessions for parents. These opportunities allow all members of the school community to examine our program get to know our staff and begin to feel comfortable. Additionally, we also disseminate surveys and meet with school administration for the purpose of soliciting opinions and for making certain that we are providing a program that meets the needs of the school community. The following is a list of outreach activities that we undertake at the start of a typical partnership (in chronological order):

- Our very first effort upon the development of a partnership is to schedule a meeting(s) with both the school district administration and each PTA to identify specific ways in which Springboard can support the vision that the school community has for after school programming.
- We disseminate an online parent survey to solicit feedback regarding the types of electives that they are interested in for their children. We also use the survey to inquire about the things that “are most important to them in an after school program.
- We lead several building level informational meetings for staff and parents. These meetings enable parents to meet our staff and they also include question and answer sessions to ensure that parents have all of the information that they need prior to enrolling their child.
- We conduct a meeting (with the cooperation and permission of school administration) with school staff to ensure that they can understand the program and how Springboard can support them in their efforts to increase academic, social, and emotional achievement.
- We schedule several informational and question and answer meetings for school staff and parents at each school site.
- We send out mailings that include flyers and a Frequently Asked Questions handout that provides parents with information to include start dates, the program schedule, and costs for programming.
- Several days before the opening of the program, Springboard conducts an Open House with food and activities for children to enjoy. Parents and students come to the program, examine all of the components that will be offered, and meet the teachers. Enrollment is open to parents at this time and they can feel free to register and enroll using Springboard computers (or they can feel free to register and enroll at their convenience from the comfort of their home over the Internet or by calling our toll free number, 800-341-3177).
- After the program is open, Springboard parents receive monthly newsletters and email updates from their Site Coordinator regarding their child’s program.
- Each Springboard site has a Parent Advisory Committee (PAC) that is comprised mostly of parents (although community members, teachers and school administrators are all invited and encouraged to attend). The Advisory Committee meets quarterly to discuss continuous improvement efforts and suggestions. Input and suggestions are



solicited for the purpose of “steering” the program and ensuring that it is reflective of the “wants and needs” of each individual school.

- Springboard surveys parents at a minimum of once a year to determine satisfaction and to garner specific feedback regarding our programs.

Typically, parents and teachers are our greatest supporters and advocates. It is our goal to ensure that they are aware of all of the ways that Springboard can support them in their efforts to provide their children with as many fun and exciting learning opportunities as possible.

### Parent Advisory Committee (PAC)

Each and every Springboard program across the country convenes a Parent Advisory Committee on a quarterly basis for the purpose of helping us to stimulate continuous improvement and to insure that we are tailoring all of our programs to the different school communities that we work with. The PAC is facilitated by the Area Director for the specific geographic location and includes anywhere from 5 to 15 parents (depending on the parent wishes more may be invited to attend).

### Flyers and Newsletters

Springboard employs a Communications Department that is responsible for creating and disseminating printed material to the school community. The Communications Director works with each program Site Coordinator to plan the dissemination of such material. The Site Coordinator at each site, in turn works with their school’s administration to develop the best method for making the materials accessible to all parents. Springboard performs all of the design and printing of materials and incurs all of the costs associated with marketing. We only rely on school administration to approve all of the materials and to guide us in our efforts to make our marketing materials accessible to parents and families.

