

**THE CITY OF PROVIDENCE**  
STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS

# RESOLUTION OF THE CITY COUNCIL

No. 125

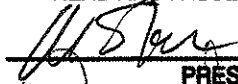

EFFECTIVE ~~APPROVED~~ March 18, 2013

RESOLVED, That the Members of the Providence City Council  
hereby Authorize Approval of the following sole source contract awards by the  
Board of Contract and Supply, in accordance with Section 21-26 of the Code of  
Ordinances.


City Year	\$1,200,000.00
RI Student Assistance Services	\$ 317,372.00

**IN CITY  
COUNCIL**

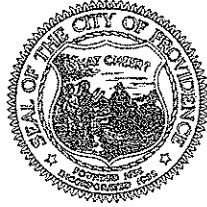
MAR 07 2013  
FINAL READING  
READ AND PASSED

  
\_\_\_\_\_  
PRESIDENT  
  
\_\_\_\_\_  
CLERK

Effective without the  
Mayor's Signature

  
Anna M. Stetson  
City Clerk

**MATTHEW M. CLARKIN, JR.**  
INTERNAL AUDITOR  
25 DORRANCE STREET, ROOM #307  
PROVIDENCE, RI 02903  
Phone: (401) 421-7740 EXT. 577  
Fax: (401) 351-1056  
mclarkin@providenceri.com



## City of Providence, Rhode Island Office of the Internal Auditor

October 12, 2012

Ms. Anna Stetson  
City Clerk  
City of Providence  
25 Dorrance Street  
Providence, RI 02903

Dear Madame Clerk:

In accordance with Section 21-26 of the City's Code of Ordinances, I am writing to request that the following requested contract awards be submitted to the City Council and the Education Committee for approval.

- Sole source contract award by the School Department to City Year in an amount not to exceed \$1,200,000
- Sole source contract award by the School Department to RI Student Assistance Service in an amount of \$317,372

If you have any questions or concerns regarding any of these items, please contact me. Thank you for your consideration with this matter.

Sincerely,

A handwritten signature in black ink, appearing to read "Matthew M. Clarkin, Jr.", is written over a horizontal line.

Matthew M. Clarkin, Jr.  
Internal Auditor

Cc: Alan Sepe, Director of Public Property  
Judith Petrarca, School Purchasing Administrator  
Jake Bissailon, City Council Chief of Staff

ANGEL TAVERAS  
Mayor

SUSAN F. LUSI, Ph.D.  
Superintendent

# Providence Schools

Providence Public School District  
Purchasing Office  
797 Westminster Street  
Providence, RI 02903-4045  
tel. 401.456.9264  
fax 401.456.9292

September 25, 2012

The Honorable Angel Taveras, Chairman  
Board of Contract & Supply  
City Hall  
Providence, RI 02903

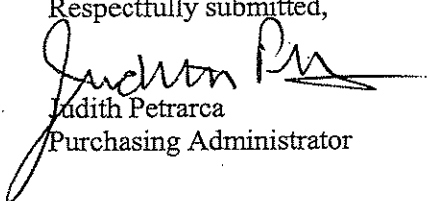
Dear Mayor Taveras:

The Providence School Department/Local/Title I respectfully requests the Board of Contract and Supply to approve **entering into a contract with City Year Rhode Island in an amount not to exceed \$1,200,000.00. This contract will be in place for the 2012-2013, 2013-2014 and 2014-2015 school years at a cost of \$400,000.00 per year.**

This consultant will provide educational support services in order to assist 5 Schools: Delsesto, Hopkins, Roger Williams, Stuart Middle Schools and Pleasant View Elementary School in its intervention strategy in order to meet corrective action requirements. City Year has developed and uses the Whole School, Whole Child service mode to focus on the most effective ways for corps members to make a difference in schools. The 3 main components of Whole School, Whole Child are: Academic Support, Positive School Climate and After-School Programming. The partnership between City Year and PPSD will do the following: Designate a primary Liaison, with sufficient time, requisite authority and appropriate capabilities to manage and provide support for the partnership throughout the service year, meet quarterly with principals and school liaisons to assess and troubleshoot delivery of WSWC in partner schools, prepare WSWC corps members for successful implementation of the WSWC model, ensure that all District and School staff working with City Year fully understand the WSWC model and promote and sustain the partnership by collaborating on public outreach opportunities, which may include speaking events, media engagements, fundraising campaigns and the creation of promotional materials.(See enclosed for further details.)

**Funding is available in Local Funds and Title I (CONTINGENT UPON FUNDING.)**

Respectfully submitted,

  
Judith Petrarca  
Purchasing Administrator

MINORITY/WOMEN PARTICIPATION \$ 0 0 %

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An Equal Opportunity Employer. The Providence School Department does not discriminate on the basis of race, age, sex, religion, sexual orientation, gender identity or expression, national origin, color, disability or veteran status. Vision: The Providence Public School District will be a national leader in educating urban youth. Mission: The Providence Public School District will prepare all students to succeed in the nation's college's and universities, and in their chosen professions.

**Routing Information: Initial/date**

Budget Office \_\_\_\_\_ Senior Staff \_\_\_\_\_  
Purchasing Adm 9-13 Chief Financial Officer \_\_\_\_\_ Purchasing Adm \_\_\_\_\_

**Contract/Agreement Transmittal Form**

<b>Providence School Department:</b>		<b>Contracting Party:</b>	
Contact Person:	<u>Paula Shannon</u>	Organization:	<u>City Year</u>
Department/School:	<u>Office of the Chief Academic Officer</u>	Contact Person:	<u>Jennie Johnson</u>
Phone #:	<u>401-453-8376</u>	Address:	<u>77 Eddy St. 2<sup>nd</sup> floor Providence, RI 02903</u>
Fax #	<u>401-456-9252</u>	Phone # :	<u>401-454-3735</u>
Email:	<u>Paula.shannon@ppsd.org</u>	Email:	<u>jjohnson@cityyear.org</u>
Proposed School Board Agenda Submission Date: 8/27/2012			
Proposed Board of Contract & Supply Submission Date (contracts of \$5000 or more): September 2012			
Have you provided a copy of the PSD Travel Expense Guidelines for Consultant Services with consultant so the consultant is aware of reimbursement limitations and requirements and the method for submitting appropriate receipts and forms?			
		Yes	<input type="checkbox"/> N/A <input checked="" type="checkbox"/>
1. Do you have existing funds and an existing budget code to pay this cost?		Yes	<input checked="" type="checkbox"/> N/A <input type="checkbox"/>
2. Budget Codes: <u>Title I \$200,000</u>			
3. Source: Local, Title I, SIG(a) <u>Local</u>			
3. Desired Start Date:			
Have you secured any necessary building service requirements (e.g. building open on non-work day or after hours, food service requirements, security, substitutes, etc.) with appropriate department?			
		Yes	<input checked="" type="checkbox"/> N/A <input type="checkbox"/>
<b>REVIEWED AND APPROVED:</b>			
Originator's Signature <u>[Signature]</u>		<u>9/17/12</u>	<u>9/12/2012</u> Date
Budget Office Signature <u>[Signature]</u>		<u>9/24/12</u>	Date
Authorized Signature (Senior Staff)			Date

The Providence School District, hereinafter referred to as "District," and independent contractor, City Year, hereinafter referred to as "Consultant," enter into a contract on this the \_\_\_\_ of August, 2012 for the provision of consultant services.

District agrees to engage Consultant, and Consultant agrees to perform, in a manner satisfactory to District, the following services:

Johns Hopkins University research has shown that students who are most at risk of dropping out of school can be identified as early as the 6th grade through three "off-track" early warning indicators that predict success in school – poor Attendance, unsatisfactory Behavior and Course failure in math or English. Students in high poverty environments whose performance is off-track in even just one of these indicators between the 6th and 9th grade typically have less than a 20% chance of graduating from high school.

City Year supports school districts' efforts to turn around lowest-achieving schools by providing whole school and focused supports to ensure students stay in school and on track to graduate. To address the needs of students in high poverty schools, City Year utilizes research-based programming, the centerpiece of which is a holistic school partnership model called Whole School, Whole Child (WSWC). This model is designed to leverage the City Year assets that are unique in a school context, including:

- Full-time presence (7:30 a.m. – 6 p.m.) of highly organized, supervised and trained young adults, Monday – Friday (with the exception of 2 Fridays a month)
- A critical mass of human capital that matches the scale of students who need additional support in a given school
- Powerful, diverse "near peer" tutors, mentors and performance coaches
- An idealistic culture and energy that creates a more engaging learning environment
- The ability to organize school-wide and community events that engage families in the life of the school
- Increased intervention capacity to provide real time response to need

WSWC services are guided by a rigorous data collection and review process that is used in partnership with school staff to regularly monitor individual student performance and to tailor the types and intensity of supports needed – both academically and socio-emotionally. City Year reviews student level data and works with school leadership to identify off-track students through the early warning indicators. This continuous process of data-informed intervention using an early warning monitoring system allows City Year to deliver the right support to the right students at the right time:

- Co-construct with teachers or other professionals the right (Tier 2) interventions in the right dosage for focus students
- Set goals with students and celebrate successes in the classroom and school.
- Inform program design and improve quality of service.
- Report on performance metrics to school partners and the District.