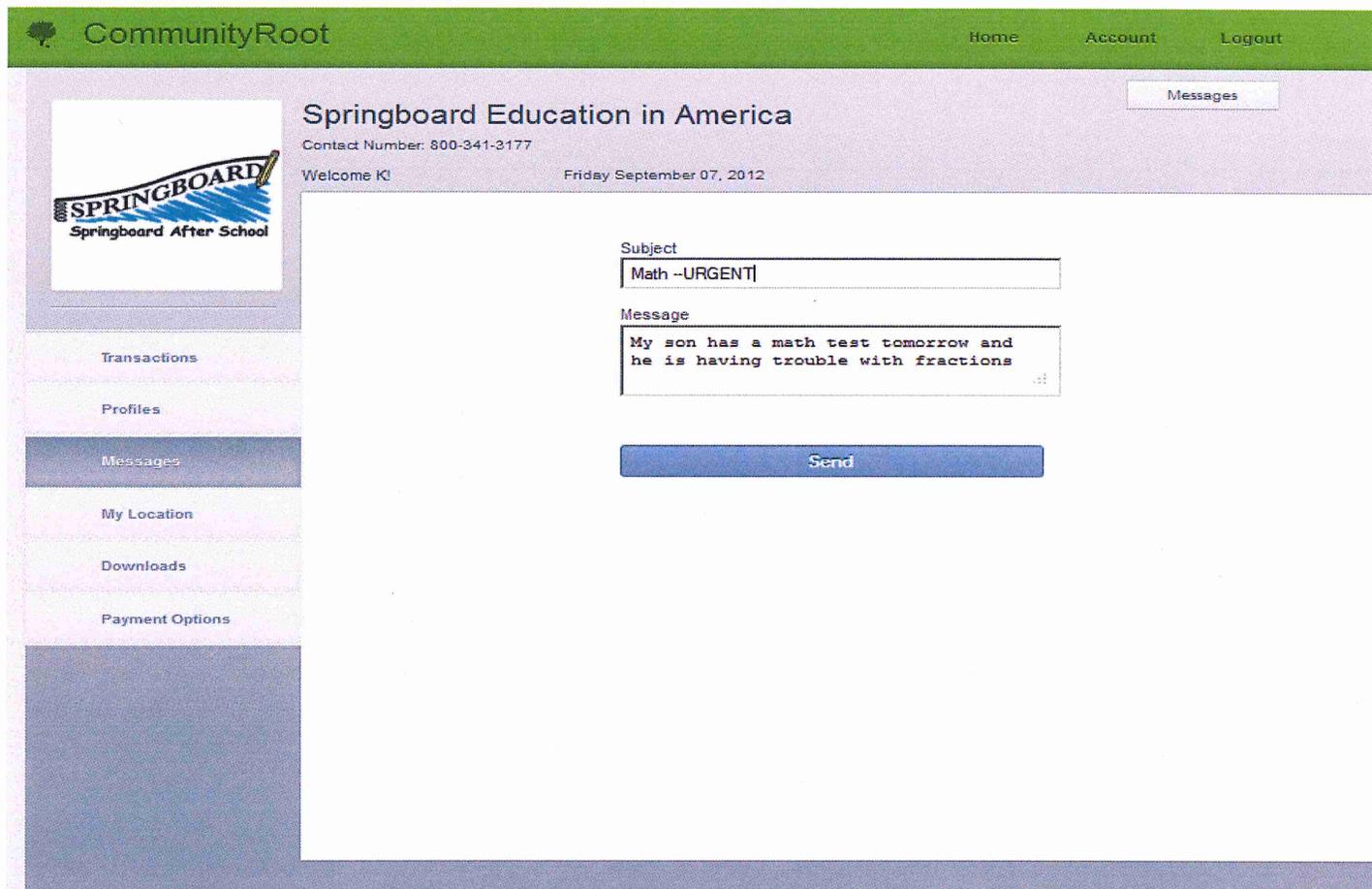
Springboard staff also develops a monthly newsletter for the purpose of communicating with parents at each individual site. The newsletter provides specific information regarding programming at each site as well as a recap of the activities that have occurred as part of each program. We also use Constant Contact to communicate with our registered parents via email and we maintain a web page for each individual school program so as to notify parents of important information regarding activities and personnel at each site.

### PARENT CONNECT & Communication

PARENT CONNECT is our web-based enrollment, registration and communication software that enables parents to register and schedule their child’s after school activities from any Internet enabled device. Parents utilize our web-based system to register and schedule their child, but they can also use it to communicate with Springboard staff. The convenience of PARENT CONNECT is unparalleled when it comes to on-site communication. If parents want their child to spend more time in Springboard’s academic program because they need to study for an important test or catch up on overdue assignments, then they can simply request that their child attend an extra session of academics by using our online communication tool in the PARENT CONNECT system. Likewise, if parents want to schedule an elective or tutoring session for their child, they can simply schedule in the system with assurance that it will be read by the Site Coordinator prior to the start of programming each and every day. Staff will send messages back to confirm that the request has been received. The result is that we are always on the same page with parents and can easily make adjustments to a child’s schedule. Staff can also monitor and track the location of all of our children in the program at any given point during the afternoon with a simple glance at their computer screen.