**Data Requested:** From its partner schools, City Year seeks access to student-level pupil record information, including:

- Formative literacy and math assessment scores.
- School ELA and Math formative assessment data and quarterly/trimester course grades.
- Interim assessment scores in ELA and Math.
- Monthly student-level attendance data.
- Monthly behavior data (e.g., behavior grades, suspensions, and/or office referrals).

**Data Agreement:** The District and City Year agree to adhere to the terms outlined above as well as the additional terms of the Data Sharing and Confidentiality Agreement, to be signed upon execution of this contract.

3. Unless discontinued earlier by District, the services are to be performed Monday - Friday (exception of 2 Fridays per month), 7:30 AM - 5:30 PM, August 28, 2012 through June 6, 2013 at the following places:

DelSesto Middle School  
 Esek Hopkins Middle School  
 Gilbert Stuart Middle School  
 Pleasant View Elementary School  
 Roger Williams Middle School

4. District agrees to pay Consultant a fee not to exceed **\$1,200,000.00** as compensation over a three-year period. It is understood that the Consultant and partners will contribute in-kind and match resources to complete the activities named in this contract. This amount is inclusive of expenses for materials, supplies, transportation, lodging, meals and materials for all on-site and off-site planning and preparation.

The District will compensate City Year for each year of this three-year partnership term (academic years 2013-2015). For academic year 2012-2013, this compensation amounts to \$400,000 for 40 CMs deployed to five low-performing District schools. In the future years of this contract, this total compensation may increase with the size of the City Year CMs deployed to District schools. The opportunity to increase the number of City Year CMs within existing partner schools (to saturate target grades) and to new partner schools (to build out continuum of care in target feeder patterns) over the course of this multi-year agreement will be reviewed on an annual basis.

- 2012-13--\$400,000 for 40 CMs members deployed to five low-performing District schools.
- 2013-14--\$400,000 for 40 CMs deployed to five low-performing District schools. Expansion will result in increased costs. These costs will require Board approval. Year 2 of this contract is contingent upon available funds.

- 2014-15--\$400,000 for 40 CMs deployed to five low-performing District schools. Expansion will result in increased costs. These costs will require Board approval. Year 3 of this contract is contingent upon available funds.
  - Fee Schedule: The District will pay monthly upon receipt of itemized invoice.
5. This agreement shall be in effect from August 1, 2012 – June 30, 2015 unless terminated by either party at any time, with or without cause. In the event of termination by District or Consultant prior to completion of the contract, compensation shall be prorated on the basis of hours actually worked, and Consultant shall only be entitled to receive just and equitable compensation for any satisfactory work completed and expenses incurred up to the date of termination.

Consultant may not assign this contract to a third party without the written consent of the District. Consultant must conduct a criminal background check, at the Consultant's expense, of all employees employed under this contract, except District employees.

Consultant is not an employee of District and is not entitled to fringe benefits, pension, workers' compensation, retirement, etc. District shall not deduct Federal income taxes, FICA (Social Security), or any other taxes required to be deducted by an employer, as this is the responsibility of the Consultant.

Consultant understands products produced as a result of this contract are the sole property of the District and may not be used by Consultant without the express written permission of the District.

Consultant agrees to hold District harmless from any and all damages incurred by District by reason of Consultant's negligence or breach of contract, including without limitation, damages of every kind and nature, out-of-pocket costs, and legal expenses.

This Agreement may be executed in two (2) or more counterparts, each of which shall be deemed an original but all of which together shall constitute one (1) and the same instrument.

IN WITNESS WHEREOF, Providence Public School Department and Consultant have executed this contract; effect the date first herein written.

Providence Public School Department

Superintendent: \_\_\_\_\_  
or  
Chief Financial Officer: \_\_\_\_\_

Date: \_\_\_\_\_

Consultant: W. Barnes  
Date: 9-6-12

Social Security/Federal Tax ID Number: 22-2882549

Signature of PSD Staff Contact

Person: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Date of Board Approval: \_\_\_\_\_  
(For contracts of \$5,000 or more)

Approved as to form and correctness:

\_\_\_\_\_  
Jeffrey M. Padwa, City Solicitor



### **Additional Terms:**

**Understand Corps Member Role, Obligations and Restrictions:** The District will understand and support the proper role of CMs according to the WSWC model and AmeriCorps Federal Regulations, as outlined in Appendices A and B, respectively, and including

- Assurances that CM activities are compliant with non-supplantation, non-duplication and non-displacement AmeriCorps restrictions
- Written assurances that the District's local labor union concurs that CM activities do not displace current employees or duplicate staff positions
- Tutoring program requirements to ensure the tutoring activities the School Partner wants CMs to engage in are compliant with AmeriCorps regulations (see Appendix B)
- Understand that as AmeriCorps members, CMs are eligible to be redeployed by the Corporation for National and Community Service in case of emergency or state disaster.

### **AmeriCorps Prohibited Activities:**

#### Activities prohibited in AmeriCorps subtitle C programs

(a) While charging time to the AmeriCorps program, accumulating service or training hours, or otherwise performing activities supported by the AmeriCorps program or the Corporation, staff and members may not engage in the following activities:

- i. Attempting to influence legislation;
- ii. Organizing or engaging in protests, petitions, boycotts, or strikes;
- iii. Assisting, promoting, or deterring union organizing;
- iv. Impairing existing contracts for services or collective bargaining agreements;
- v. Engaging in partisan political activities, or other activities designed to influence the outcome of an election to any public office;
- vi. Participating in, or endorsing, events or activities that are likely to include advocacy for or against political parties, political platforms, political candidates, proposed legislation, or elected officials;
- vii. Engaging in religious instruction, conducting worship services, providing instruction as part of a program that includes mandatory religious instruction or worship, constructing or operating facilities devoted to religious instruction or worship, maintaining facilities primarily or inherently devoted to religious instruction or worship, or engaging in any form of religious proselytization;
- viii. Providing a direct benefit to—
  - (i) A business organized for profit;
  - (ii) A labor union;
  - (iii) A partisan political organization;
  - (iv) A nonprofit organization that fails to comply with the restrictions contained in section 501(c)(3) of the Internal Revenue Code of 1986 except that nothing in this section shall be construed to prevent

- Attendance Monitoring and Incentive Programs: Corps members (CMs) work closely with chronically absent students to monitor and improve attendance through special initiatives, coaching and communications to parents and guardians
- Behavioral Support: CMs coach students toward behaviors and attitudes that reflect a strong, purpose-driven character through general instruction, near-peer coaching and incentive programs
- Course Performance in Math and English: CMs tutor one-on-one and in small groups, integrating with the school’s academic curricula. Where available CMs implement intervention programs aligned with schools’ curricula in order to increase student academic performance. CMs also support whole class activities and lead out-of-class extension activities that complement the school’s instruction and help to put students on a path towards college.

**SERVICE ACTIVITIES**

The figure below provides an example of how these services can be tailored in a particular school to support the growth of all students while targeting the individual needs of students who require additional support:

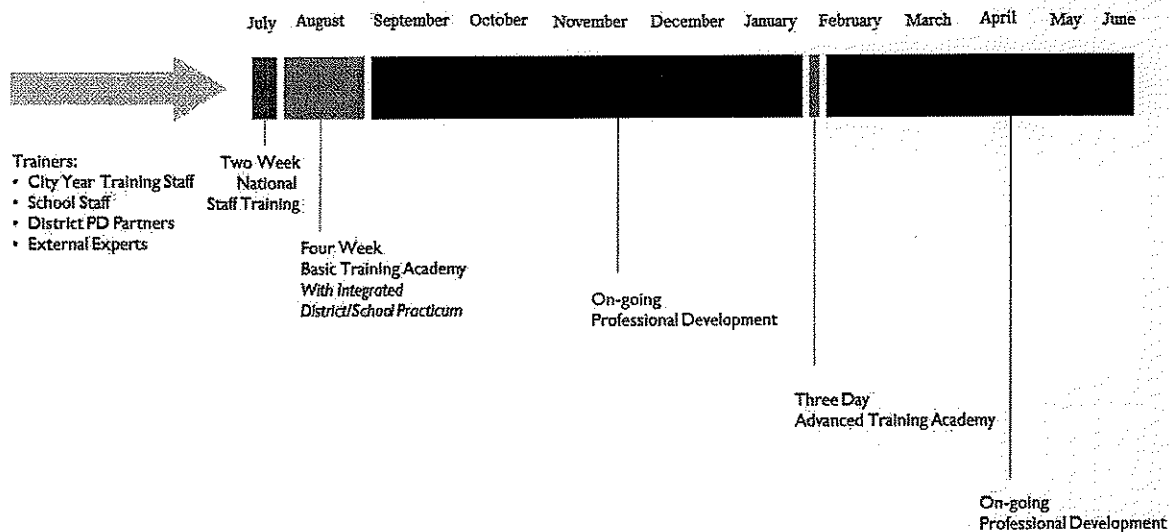
	Attendance	Behavior	Course Performance
All Students (all)	<ul style="list-style-type: none"> <li>• Morning greeting / morning welcome</li> <li>• Attendance incentive and recognition programming</li> <li>• Student and community engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom, hallway, and lunchroom behavior</li> <li>• Positive behavior incentive and recognition programming</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom instruction support (enabling differentiated instruction)</li> <li>• Academic focused community engagement (e.g. Family Reading Night)</li> </ul>
Targeted Students (all)	<ul style="list-style-type: none"> <li>• Attendance monitoring (phone calls home)</li> <li>• Attendance coaching</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior coaching</li> <li>• Leadership development activities</li> </ul>	<ul style="list-style-type: none"> <li>• One on one tutoring</li> <li>• Small group tutoring</li> <li>• Before and after school homework support</li> </ul>

**1. Coordination and Governance Services:**

In support of the described programming, the Consultant ensures participation in and provides support for the following coordinating mechanisms:

**CORPS MEMBER TRAINING AND ON-GOING PROFESSIONAL DEVELOPMENT**

City Year uses an experiential learning model to prepare CMs to lead our educational interventions in schools, incorporating direct training, in-service observation and coaching, guided reflection and frequent performance assessment and review.



Training topics include:

- Literacy and math content, support and intervention strategies
- Attendance and behavioral support and intervention strategies
- Ongoing data management and analysis support
- Understanding the Response to Intervention model and Early Warning Indicator System
- Building a culture of achievement in the classroom and throughout the school community
- Youth development and learning theory
- Leveraging relationships with youth to boost achievement
- Understanding the underlying social factors that influence the local community
- Family engagement
- Partnering with teachers, instructional coaches and administrators
- Developing positive, supportive relationships with youth to boost achievement
- CMs civic leadership development

#### ***CITY YEAR STAFFING AND LEADERSHIP***

City Year will be led by a robust leadership team that oversees all aspects of the site's service delivery. Based out of the local City Year office, this team is organized to streamline City Year's communications with the District and school partners and to manage daily service delivery and the timely fulfillment of the partnership's performance targets at both the District and school level. Key team members include:

**Jennie Johnson, City Year Rhode Island Executive Director:** Operating from the City Year office, the Executive Director will lead the site and will be responsible for City Year's overall contribution to the School District partnership.

**Nora Crowley, Service Director/Program Director:** The Service Director will manage and develop the overall partnership and oversee City Year's evaluation and documentation efforts. The Service Director will also

*Primary Liaisons to the School District*

<p>coordinate with City Year field staff and individual schools to ensure that school-level performance targets and other objectives are being met.</p> <p><b>Christina Cotto, Program Director (PD):</b> Conducts on-site visits to support City Year Program Managers and the CM team and is responsible for managing all disciplinary actions for CMs. The PD is also responsible for managing the professional development of all CMs.</p>	
<p><b>Program Managers:</b> Program Managers will serve as the primary liaison with each school partner, overseeing the daily execution of services on site. They will also be responsible for the preparation, ongoing management and professional development of the CM teams.</p>	<p><i>Primary Liaison to Each School Partner</i></p>
<p><b>Team Leaders:</b> A 2nd year CM who has the additional experience and demonstrated leadership to lead the team of CMs throughout their daily student support services. Team Leaders will operate in the school daily with the teams, Monday-Friday.</p> <p><b>The National City Year Network:</b> City Year's Headquarters office performs continuous research, evaluation and development of its services across all sites, based on leading research in the field of education. Additionally, City Year teams will be supported by a national network of City Year staff and CMs working in over 160 schools who share best practices on an ongoing basis.</p>	<p><i>Other Partnership Support Staff</i></p>

**Planning Activities:**

To ensure that City Year is optimally deployed in district schools, City Year, with the support of District leadership, will undergo a thorough due diligence process as part of the school selection and on-boarding processes. This due diligence may include, but is not limited to:

- Assessing school profiles and needs based on academic and engagement factors such as average class size, student proficiency rates, student mobility rates, etc., to determine the relative degree of difficulty for implementing the Model in a particular school
- Interviewing school leadership to develop a comprehensive understanding of the school's current and planned operating conditions and to increase the school's knowledge of the WSWC Model and how City Year and the school can work together toward mutual goals
- Completing a Statement of Partnership to document agreements made to strengthen the relationship between City Year and the school partner
- Undergoing a ramp-up and on-boarding process to ensure City Year is set up for success and maximum impact in the school, including relationship building, awareness and education, and administrative activities

- Re-visit planning and assessment with school and District partners quarterly.
2. ***The Consultant will be required to adhere to accountability requirements that include:***  
Provide District staff with a full listing of participation targets, activities and results on a semi-annual basis including:
- Service Agreement that includes program and service activities.
  - Quarterly reports on progress towards the following goals:
    - Attendance:
      - enroll 170 chronically absent students in Tier 2 attendance coaching and monitoring.
      - of those meeting an 8 week intervention dosage threshold, 80% will improve their attendance over the prior year. 40% will achieve an Average Daily Attendance rate of 90% or higher.
    - Behavior:
      - Enroll 96 students in targeted behavior coaching.
      - 65% of those students will complete City Year's behavior coaching curriculum over the course of the year.
    - Course Performance:
      - ELA/Literacy:
        - Enroll 204 students in small group or one on one Tier 2 Literacy intervention.
        - 75% of those students will receive at least 15 hours of intervention.
        - 50% of middle school students and 75% of elementary school students meeting that dosage threshold will improve their course performance from start of year to end of year.
        - 40% of middle school students and 25% school students will end the year on track in Literacy.
      - Math:
        - Enroll 136 students in small group or one on one Tier 2 intervention.
        - 75% of those students will receive at least 15 hours of intervention.
        - 50% of those meeting the dosage threshold will improve their course performance from start of year to end of year.
    - Extended learning:
      - Partner with PASA to implement at least 2 CM-led AfterZone programs.
      - Enroll 10% of students on City Year's Math or Literacy focus lists in CM-led AfterZone programs.
      - Of enrolled students participating for more than 2 weeks of programs, students will maintain an Average Daily Attendance of 70%.
  - **Use of Data:** City Year uses formative and summative student-level performance data in partnership with school personnel to:
    - Identify students in need of support, monitor student progress, and plan and track interventions.

IN WITNESS WHEREOF, Providence Public School Department and Consultant have executed this contract; effect the date first herein written.

Providence Public School Department

Superintendent: \_\_\_\_\_  
or  
Chief Financial Officer: \_\_\_\_\_

Date: \_\_\_\_\_

Consultant: \_\_\_\_\_

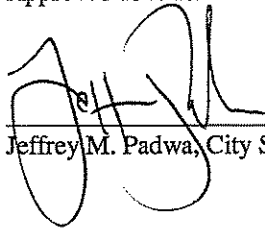
Date: \_\_\_\_\_

Social Security/Federal Tax ID Number: \_\_\_\_\_

Signature of PSD Staff Contact  
Person: \_\_\_\_\_  
Phone Number: \_\_\_\_\_

Date of Board Approval: \_\_\_\_\_  
(For contracts of \$5,000 or more)

Approved as to form and correctness:

 8/28/12  
Jeffrey M. Padwa, City Solicitor

### **Additional Terms:**

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- Tutoring program requirements to ensure the tutoring activities the School Partner wants CMs to engage in are compliant with AmeriCorps regulations (see Appendix B)
- Understand that as AmeriCorps members, CMs are eligible to be redeployed by the Corporation for National and Community Service in case of emergency or state disaster.