Figure 5 - Parent Communication. Parents can use PARENT CONNECT to communicate with Springboard staff



## Parent Engagement

Based upon Springboard's years of experience in setting up and developing programs, we have a very good understanding of the time and effort that it takes to implement them. The following "Sample Implementation Schedule" provides a glimpse into some of the communication and outreach based activities that we engage in prior to ever accepting our first child. We sit down with school administration to develop our implementation schedules as one of the first acts of entering in to a partnership. The goal is to develop adequate time lines and activities that are consistent with the regular school calendar and that coincide with the availability of time needed to get "the word out" and more importantly to answer all of the questions and concerns that are associated with a new venture. Within ten days of being notified that we will be working with a new school we commence work with the school administration to develop the schedule (such as the one listed below).



**Figure 5 - Sample Implementation Schedule (please use these dates as approximations with the understanding that we will develop a more formalized schedule with the input of school administration)**

<b>Dates</b>	<b>Description of Activity</b>
5-15-13	Springboard Area Director (AD) will meet with school administrators to identify ways in which Springboard can support the school community, map out facility usage, and discuss possible dates for informational/question and answer meetings with staff and parents.
5-20-13	Springboard will send out an informational flyer to all Lincoln Public Schools students/parents and also offer an invite to our first informational meeting.
5-22-13	Springboard will submit the licensing application to the Department of Human Services.
6-7-13	The Area Director and Executive Director (ED) will provide an informational meeting for parents to include a presentation and a Question and Answer Session.
6-7-13	Springboard will submit a Welcome Packet (for dissemination to parents) that provides general information regarding the program, directions for registration and enrollment and the tuition structure. Parents will also receive a link to our online elective surveys (along with the introduction letter). Parents will be asked to submit a response by 6-21-13 (they will also have the option of requesting a paper survey for submission). We will also publish an “open invitation” for all parents to join us at our second informational meeting in the local newspaper.
6-1-13	The AD will post, interview and hire a Site Coordinator (SC).
6-14-13	The AD will work with the incoming SC to post, interview and hire teachers.
6-21-13	The new SC will receive orientation training.
7-1-13	Registration will “go live” in PARENT CONNECT – Parents can register and enroll.
7-10-13	The Springboard Area Director will begin to send out invitations for community members, school district employees, and parents to participate on the Parent Advisory Committee.
7-15-13	The AD will train the new Site Coordinator (training involves on-line training, 3 days of observation and 2 days working at one of our programs (in Randolph, MA).
7-15-13	Equipment orders submitted by the AD.
7-15-13	Notice of the second informational meeting will be mailed to all Lincoln Public Schools parents.
8-1-13	First Aid and CPR training for all Lincoln Public Schools - Springboard staff.
8-8-13	Orientation for Teachers and TAs.
8-8-13	Licensing walk through by the Department of Human Services.
8-9-13	Materials Orders are Placed.
8-15-13	The ED and the CDO of Springboard will conduct second round of informational meeting(s) for parents and staff at each school. Parents will have the opportunity to ask questions and meet Springboard administrative staff.
8-15-13	An Electives Survey is sent to all parents (due by 8-23).
8-19-13	Program Set Up – SC and Teachers report to site.
8-20-13	School staff information meetings. The AD will arrange (with the principal) to participate in staff meetings for the purpose of informing district staff of the program and how we can support their efforts.
9-3-13	First Day of Springboard Programming at Lincoln Public Schools.
8-26-13	The AD will review survey data and set electives schedule.
8-29-13	First Meeting of the Springboard Advisory Committee.
9-24-13	1 <sup>st</sup> Quarter Electives Begin.

The Springboard Parent Hotline

Parents have access to their Springboard accounts and can schedule on-line 24 hours a day, using the PARENT CONNECT system. However, as previously mentioned, Springboard also maintains a toll free phone number for parents who have questions regarding their accounts. This number provides parents with the option of speaking to a live person who can answer all of their questions and concerns regarding billing, scheduling, enrollment and registration.



## Spanish Language

Springboard has several Spanish-speaking employees on staff. These employees translate documents for dissemination of materials in Spanish and they also handle calls on our Parent Support Hotline. They are available to ensure that parents who speak Spanish can have their questions answered. For parents that speak a language other than Spanish, Springboard will work with community-based resources (such as certified translators), to ensure that informational documents are translated and accessible and that parents have a mechanism that they can use to ensure that all of their questions are answered (in their native language).