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- iii. Assisting, promoting, or deterring union organizing;
- iv. Impairing existing contracts for services or collective bargaining agreements;
- v. Engaging in partisan political activities, or other activities designed to influence the outcome of an election to any public office;
- vi. Participating in, or endorsing, events or activities that are likely to include advocacy for or against political parties, political platforms, political candidates, proposed legislation, or elected officials;
- vii. Engaging in religious instruction, conducting worship services, providing instruction as part of a program that includes mandatory religious instruction or worship, constructing or operating facilities devoted to religious instruction or worship, maintaining facilities primarily or inherently devoted to religious instruction or worship, or engaging in any form of religious proselytization;
- viii. Providing a direct benefit to—
  - (i) A business organized for profit;
  - (ii) A labor union;
  - (iii) A partisan political organization;
  - (iv) A nonprofit organization that fails to comply with the restrictions contained in section 501(c)(3) of the Internal Revenue Code of 1986 except that nothing in this section shall be construed to prevent

participants from engaging in advocacy activities undertaken at their own initiative; and

- (v) An organization engaged in the religious activities described in paragraph (g) of this section, unless Corporation assistance is not used to support those religious activities;
- ix. Conducting a voter registration drive or using Corporation funds to conduct a voter registration drive;
- x. Providing abortion services or referrals for receipt of such services; and
- xi. Such other activities as the Corporation may prohibit.

(b) Individuals may exercise their rights as private citizens and may participate in the activities listed above on their initiative, on non-AmeriCorps time, and using non-Corporation funds. Individuals should not wear the AmeriCorps logo while doing so.





give a year.  
change the world.

**CITY YEAR RHODE ISLAND**

77 Eddy Street, 2nd Floor  
Providence, RI 02903

PHONE 401.553.2500  
FAX 401.553.2510

[www.cityyear.org](http://www.cityyear.org)

August 16, 2012

Dr. Susan Lusi, Superintendent  
Providence Public School District  
797 Westminster St.  
Providence, RI 02903

Dear Superintendent Lusi:

I am writing to present the rationale for contracting with City Year Rhode Island as the sole source of Whole School Whole Child programming in the Providence Public School District. By concentrating on early warning indicators – attendance, behavior, and course performance in literacy and math – City Year corps members through our Whole School Whole Child model are a human capital solution in the schools house and classroom to support students, teachers and administrators. Corps members provide focused, small group and one-on-one tutoring and course coaching, allowing teachers to achieve a more sustainable, consistent impact and targeted intervention for each student. Corps members help lead small group learning sessions, provide in-classroom support helping teachers to customize instruction for each student to meet each student's individual needs and the goals of the teacher for their classroom. Corps members also provide student mentorship and work intensively with chronically absent students. City Year provides this programming at 4 Providence middle schools and 1 Providence elementary school.

Based on research and evidence of the program, the PPSD is requesting to enter into a sole-source contract with City Year Rhode Island to provide contracted services necessary to support students in pursuit of dramatic improvement in student achievement in attendance, behavior and course performance in math and Literacy.

City Year Rhode Island has over 10 years of experience in working with the Providence schools in pursuit of student success. As a community based organization, they provide the leadership, coordination and expertise to bring together stakeholders in support of children and families. City Year has long been a quality leader in the community with a focus on data-driven decision making. City Year has secured federal, philanthropic, state and local funding to support the work in Providence.

The services provided by City Year through this contract will assist the PPSD in further accomplishing its vision, mission, and goals and will produce results for Providence students

Sincerely,

Jennie Johnson  
Executive Director  
City Year Rhode Island



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APPENDIX A: Whole School, Whole Child Model

A.1 Program Model

Johns Hopkins University research has shown that students who are most at risk of dropping out of school can be identified as early as the 6th grade through three “off-track” early warning indicators that predict success in school – poor Attendance, unsatisfactory Behavior and Course failure in math or English. Students in high poverty environments whose performance is off-track in even just one of these indicators between the 6th and 9th grade typically have less than a 20% chance of graduating from high school.

City Year supports school districts’ efforts to turn around lowest-achieving schools by providing whole school and focused supports to ensure students stay in school and on track to graduate. To address the needs of students in high poverty schools, City Year utilizes research-based programming, the centerpiece of which is a holistic school partnership model called Whole School, Whole Child (WSWC). This model is designed to leverage the City Year assets that are unique in a school context, including:

- Full-time presence (7:308 a.m. – 6 p.m.) of highly organized, supervised and trained young adults, Monday – Friday (with the exception of 2 Fridays a month)
- A critical mass of human capital that matches the scale of students who need additional support in a given school
- Powerful, diverse “near peer” tutors, mentors and performance coaches
- An idealistic culture and energy that creates a more engaging learning environment
- The ability to organize school-wide and community events that engage families in the life of the school
- Increased intervention capacity to provide real time response to need

WSWC services are guided by a rigorous data collection and review process that is used in partnership with school staff to regularly monitor individual student performance and to tailor the types and intensity of supports needed – both academically and socio-emotionally. City Year reviews student level data and works with school leadership to identify off-track students through the early warning indicators. This continuous process of data-informed intervention using an early warning monitoring system allows City Year to deliver the right support to the right students at the right time:

- Attendance Monitoring and Incentive Programs: Corps members work closely with students to monitor and improve attendance through special initiatives, coaching and communications to parents and guardians.
- Behavioral Support: Corps members coach students toward behaviors and attitudes that reflect a strong, purpose-driven character through general instruction, near-peer coaching and incentive programs.
- Course Performance in Math and English: Corps members tutor one-on-one and in small groups, integrating with the school’s academic curricula. Where available CMs implement intervention programs aligned with schools curricula in order to increase student academic performance. CMs also support whole class activities and lead out-of-class extension activities that complement the school’s instruction and help to put students on a path towards college.

A.2 Service Activities

The figure below provides an example of how these services can be tailored in a particular school to support the growth of all students while targeting the individual needs of students who require additional support:

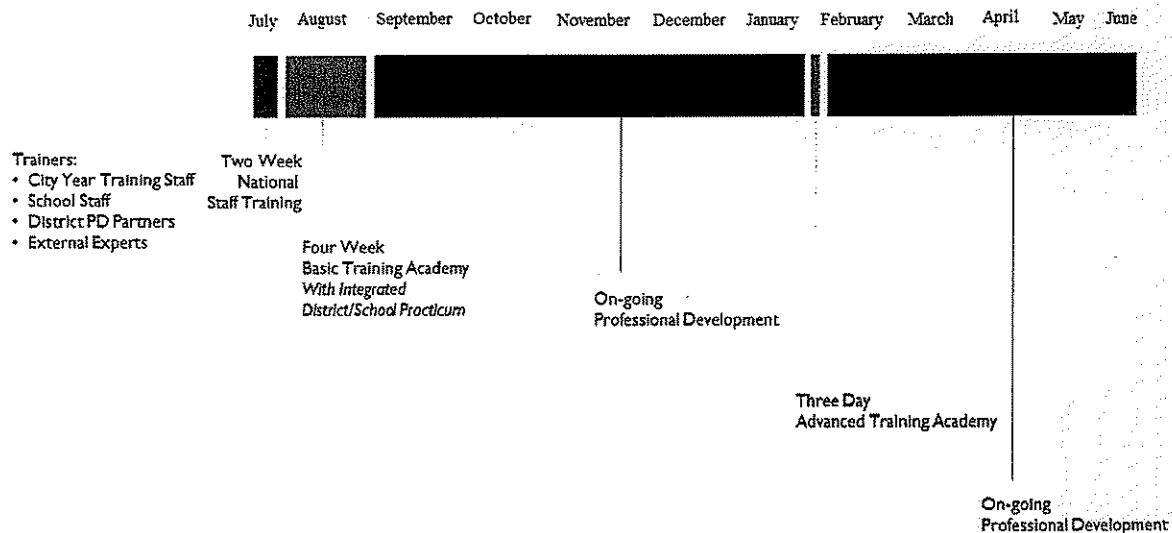
	Attendance	Behavior	Course Performance
All Students (0-3%)	<ul style="list-style-type: none"><li>• Morning greeting / morning welcome</li><li>• Attendance incentive and recognition programming</li><li>• Student and community engagement</li></ul>	<ul style="list-style-type: none"><li>• Classroom, hallway, recess, and lunchroom behavior support</li><li>• Positive behavior incentive and recognition programming</li></ul>	<ul style="list-style-type: none"><li>• Classroom instruction support (enabling differentiated instruction)</li><li>• Academic focused community engagement (e.g. Family Reading Night)</li></ul>
At-Risk Students (4-10%)	<ul style="list-style-type: none"><li>• Attendance monitoring (phone calls home)</li><li>• Attendance coaching</li></ul>	<ul style="list-style-type: none"><li>• Behavior coaching</li><li>• Leadership development activities</li></ul>	<ul style="list-style-type: none"><li>• One on one tutoring</li><li>• Small group tutoring</li><li>• Before and after school homework support</li></ul>

Corps members deliver these highly integrated services throughout the school day, from before the first bell through the conclusion of afterschool. This full-time service provides a continuous, supportive presence throughout the day to build connections between students' classroom learning and their before and after school experiences. City Year teams also ensure that students are attending morning or afterschool programs, and with the help of data, they can check to see that the students who are attending are those who need additional support. This aspect of the WSWC model:

- Increases the relevance of extended learning time to best meet the individual needs of students;
- Adds 35% more learning time to the school year for participating students;
- Maximizes the role of parents and community members to extend students' learning beyond the school campus; and
- Increases community service and character/leadership development opportunities that are linked to classroom learning.

**A.3 Corps Member Training and On-Going Professional Development**

City Year uses an experiential learning model to prepare corps members to lead our educational interventions in schools, incorporating direct training, in-service observation and coaching, guided reflection and frequent performance assessment and review.



Training topics include:

- Literacy and math content, support and intervention strategies
- Attendance and behavioral support and intervention strategies
- Ongoing data management and analysis support
- Understanding the Response to Intervention model and Early Warning Indicator System
- Building a culture of achievement in the classroom and throughout the school community
- Youth development and learning theory
- Leveraging relationships with youth to boost achievement
- Understanding the underlying social factors that influence the local community
- Family engagement
- Partnering with teacher, instructional coaches and administrators
- Developing positive, supportive relationships with youth to boost achievement
- Corps members civic leadership development

**A.4 City Year Staffing and Leadership**

City Year will be led by a robust leadership team that oversees all aspects of the site's service delivery. Based out of the local City Year office, this team is organized to streamline City Year's communications with the School District and School Partners and to manage daily service delivery and the timely fulfillment of the partnership's performance targets at both the district and school level. Key team members include:

<p><b>Jennie Johnson, City Year Rhode Island Executive Director:</b> Operating from the City Year office, the Executive Director will lead the site and will be responsible for City Year's overall contribution to the School District partnership.</p> <p><b>Nora Crowley, Service Director/Program Director:</b> The Service Director will manage and develop the overall partnership and oversee City Year's evaluation and documentation efforts. The Service Director will also coordinate with City Year field staff and individual schools to ensure that school-level performance targets and other objectives are being met.</p> <p><b>Christina Cotto, Program Director (PD):</b> Conducts on-site visits to support City Year Program Managers and the Corps Member team and is responsible for managing all disciplinary actions for Corps Members. The PD is also responsible for managing the professional development of all Corps Members.</p>	<p><b>Primary Liaisons to the School District</b></p>
<p><b>Program Managers:</b> Program Managers will serve as the primary liaison with each school partner, overseeing the daily execution of services on site. They will also be responsible for the preparation, ongoing management and professional development of the corps member teams.</p>	<p><b>Primary Liaison to Each School Partner</b></p>
<p><b>Team Leaders:</b> A 2nd year corps member who has the additional experience and demonstrated leadership to lead the team of corps members throughout their daily student support services. Team Leaders will operate in the school daily with the teams, Monday-ThursdayFriday.</p> <p><b>The National City Year Network:</b> City Year's Headquarters office performs continuous research, evaluation and development of its services across all sites, based on leading research in the field of education. Additionally, City Year teams will be supported by a national network of City Year staff and corps members working in over 160 schools who share best practices on an ongoing basis.</p>	<p><b>Other Partnership Support Staff</b></p>

**APPENDIX B: AmeriCorps Prohibited Activities**

Activities prohibited in AmeriCorps subtitle C programs

(a) While charging time to the AmeriCorps program, accumulating service or training hours, or otherwise performing activities supported by the AmeriCorps program or the Corporation, staff and members may not engage in the following activities:

- i. Attempting to influence legislation;
- ii. Organizing or engaging in protests, petitions, boycotts, or strikes;
- iii. Assisting, promoting, or deterring union organizing;
- iv. Impairing existing contracts for services or collective bargaining agreements;
- v. Engaging in partisan political activities, or other activities designed to influence the outcome of an election to any public office;
- vi. Participating in, or endorsing, events or activities that are likely to include advocacy for or against political parties, political platforms, political candidates, proposed legislation, or elected officials;
- vii. Engaging in religious instruction, conducting worship services, providing instruction as part of a program that includes mandatory religious instruction or worship, constructing or operating facilities devoted to religious instruction or worship, maintaining facilities primarily or inherently devoted to religious instruction or worship, or engaging in any form of religious proselytization;
- viii. Providing a direct benefit to—
  - (i) A business organized for profit;
  - (ii) A labor union;
  - (iii) A partisan political organization;
  - (iv) A nonprofit organization that fails to comply with the restrictions contained in section 501(c)(3) of the Internal Revenue Code of 1986 except that nothing in this section shall be construed to prevent participants from engaging in advocacy activities undertaken at their own initiative; and
  - (v) An organization engaged in the religious activities described in paragraph (g) of this section, unless Corporation assistance is not used to support those religious activities;
- ix. Conducting a voter registration drive or using Corporation funds to conduct a voter registration drive;
- x. Providing abortion services or referrals for receipt of such services; and
- xi. Such other activities as the Corporation may prohibit.

(b) Individuals may exercise their rights as private citizens and may participate in the activities listed above on their initiative, on non-AmeriCorps time, and using non-Corporation funds. Individuals should not wear the AmeriCorps logo while doing so.

## **APPENDIX C: Conditions for Partnership Success and City Year's Role**

### Response to Intervention

#### **2. Data-informed Tiered Intervention Strategy**

- An effective and efficient process in place to formally identify and track progress of focus list students based on Early Warning Indicator data (Attendance, Behavior, and Course Performance in Literacy/ELA and Math)
- CMs, teachers and student support staff discuss data to identify students in need of moderate (tier 2) to be provided in part by corps members and intensive (tier 3) supports to be provided by professional School District staff.

#### **3. Student Support Services**

- An effective and coordinated team of professionals that provide sufficient social, emotional, physical, and academic support to all students in need of tier 2 or tier 3 support
- CMs meet regularly with the student support team to co-construct and monitor progress of tier 2 interventions and tier 1 support

### Student Engagement

#### **4. School Mindset & Culture:**

- A positive attitude and dedication of administrators, faculty, and staff toward the success of their students
- Corps members (CMs) understand and advance school culture

#### **5. Attendance Program**

- A strong school-wide attendance program, led by a school-based attendance team, that has defined policies, incentives for attending, and data-informed interventions for chronic absenteeism
- CMs support school-wide attendance initiatives and support consistent attendance of focus list students

#### **6. Behavior Approach / Disciplinary System**

- A well-defined, school-wide behavior approach that utilizes student behavior data to support positive behavior and provide behavior interventions for struggling students
- CMs have defined role as positive behavior coaches throughout the day

#### **7. Family Engagement Program**

- A strong family engagement program that recognizes and engages parents as important partners in their child's education and welcomes them into the school
- CMs add capacity to existing efforts and initiate additional engagement opportunities for families, with specific attention to the families of focus list students

### Teaching and Learning

#### **8. Instructional Program / Curricula**

- Consistent curriculum, learning goals, and instructional pedagogy across the school
- CMs are trained on curricula and accompanying intervention strategies and coordinate with teachers on how to best support instructional practice

#### **9. Core Content Specialists**

- Full-time core content specialists work closely with teachers to enhance content delivery, coordinate and evaluate intervention strategies, and advise on differentiating instruction in classrooms
- CY has access to core content specialists in literacy/ELA and math, who provide training and support to CMs for targeted interventions and classroom support

#### **10. Training / Professional Development**

- Training is provided to all staff on the school's instructional philosophy, data use and management, school culture programs, community and family involvement, and school-specific issues
- CMs and City Year staff are invited to participate in all appropriate trainings

### School Organization

#### **11. Student Cohorts / Grouping**

- Students organized into cohorts that travel together throughout the day and teacher teams monitor progress across disciplines

- Each CM follows one cohort through ELA and math courses and has a focus list of students in that cohort

#### 12. Master Schedule

- A master schedule that allows for double dosing for students who are behind in math and ELA, and common planning time for teacher teams and corps members
- CMs support students in core courses, support double dosing, provide interventions, and coordinate with their teacher team

#### 13. Extended Learning Time

- School accommodation and support for before school, after school and/or extended learning periods to engage students in enrichment activities, tutoring, or other structured learning programs
- CMs plug into existing program structure and implement standard CY offerings (e.g., service learning, enrichment clubs, targeted tutoring, and homework assistance)

# Statement of Agreement

## City Year Rhode Island and Providence Public School District

### School Years 2013-2015

#### I. CONTRACT AND AGREEMENT SUMMARY

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##### I.1. Definition of Contract

This Statement of Agreement, along with all Appendices, (the "Agreement"), being entered into this 25th day of July, 2012, shall establish the agreed upon terms and relationship between City Year Rhode Island ("City Year" or the "Contractor") and Providence Public School District (the "School District") for the 2013-2015 school years.