## Complaints Procedure

At Springboard we pride ourselves on our ability to provide state of the art customer service. We provide multiple outlets for feedback to include:

- Surveys regarding quality.
- Surveys to determine enrichment offerings.
- The Advisory Committees at each location.
- The Springboard Parent Hotline.
- Use of our on-line system, Parent Connect to send electronic notes to staff.
- Access to a Site Coordinator at each site for personal communication.
- Access to an Area Director that is charged with ensuring quality at all district programs.

We also incorporate a complaint process to insure that parents can receive satisfaction in a timely fashion. All complaints that are associated with billing or scheduling can be handled by either calling our Parent Hotline or by emailing our Customer Service department ([support@springboardschool.com](mailto:support@springboardschool.com)). Parents that have questions or concerns regarding programming can first direct their complaints to the Site Coordinator (SC) at their child's school location. Each SC has a Springboard cell phone and email account, which enables them to respond to parent complaints immediately upon receipt. If parents are not satisfied with the response that they receive from their SC and/or if they have not heard from them within a 24 hour time period then they may contact the Area Director (AD) who is charged with quality control and supervision on the district level (ADs also have a Springboard cell phone number and email address that is made available to all parents). If parents are still not satisfied in regard to the response that they receive from their AD then they are encouraged to contact the Chief Development Officer and/or the Executive Director.

### **j. Proposed program fee structure.**

#### **Tuition Cost & Regular Before and After School Programming**

It is part of the Springboard mission to make certain that our programs are available to all students. Through our efficiencies based upon our economies of scale and the utilization of our software we have been able to provide programming at a fraction of the cost of other extended day programs despite the fact that we use licensed educators and provide a very high quality program. Additionally, unlike other providers, Springboard has access to the Springboard Foundation which provides funds for the purpose of insuring that students are able to attend the program regardless of their socioeconomic condition. The Foundation provides funds to support full and partial scholarships for students that qualify for the National Free and Reduced Lunch Program.

Another hallmark of Springboard is the flexibility of the schedule that we provide to parents. There are no requirements concerning the number of days that a child must attend the program, and there are no contractual obligations. Parents only pay for the days in which they enroll their child. Furthermore, parents can schedule their children at any time from any place with Internet access. This provides a great level of flexibility enabling parents to "control" their cost and to dictate both their time and the amount of payment.



SCHEDULE 1-Tuition Rates

Springboard After School	Daily Rate	Monthly Rate	Free & Reduced Daily Rate*	Free & Reduced Monthly Rate*	Current Provider at Lincoln Monthly (Kinder)	Current Provider at Lincoln Monthly (gr 1-6)
One Day	\$22.99	\$99	\$10.49	\$45	None	None
Two Days	\$22.99	\$199	\$10.49	\$89	\$496	\$402
Three Days	\$22.99	\$279	\$10.49	\$245	\$577	\$485
Four Days	\$22.99	\$379	\$10.49	\$169	\$649	\$561
Five Days	\$22.99	\$459	\$10.49	\$189	\$673	\$585
Full Day	\$59.99		\$19.99			
Full Day (Monthly Payers)	\$37.00		\$10.49			
Drop - In (+ Daily Tuition)	\$3.00		\$3.00			
Early Release (+ Daily Tuition)	\$17.25		\$7.99			
Early Release (Monthly Payers)	Included		Included			
Registration Fee	\$35	\$35	\$35	\$35	\$100	\$100
1. Families can choose to pay a monthly rate or pick and choose separate days based upon their schedule.						
2. Before and after school tuition rates are the same for all grades.						
3. Springboard provides discounts for siblings (5%) and school staff (15%)						
4. Springboard will provide free and reduced rates for those that qualify						

\*To qualify for the free and reduced rate parents must show that they qualify for the National Free and Reduced Lunch Program

Please see Appendix C – Pricing Proposal Form #2 for further details regarding pricing

**k. Proposed rent and allowance for maintenance and capital projects (must meet or exceed minimum).**

Springboard is proposing a rental amount that exceeds the minimum by more than ten percent for both rent and for maintenance/capital projects. For rent we are proposing to provide the district with a sum of \$31,000 for the year while providing \$3,100 in maintenance and capital improvement costs. Please see Appendix C – Pricing Proposal Form #2 for further details regarding these amounts.