##### I.2. Partnership Narrative

City Year will partner with the School District and specifically selected schools (the "School Partners") to implement City Year's research-based Whole School, Whole Child service model ("the Model"). City Year recruits, prepares and leads diverse AmeriCorps members aged 17- to 24 years ("Corps Members") for a year of full time service in schools as near-peer tutors, mentors and role models to help students stay on track to graduation. Corps Members are placed in specific and mutually agreed upon schools within this School District to work in conjunction with school staff and members of the school community to help improve student attendance, behavior and coursework through academic support, attendance monitoring and incentives, positive behavior support, after-school programming and in-school programs and activities, such as assemblies and celebrations.

##### I.3. Scope of Partnership

- I.3.1. **Time Bounds of Agreement:** This Agreement shall be effective as of July 1, 2012 and shall extend through June 30, 2015 subject to annual review, unless terminated by either party in accordance with Section 8 of this Agreement.
- I.3.2. **Whole School, Whole Child:** The School District and City Year have entered a partnership to support the full time service of 5 teams of 7-10 AmeriCorps Members to implement the Whole School, Whole Child Model in 5 schools within the School District's jurisdiction during Year 1 of the Agreement, the 2012 - 2013 school year according to the terms of service specified in the Statement of Partnership of each school. Information in this section (Section I.3) of the Agreement is subject to change and contingent on the availability of adequate AmeriCorps funding. Any changes will be documented in an Addendum to this Agreement.

##### I.4. Partnership Goals

- I.4.1. **City Year Outcome Objectives:** In partnership with the School District, City Year will deliver services agreed upon with school partners to support the following outcomes that research proves are indicators of increased likelihood of high school graduation (see details in Appendix A):
- Improved student attendance: In addition to universal attendance initiatives, City Year will work with a subset of chronically absent students placed on corps members' "focus list".
  - Improved positive student behavior: In addition to whole school PBIS support, corps members will offer behavior coaching to a subset of students with a high frequency of behavior infractions.
  - Higher achievement in ELA/Literacy and Math: Corps members will offer whole school math and ELA initiatives, whole classroom support and 1:1 or small group intervention in math and literacy.
- I.4.2. **School Specific Goals:** City Year shall, in conjunction with the School District and each School Partner, develop criteria by which to gauge and measure whether it meets targeted goals of improving student attendance, student behavior and coursework.

##### I.5. Program Participation



- 1.5.1. **School District Participation:** The School District, acting on behalf of the School Partners, agrees to partner with City Year to implement the Model in accordance with the terms of this Agreement. The School District agrees to support and advocate for the Conditions for Partnership Success at each partner school that are critical to the Model's effectiveness, as described in Appendix C.
- 1.5.2. **City Year Participation:** City Year agrees to support the implementation of the Model in coordination with each School Partner and the School District as provided in this Agreement.

## **2. RESPONSIBILITIES OF CITY YEAR**

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### **2.1. Implementation of the Whole School, Whole Child Model**

City Year will implement the Whole School, Whole Child Model as described in Appendix A, Section A.1 and A.2, in partnership with the leadership and staff of each School Partner according to the terms agreed upon in the Statement of Partnership and in partnership with the School District. The Model, this Agreement and each Statement of Partnership will be reviewed annually or as needed for possible revisions due to implementation experiences and local circumstances.

### **2.2. Leadership and Management**

City Year Rhode Island is led by a team of professionals who are committed to the terms of this Agreement and the success of the partnership with the School District overall, as outlined in Appendix A, Section A.4. This leadership team agrees to:

- Recruit and prepare diverse teams of 17-24 year old corps members for service with School Partners
- Facilitate partnership communications, planning and assessment with the School District and each School Partner
- Ensure that all appropriate School District and School Partner personnel sufficiently understand the City Year Model, Objectives, and Operating Conditions for Partnership Success

### **2.3. Preparation and Management of Corps Members**

- 2.3.1. **Training:** City Year agrees to prepare corps members for successful implementation of the Whole School, Whole Child Model by:
- Providing Corps Members with start-of-year and on-going training to prepare them for their service to the school, as described in Appendix A, Section A.3
  - Co-facilitating a process with each School Partner for integrating the City Year team into the school
  - Coordinating with the School District to include Corps Members in necessary trainings on district-wide strategies and curricula
- 2.3.2. **Management:** City Year will provide a full-time professional staff member to oversee and support each team, including preparation, training and on-going performance management.
- 2.3.3. **Corps Member Role, Obligations and Restrictions:** City Year will ensure that each Corps Member and all School Partner staff understand the role, obligations and restrictions of Corps Members as outlined in the Program Model and AmeriCorps guidelines (Appendices A and B).
- 2.3.4. **Termination of Service Term:** In the event that a Corps Member is unable to complete his/her responsibilities to the team, the number of Corps Members assigned to the project team will not be supplemented.
- 2.3.5. **Background Check:** City Year will ensure that Corps Members undergo background checks compliant with AmeriCorps regulations. City Year will share details and/or results of these checks with the School Partner and/or School District as requested. If the School District requires additional checks, the School District may conduct its own background checks on Corps Members, at its own expense, but must be willing to share the results with City Year within a prompt timeline.

## 2.4. Accountability and Reporting

- 2.4.1. **AmeriCorps Reporting:** City Year is held accountable to the outcomes agreed upon with AmeriCorps and will report results as required by AmeriCorps reporting regulations.
- 2.4.2. **Reporting to Stakeholders:** City Year will report outcomes for City Year school-based initiatives to funders, and other partners, in accordance with the data confidentiality agreement outlined in Section 4. All data will be reported in aggregate.
- 2.4.3. **Sharing Results:** City Year will share results on relevant initiatives with the School District and School Partners on a regular basis.

## 3. RESPONSIBILITY OF SCHOOL DISTRICT

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### 3.1. Primary Liaison

The School District will designate a primary liaison, with sufficient time, requisite authority and appropriate capabilities to manage and provide support for the partnership throughout the service year. The liaison will meet quarterly with City Year leadership, along with other relevant district leaders, to support optimal City Year integration and the advocate for the requisite Conditions of Partnership Success for maximum impact in each partner school.

The Primary Liaison will be: Paula Shannon, Chief Academic Officer [

### 3.2. Support and Training for Corps Members

- 3.2.1. **Training:** The School District will provide training to Corps Members on necessary district-wide topics, including, but not limited to, the School District's educational philosophy, history and strategic priorities; common curricula; relevant legal processes; and expectations of staff.
- 3.2.2. **Materials:** The School District will make available any materials that are imperative to the Corps Members' ability to deliver the Whole School, Whole Child model in Partner Schools, including, but not limited to, common district curricula materials, existing intervention programs materials, and codes of conduct or handbooks for staff, parents and/or students.
- 3.2.3. **Understand Corps Member Role, Obligations and Restrictions:** The School District will understand and support the proper role of corps members according to the Whole School, Whole Child Model and AmeriCorps Federal Regulations, as outlined in Appendices A and B., respectively, and including
  - Assurances that Corps Member activities are compliant with non-supplantation, non-duplication and non-displacement AmeriCorps restrictions
  - Written assurances that the District's local labor union concurs that Corps Member activities do not displace current employees or duplicate staff positions
  - Tutoring program requirements to ensure the tutoring activities the School Partner wants Corps Members to engage in are compliant with AmeriCorps regulations (see Appendix B)
  - Understand that as AmeriCorps members, City Year Corps Members are eligible to be redeployed by the Corporation for National and Community Service in case of emergency or state disaster.

### 3.3. Engaging the Broader Community and Providing Support for National Service

The School District agrees to:

- Collaborate with City Year to provide service, education and engagement opportunities to promote corporate and civic engagement within the community.
- On occasion, provide testimony on the partnership between City Year and the School District for the purposes of fundraising, community outreach, supporting National Service, etc.