Major Strengths

In conclusion, Springboard has been developed, designed and managed by doctoral level educators. We are research-based and we have partnered with several universities to ensure that we are providing the type of cutting edge program that our kids deserve. We are also comprised of professional, licensed, and trained teachers who are dedicated to providing children with the type of academic help and assistance that they need. From checking homework to tutoring, to electives/clubs that increase our students enthusiasm and desire for learning, our staff is committed to “raising the bar” for extended day programming.

Springboard is “balanced” and consists of six key components; academics, electives, recreation/den time, physical fitness activities, STEM activities and social emotional learning. We have had a profoundly positive impact on our partner schools and their students. The key lies in our efforts to integrate research-based methodology with a unique blend of enrichment opportunities that leverage children’s natural curiosity and desire to learn. For example:



- Springboard provides a variety of enrichment activities that we call Electives. These eclectic, hands-on, project-based activities include such fun and exciting opportunities as Band, Orchestra, Drama, Dance, Robotics, Yoga, Chemistry Lab (Dangerous Science), Rocketry, Art, Creative Writing, Sports and Tae Kwon Do (to name a few).
- We tailor our programs to each school and community that we work in.
- Springboard is committed to infusing fun, health and physical fitness activities into our programs and we use the SPARK After School curriculum to ensure that students are “moving” for a minimum of 30 minutes during each Springboard session.
- We provide children with an opportunity to relax with their peers by providing a structured, supervised “den area” where children play games, sports, read, engage in computer-based games, and interact with our licensed, caring teachers.
- Our students participate in social-emotional learning activities that utilize fun simulation games, role-playing and decision-making exercises to teach social skills that are essential to their success.
- We integrate 21<sup>st</sup> Century Skills (as highlighted by the Partnership for 21<sup>st</sup> Century Skills) into all parts of our program so as to ensure that our students learn skills necessary for their success.
- Our academic time is flexible for students who are struggling or are behind in their assignments and need additional one-on-one time with our teachers. At the request of parents (and sometimes even students) our teachers will work individually with students that exhibit a need.
- Certified teachers provide children with crucial one-on-one teaching and tutoring to ensure that homework is completed and understood.

Due to the depth and breadth of our programs and the skill of our credentialed staff, we have a significant level of experience transitioning in to new schools and school districts. We begin by establishing a milestone schedule that commences as soon as a partnership has been formed. We fully understand the need to establish trust with parents, the community, and school administrators and we put a great deal of energy in to implementing a successful transition plan. We see all of our partnerships as long term, and we engage in meaningful community-based efforts well before we ever welcome our first child into our program. These efforts include (but are not limited to):

- Establishing communications with parents by scheduling meetings with all school PTAs.
- Scheduling “information nights” for parents and children at each school.
- Having our teachers present to answer questions during all school events and functions.
- Formally inviting school administration, parents and their children to visit one of our nearby programs (at a time that is convenient for them).
- Delivering informational flyers, catalogs and newsletters to parents through email and/or weekly folders.
- Scheduling regular meetings with school administrators to actively plan and ensure that we are fully supporting each school’s mission and vision.
- Interviewing, hiring, and training qualified instructors from the existing after school programs and from the local area community for positions as teachers (if certified) or teacher assistants.
- Establishing a Parent Advisory Committee to assist in the continuous improvement of our program.
- Scheduling regular parent gatherings and sending out surveys to ensure that parents are “heard” and have an opportunity to assist in the development of our programs.
- Teaching parents to use Springboard’s Enrollment-Scheduling-Payment-Management-Accounting System (PARENT CONNECT) to handle all enrollments, scheduling, and payments online.
- Using the PARENT CONNECT system to communicate up-to-date and accurate information to the school district on all enrollment information for any program at any time.
- Helping parents who do not use computers to register through our toll free telephone number or directly at their school. We regularly work with parents that do not have or are unfamiliar with computers.
- We providing scholarships and greatly reduced rates for families that qualify for Free and Reduced Lunch.