## 4. DATA SHARING AND EVALUATION

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- 4.1. Use of Data:** City Year uses formative and summative student-level performance data in partnership with school personnel to:
- To identify students in need of support, monitor student progress, and plan and track interventions
  - Co-construct with teachers or other professionals the right (tier 2) interventions in the right dosage for focus students
  - Set goals with students and celebrate successes in the classroom and school
  - Inform program design and improve quality of service
  - Report on performance metrics to School Partners and the School District

In order to effectively utilize the data in a timely manner, it is expected that City Year and each school partner will participate in bi-weekly student progress meetings between representatives from City Year and the school's student support team (or reasonable proxy). These meetings will use data to assess student progress and make decisions regarding student participation in the partnership's targeted interventions. The schedule of meetings will be set before the beginning of service.

**4.2. Agreement Concerning Data Use:** To facilitate the delivery of City Year's instructional services by focusing tutoring and other activities to the right students at the right time,

<p>City Year agrees to:</p> <ul style="list-style-type: none"> <li>▪ Periodically review student progress in coordination with representatives from each School Partner's student support team (or reasonable proxy) and make decisions regarding student participation in the partnership's targeted interventions</li> <li>▪ Complete periodic reports on behalf of the partnership to City Year's stakeholders, including the School District and AmeriCorps</li> <li>▪ Share evaluation reports from evaluations commissioned by City Year</li> <li>▪ Track key outputs data related to City Year's core services</li> </ul>	<p>The School District agrees to:</p> <ul style="list-style-type: none"> <li>▪ Provide a primary data collection liaison to ensure that schools and/or School District provides student level data regarding City Year's impact on a timely basis</li> <li>▪ Help facilitate the completion of surveys and report data in a timely basis for internal or external reporting of our impact, including Mid-Year and End-of-Year Principal, Liaison and Teacher Surveys; Youth Surveys; other pre-arranged efforts that will assist City Year to report on our performance and impact</li> <li>▪ Facilitate and/or support the collection of formative and summative student-level data as outlined below.</li> </ul>
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- 4.3. Data Requested:** From its partner schools, City Year seeks access to student-level pupil record information, including:
- Formative literacy and math assessment scores
  - School ELA and math formative assessment data and quarterly/trimester course grades
  - Interim assessment scores in ELA and math
  - Monthly student-level attendance data
  - Monthly behavior data (e.g., behavior grades, suspensions, and/or office referrals)

**4.4. Confidentiality:** City Year and the School District will maintain the confidentiality of any and all student data exchanged as part of this Agreement. Confidentiality requirements will survive the termination or expiration of this Agreement. To ensure the continued confidentiality and security of student data, City Year and School District security plans will be followed. Additional information on Confidentiality can be found in Appendix C.1.

**4.5. FERPA:** City Year uses data in partnership with the school and School District in the legitimate educational interest of students, by reviewing student level data to identify which students need supports and to modify those supports in response to data, aligning with the requirements listed in 34 C.F.R. section 99.31 of the Federal Education Records Privacy Act (FERPA). Additional information on FERPA alignment can be found in Appendix C.2.

**4.6. Data Agreement:** The School District and City Year agree to adhere to the terms outlined above as well as the additional terms of the Data Sharing and Confidentiality Agreement, to be signed upon execution of this Agreement or Consultant Contract.

## 5. COMMITMENT TO BUILDING SUCCESSFUL PARTNERSHIPS

**5.1. Conditions for Partnership Success:** City Year has identified a set of school operating conditions, the "Conditions for Partnership Success", that enable optimal integration of the Whole School, Whole Child Model into each school's culture and operating structure to achieve maximum impact on student achievement. These Conditions for Partnership Success are listed and explained in Appendix C.

City Year, with the support of School District leadership, will ensure that leadership at each partner school fully understands the Whole School, Whole Child model and the Conditions for Partnership Success, and develop a comprehensive plan to achieve mutual goals together. This collaborative effort will be made possible by regular communication and a deliberate meeting structure between City Year and district leadership.

This Agreement establishes that the School District fully understands Conditions for Partnership Success and will support the establishment of these conditions to the extent possible in coordination with each School Partner.

**5.2. Communication, Notification and Problem Solving:** City Year and the School District agree to develop an efficient and frequent communication system through which the two parties can work together throughout the year to:

- Ensure that all district and school staff working with City Year fully understand the Whole School, Whole Child Model and the Conditions for Partnership Success to the extent necessary to implement the Model as intended
- Ensure that the Corps Members' service is in accordance with the partnership overview and goals outlined in this Agreement and its Appendices
- Regularly assess, discuss and troubleshoot delivery of the Model in Partner Schools
- Communicate any changes in City Year or the School District priorities, operating structures or conditions, relevant to the success of the partnership, in a timely manner

**5.3. School Partner Selection Process:** To ensure that City Year is optimally deployed in district schools, City Year, with the support of School District leadership, will undergo a thorough due diligence process as part of the school selection and on-boarding processes. This due diligence may include, but is not limited to:

- Assessing school profiles and needs based on academic and engagement factors such as average class size, student proficiency rates, student mobility rates, etc., to determine the relative degree of difficulty for implementing the Model in a particular school
- Interviewing school leadership to develop a comprehensive understanding of the school's current and planned operating conditions and to increase the school's knowledge of the Whole School, Whole Child Model and how City Year and the school can work together toward mutual goals
- Completing a Statement of Partnership to document agreements made to strengthen the relationship between City Year and the School Partner (See Appendix G)
- Undergoing a ramp-up and onboarding process to ensure City Year is set up for success and maximum impact in the school, including relationship building, awareness and education, and administrative activities

## **6. FINANCIAL SUPPORT**

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In exchange for City Year's above mentioned student support services, PPSD agrees to compensate City Year for each year of this 3-year partnership term (academic years 2013-2015). For academic year 2013, this compensation amounts to \$400,000 for 40 corps members deployed to five low-performing PPSD schools. In the future years of this contract, this total compensation may increase with the size of the City Year corps deployed to PPSD schools. The opportunity to increase the number of City Year corps members within existing partner schools (to saturate target grades) and to new partner schools (to build out continuum of care in target feeder patterns) over the course of this multi-year agreement will be reviewed on an annual basis.

## **7. GRIEVANCE POLICY**

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In the event that issues arise between the School District, the School Partner, and City Year, the following steps will be taken, in this order, to facilitate issue resolution:

1. Either a City Year Staff Member and School Partner or School District Liaison will request a meeting with each other (and any other involved parties) to discuss the issue and attempt a resolution. A written summary of this discussion will be created and placed in both parties' project files.
2. In case the issue is not resolved, either party can choose to either hold another meeting, or elevate the discussion to the Executive Director of City Year, Principal, or Superintendent of the School District and the Service Director if

the issue is related to the service being performed or the City Year Program Director if the issue is related to Corps Member management. This meeting will be used to discuss the issue and attempt a resolution. A written summary of this discussion will be created and placed in both parties' project files.

3. If a resolution is still not achieved, and the issue is serious enough according to the discretion of the Service Director/Program Director and the Executive Director or Principal, the team may consider suspension of the partnership. The parties may decide to meet again at the end of the service year to discuss whether the partnership will continue the next year. If the parties decide to suspend the relationship, a written summary of the discussion will be created and placed in both parties' project files.
4. If there is a resolution after any of these meetings, but the issue arises again following the discussion, City Year and the School District should decide whether to start again at the beginning of this process or escalate this issue to the next step in the process, depending on the seriousness of the issue.

Issues that may result in the suspension of the partnership may include, but are not limited to: a) gross violations of conduct by either a member of the School District or City Year team or b) failure to uphold the expectations in this document by either party.

## **8. PARTNERSHIP ASSESSMENT**

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City Year and the School District agree to hold a minimum of three partnership assessment meetings during the course of the year – in the fall, spring and end of the service year – to monitor progress towards the partnership goals and outcomes. At a minimum, these will engage the City Year Service Director, City Year Executive Director, School District Liaison, and other district leaders with whom City Year is collaborating. In these reviews, the parties may agree to modify the objectives and projects in light of the knowledge, experience and achievements. In addition, this partnership will be reevaluated at the end of the service year to determine the nature of the on-going relationship between City Year and the School District.

## **9. INDEMNITY**

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The School District agrees to indemnify and hold harmless City Year, its officers, directors, agents, and employees, from and against any and all third party claims, demands, obligations, causes of action and lawsuits and all damages, liabilities, fines, judgments, costs and expenses, including attorney's fees, which may be incurred or sustained by reason of the failure of the School District to fully comply with the terms and obligations of this agreement.