We receive correspondence from teachers and parents informing us of the impact that we are having on children and on families. We believe that this correspondence, coming from others is much better at articulating the difference that we are

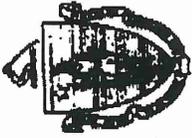


making. We received one such letter, which encapsulates the reasons for our efforts. In writing about one of her students, Ms. Erin Cynkar a first grade teacher at Flagstaff Elementary in Longmont, Colorado states:

*“At the beginning of the school year Aiden had very low self-esteem and would get extremely down on himself. With the help of the Springboard after-school program I have seen an increase in Aiden’s self-esteem, self-worth, and confidence. He has faith in himself and in his abilities. While at Springboard Aiden is given time to devote to his homework and any uncompleted assignments. Having this time set aside for his class work allowed Aiden to come to class prepared for the next day. He was able to turn in his assignments on time and completed. Aiden is a child who needs one-on-one focus and attention. He was able to get the help he needed through the Springboard program. Springboard made a significant difference in Aiden’s life. It gave him the encouragement and focus that he needed to complete his assignments and become a well-rounded student... I feel that the structure and security of Springboard is helping Aiden to be successful both academically and behaviorally (March 3, 2011).”*

In this day and age, schools and school districts cannot, and should not, be expected to do it all on their own. The need for a more comprehensive approach to extended day is a nationwide discussion. Our ability to offer a unique opportunity for all students to engage in supported academics, social skills, exciting electives and service learning activities after school at a reasonable cost will add value to Lincoln Public Schools. In this way and in many others, we believe that our goals and the goals of your district are strongly aligned. We are especially excited about this opportunity and we look forward to the prospect of making a significant contribution to your school, its families, and most importantly to its students. We appreciate your kind consideration of our proposal and would like to thank you for taking the time to learn more about us.

Appendix A – License



**THE COMMONWEALTH OF MASSACHUSETTS  
DEPARTMENT OF EARLY EDUCATION AND CARE**

*Deval L. Patrick, Governor*

**Regular License to Operate a Large Group & School Age Child Care Program**

Program Number: 8030348 License Number: 9013408

In accordance with the provisions of Chapter 15D of the General laws, and regulations established by the Department of Early Education and Care, a license is hereby granted to:

Umbrella Organization: Springboard Schools, Inc.

Program Name: Springboard Education in America Inc.

Address: 72 Tyngsboro Rd., Tyngsboro, MA 01879

Total Capacity: 26

Detail:	Infant	Toddler	Preschool	Kindergarten	School Age	IT Mixed	TP Mixed	PS Mixed	KS Mixed
	0	0	0	0	26	0	0	0	0

Children Ages: 5 year(s) 0 month(s) to 14 year(s) 0 month(s)

Condition:

Issue date: 3/28/2013

Expiration date: 9/27/2013

License printed on 3/29/2013

License #: 26015

*Thomas L. Weber, Acting Commissioner*

**Please Post Conspicuously**

**This License is Not Transferable**

Appendix B – Acord Certificate of Liability Insurance



# CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)  
4/4/2013

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 Risk Strategies Company 160 Federal Street  Boston MA 02110	CONTACT NAME: Gayle McLean
	PHONE (A/C No, Ext): (617) 330-5700 FAX (A/C, No): (617) 439-3752
	E-MAIL ADDRESS: gmclean@risk-strategies.com
	INSURER(S) AFFORDING COVERAGE NAIC #
INSURED Springboard Education in America 430 Bedford Street Suite 390 Lexington MA 02420	INSURER A: James River Insurance Co
	INSURER B: Technology Insurance Company
	INSURER C: Westchester Fire Insurance Co
	INSURER D:
	INSURER E:
	INSURER F:

COVERAGES CERTIFICATE NUMBER: CL134460372 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 INSR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	GENERAL LIABILITY <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR		000532980	5/11/2012	5/11/2013	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 50,000 MED EXP (Any one person) \$ excluded PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC					
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> NON-OWNED AUTOS					COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
	UMBRELLA LIAB EXCESS LIAB DED RETENTION \$					EACH OCCURRENCE \$ AGGREGATE \$
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	N/A	TWC3323782	8/13/2012	8/13/2013	WC STATUTORY LIMITS OTH-ER E.L. EACH ACCIDENT \$ 500,000 E.L. DISEASE - EA EMPLOYEE \$ 500,000 E.L. DISEASE - POLICY LIMIT \$ 500,000
C	Professional Liability		G24265626002	3/27/2013	3/27/2014	each claim \$2,000,000 aggregate \$2,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

## CERTIFICATE HOLDER

## CANCELLATION

Evidence of Insurance

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

AUTHORIZED REPRESENTATIVE

Michael Christian/GM

Appendix C

Certificates – Proposal Form #1

Pricing Proposal Form #2

References - Proposal Form #3

Statement of Non-Discrimination in Employment – Proposer Form #4

Five-Year Enrollment History - Proposer Form #5

Proposal Checklist – Proposal Form #6

# CERTIFICATES PROPOSAL FORM #1

By submitting this proposal the undersigned represents to the Town of Lincoln that it has examined and understands the Request For Proposals (RFP), contract forms, and all other documents in this proposal package and that its proposal is subject to and is in conformity with all provisions contained in any of the RFP documents. By submitting this bid, the undersigned agrees that it shall be subject to the jurisdiction of the courts of the Commonwealth of Massachusetts with respect to any actions arising out of or related to this proposal or any lease that may be entered into based upon this proposal, and that any such actions commenced by the undersigned shall be commenced in the courts of the Commonwealth of Massachusetts.

A proposer wishing to amend this proposal after transmittal to the Town may do so only by withdrawing this proposal and resubmitting another proposal prior to the time for opening bids.

The undersigned proposes to furnish all labor and materials required for the work of the contract referred to above for the prices stated on the attached LPS Proposal Form #2 (Pricing), which prices are incorporated by reference into this proposal form.

This proposal includes Addenda N/A (If any issued)

The undersigned vendor agrees that, if selected as contractor, it will within ten (10) days, Saturdays, Sundays and legal holidays excluded, after receipt of a contract from the Awarding Authority, execute the contract in accordance with the Invitation For Bids.

Pursuant to M.G.L. c. 62C § 49A, I certify under penalties of perjury that, to the best of my knowledge and belief, I am in compliance with all laws of the Commonwealth relating to taxes, reporting of employees and contractors, and withholding and remitting child support.

State tax paid to Massachusetts using Federal ID or SS# 11-3788780

The undersigned further certifies pursuant to M. G. L. c. 30B under the penalties of perjury that this bid or proposal has been made and submitted in good faith and without collusion or fraud with any other person. As used herein the word "person" shall mean any natural person, business, partnership, corporation, union, committee, club, or other organization, entity, or group of individuals.

Date: 4/11/13 Springboard Education in America, Inc  
(Print Name of Vendor)

By Kevin Flynn, President  
(Name of Person Signing Proposal and Title)

Social Security Number \_\_\_\_\_

or Federal Identification Number: 11-3788780

Business Address: 420 Bedford St. Suite 110  
Lexington, MA 02420

Telephone: (781) 862-3110

NOTE: If the proposer is a corporation, indicate state of incorporation; if a partnership, give full names and addresses of all partners; and if an individual, give residential address if different from business address. Use the following spaces:

If a Corporation:

Incorporated in what state: Massachusetts

President: Kevin M. Flynn

Treasurer: Kevin M. Flynn

Secretary: Kevin M. Flynn

If a foreign corporation (incorporated or organized under laws other than laws of the Commonwealth of Massachusetts), is the corporation registered with the Secretary of State of Massachusetts? N/A Yes \_\_\_\_\_ No \_\_\_\_\_.

If a Partnership: (Name all Partners)

Name of Partner: N/A

Residence: N/A

Name of Partner: N/A

Residence: N/A

Name of Partner: N/A

Residence: N/A

If an Individual:

Name: N/A

Residence: N/A

If an Individual doing business under a firm name:

Name of Firm: N/A

Name of Individual: N/A

Business Address: N/A

Residence: N/A

Other form of business organization:

N/A

**PRICING  
PROPOSAL FORM #2**

**Rule for Award:**

The Lincoln Public Schools will accept the most advantageous offer from a responsive and responsible proposer, taking into consideration all evaluation criteria and price.

---

**First Year (2013-2014) rent:**

\$ 31,000.00  
Annual Rent (in numerals)

\$ Thirty One Thousand Dollars  
Annual Rent (in words)

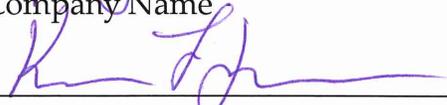
**First Year (2013-2014) Allowance for Maintenance and Capital Projects:**

\$ 3,100.00  
Annual Allowance (in numerals)

\$ Three thousand one hundred dollars  
Annual Allowance (in words)

The undersigned certifies all amounts shown above.

Springboard Education in America, Inc  
Company Name

  
Representative's Signature

Kevin Flynn  
Print Name

President  
Title of Representative

## REFERENCES PROPOSAL FORM # 3

Proposers must be able to establish their ability to provide the services requested through references and by providing other relevant information upon request. All proposals must include a list of at least three references, attesting to the manner in which the proposer has operated similar after-school childcare programs.

### REFERENCE 1:

Name Randolph Public Schools

Address 70 Memorial Pkwy, Randolph, MA 02368

Contact Person Steve Moore, Director of Finance and Administration

Phone 781-961-6207 x101 or 617-605-3588 (cell)

Fax 781-961-6290

Email moores@randolph.k12.ma.us

### REFERENCE 2:

Name Imagine - Prince George's County Schools

Address 14111 Oak Grove Road, Upper Marlboro, Md. 20774

Contact Person William Hill, Executive Director

Phone 301-808-4003 or 240-605-6723 (cell)

Fax 703-527-0038

Email william3.hill@pgcps.org

### REFERENCE 3:

Name Innovation Academy Charter School

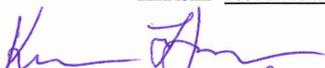
Address 72 Tyng Rd., Tyngsboro, MA. 01879

Contact Person Walter Landberg, Executive Director

Phone 978-649-0432 x2217

Fax 978-649-6337

Email wlandberg@innovationcharter.org

  
Kevin Flynn, President



## **Springboard is an Equal Opportunity Employer**

Springboard does not discriminate on the basis of race, color, sex, religion, national origin, marital status, disability, or age in its programs, services, activities or in its hiring and employment practices. Springboard Policy ensures equal opportunity for all in its personnel policies and practices. The following person has been designated to handle inquiries regarding the non-discrimination guidelines: Jill Ashley, Communications Manager. *800-341-3177 X117.*

**FIVE-YEAR ENROLLMENT HISTORY  
AND  
TWO-YEAR ENROLLMENT PROJECTION  
PROPOSER FORM # 5**

Please provide a signed five-year enrollment history and two-year enrollment projection for your program. (You may write your information on this form or attach a copy of your company's policy)

2008 – 257 Enrolled Students

2009 – 681 Enrolled Students

2010 - 981 Enrolled Students

2011 - 1575 Enrolled Students

2012 – 2873 Enrolled Students

2013 - 4832 Enrolled Students

2014 – ~5,900 Enrolled Students Projected

2015 – ~7,000 Enrolled Students Projected

SIGNATURE: \_\_\_\_\_

PRINTED NAME: \_\_\_\_\_

COMPANY: \_\_\_\_\_

DATE: \_\_\_\_\_

If corporation, must be signed and sealed by a duly authorized officer; if partnership, so state and give names of all partners, or if an individual, so state and sign.

## PROPOSAL CHECKLIST PROPOSAL FORM #6

<u>Items to Enclose in Sealed Bid</u>	<u>Check Off</u>
Completed and Signed Bid Form #1 Certificates (2 pages)	<u>✓</u>
Completed and Signed Bid Form #2 Pricing (1 page)	<u>✓</u>
Completed and Signed Bid Form #3 References (1 page)	<u>✓</u>
Completed and Signed Bid Form #4 Non-Discrimination (1 page)	<u>✓</u>
Completed and Signed Bid Form #5 Enrollment History (1 page)	<u>✓</u>
Completed and Signed Bid Form #6 Checklist (1 page)	<u>✓</u>
Signed and dated Addenda (If any were issued)	<u>N/A</u>
Certificate or other evidence of insurability	<u>✓</u>
Original and five (5) copies of proposal materials	<u>✓</u>

Springboard Education in America, Inc  
Company Name

[Signature]  
Representative's Signature

Kevin Flynn  
Print Name

President  
Title of Representative