City Year, Inc agrees to indemnify and hold harmless the School District., its officers, directors, agents, and employees, from and against any and all third party claims, demands, obligations, causes of action and lawsuits and all damages, liabilities, fines, judgments, costs and expenses, including attorney's fees, which may be incurred or sustained by reason of the failure of the City Year to fully comply with the terms and obligations of this agreement.

## **10. TERMINATION**

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City Year and/or the School District may, without prejudice to any right or remedy it may have due to any failure of either party to perform its obligations under this agreement, terminate the agreement, in writing, if there is a breach of contract and must submit a 60-day written notice to the other party. Changes to the agreement, however, may be made at any time if agreed to by both parties.

## **11. PUBLICITY**

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In order to promote and sustain the partnership as outlined in this Agreement, City Year and the School District agree to collaborate on public outreach opportunities, which may include, but is not limited to, speaking events, media engagement, fundraising campaigns and the creation of promotional materials.

12. AFFIRMATIONS

Providence Public School District and City Year Rhode Island hereby acknowledge by their signatures that they have read, understand and agree to the terms of this Agreement and all appendices.

Dr. Susan Lusi, Authorized Signature Superintendent, Providence Public School District	Date
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Jennie Johnson Executive Director, City Year Rhode Island	Date
--	------

Evelyn Barnes Chief Financial Officer, City Year, Inc.	Date
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## DATA SHARING AND CONFIDENTIALITY AGREEMENT

This Data Sharing and Confidentiality Agreement (as amended, this "Agreement") is effective as of August 31, 2012 between the Providence Public School District, a department of the City of Providence (the "PPSD") and City Year Rhode Island (the "Provider").

### RECITALS:

WHEREAS, the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) (as amended and in effect from time to time, and including any successor statute, "FERPA") establishes a right of privacy for student data based on a rule of non-release of individually-identifiable data to anyone outside the student's institution or to persons inside the institution who have no legitimate need for the information without the express written permission of the student or the student's representative; and

WHEREAS, FERPA contains a limited exception to the general rule when information is to be used by organizations acting for the PPCSD as school officials with a legitimate educational interest for the purposes of providing the professional services. See 20 U.S.C. § 1232g(b)(1)(F) and 34 C.F.R. § 99.31(a)(1)(i)(B)(1); and

WHEREAS, under an existing agreement for professional services dated 8/1/12 (the "Services Agreement"), Provider is acting for the PPCSD as a school official to provide specified services; and

WHEREAS, Provider is performing a service or function for which the District would otherwise use employees; and

WHEREAS, this Agreement is entered into pursuant to the relationship between the parties that falls within the exception to FERPA related to outside contractors/consultants as school officials to provide certain institutional services and functions on behalf of educational institutions; and

WHEREAS, the PPCSD has specified at least annually in a FERPA notification to parents/guardians that it uses outside contractors/consultants as school officials to provide certain institutional services and functions such as those set forth in this Agreement; and

WHEREAS, Provider represents that it has the knowledge, skill and resources necessary to provide and maintain a web-based data management system that is sufficiently secure and encrypted to protect confidential information.

NOW, THEREFORE, for good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

### AGREEMENT:

#### PURPOSE

The purpose of this Agreement is to memorialize, and the parties hereby agree to, the following:

- 1) that Provider shall provide certain institutional services and functions (as defined in Services Agreement for professional services dated 8/1/12) on behalf of the PPCSD that require access to student educational records as a necessary part of efficiently and effectively providing and evaluating the services; and

- 2) that Provider shall be under the direct control of the PPSD with respect to the use and maintenance of the Student Data (defined under Scope) and other education records, and is subject to the requirements of 34 C.F.R. § 99.33(a) governing the use and redisclosure of personally identifiable information from education records;
- 3) that Provider agrees that the sharing of data under the Services Agreement is contingent upon compliance with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232, its implementing regulations (34 C.F.R. § 99.30, *et seq.*) and other applicable laws and regulations ("FERPA").

### SCOPE

For purposes of providing and evaluating the professional services described in the Services Agreement, Provider shall comply with all requirements of FERPA, including 34 C.F.R. section 99.31 (a) (6). Under the Services Agreement and this Agreement, the PPSD may allow access to and share the following personally identifiable student data (such data, the "Student Data") to Provider for use only as necessary to provide and evaluate professional services.

The Student Data that will be made available to Provider is for 1.) identification of students needing services based on criteria defined by Provider (criteria run by PPSD and student data to be provided will only include students meeting the criteria with the data defined below); and 2.) Student Data for those students who are receiving the professional services from Provider and not for the entire PPSD student population. Student Data will only be shared for Pleasant View Elementary (incoming grades 3-5 for 2012-2013), Roger Williams, Del Sesto, Esek Hopkins, and Gilbert Stuart Middle Schools (incoming grades 6-8 for 2012-2013). The following Student Data will be shared for the 2012-2013 academic calendar year:

(Sept 2012) Student Identification to Receive Services for students who meet ANY ONE of the following eligibility criteria (using 2011-2012 Student Data for students currently enrolled for 2012-2013):

1. Student ID
2. Directory information (mailing address, contact information)
3. Demographics (NCLB categories)
4. Homeroom teacher (if available)
5. Courses and teachers (if available)
6. (for grades 3-8) Attendance rate between 75% - 89%
7. (for grades 5, 6, 7, 8) GRADE Assessment End of Year 2012 total test stanine of 3 or 4
8. (for grades 3, 4) DIBELS Next End of Year 2012 score levels of below benchmark
9. (for grades 4, 5, 6, 7, 8) NECAP Reading or Math (Oct 2011) achievement level of 2
10. (for grades 7, 8) Math or ELA final (quarter 4) 2012 course grade of D or F (or E) including intervention courses.

(November 30, 2012; March 22, 2013; June 28, 2013) For Evaluation of Professional Services for only those students who are receiving services – for data available at the time of extraction:

1. Student ID
2. Directory information (mailing address, contact information)
3. Demographics (NCLB categories)



4. Homeroom teacher
5. Courses, teachers and marks including intervention courses (for ELA and Math only)
6. NECAP Reading and Math achievement levels (Oct 2012)
7. Number of days enrolled (year to date for all schools of attendance in 2012-2013)
8. Number of days absent (year to date for all schools of attendance in 2012-2013)
9. Number of days tardy (year to date for all schools of attendance in 2012-2013)
10. Number of out-of-school suspensions (year to date for all schools of attendance in 2012-2013)
11. GRADE total test stanine (BOY @ 11/30; MOY @ 3/22; EOY @ 6/28)
12. DIBELS Next composite benchmark score (BOY @ 11/30; MOY @ 3/22; EOY @ 6/28)

The Student Data listed above will be made available through the PPSD Office of Research, Planning and Accountability ("RPA"). All additional requests for access to Student Data must be made to the Office of RPA.

On or before July 30, 2013, Provider shall provide to the PPSD a written report, including a summary in an aggregate form, of the professional services provided and dosage of such services for each school in PPSD, and will meet with PPSD officials to discuss this written report. Provider will also send a list of PPSD students receiving services.

Provider will administer student, teacher, and principal surveys. The procedures and methodology to be used must be documented in an application to the Office of RPA in accordance with standard operating procedure for research requests.

#### **COMPLIANCE WITH FERPA**

In accordance with FERPA (see 34 CFR § 99.30 *et seq.*), Provider shall comply with the following conditions:

- "Confidential Information" means any and all information of either party disclosed or otherwise made available to or learned by the parties under this Agreement or the Services Agreement, which is designated as "confidential" or "proprietary" or which, under all of the circumstances, ought reasonably to be treated as confidential, and includes, but is not limited to, Student Data and all PPSD student records and personnel records.
- Confidential Information of either party (and any derivative works thereof or modifications thereto) is and will remain the exclusive property of that party. Neither party shall possess or assert any lien or other right against or to Confidential Information of the other party. No Confidential Information of either party, or any part thereof [including, without limitation, any District Information (as defined below)], will be sold, assigned, leased, or otherwise disposed of to third parties by the other party or commercially exploited by or on behalf of Provider, its employees or agents.
- "District Information" means all information, in any form, furnished or made available directly or indirectly to Provider by PPSD or otherwise obtained by Provider from PPSD in connection with the Services Agreement, including all information of PPSD or any PPSD affiliates to which Provider has had or will have access, whether in oral, written, graphic or machine-readable form.

- Provider acknowledges and agrees that PPSD's Confidential Information includes confidential student and employee information that is protected by applicable law, including but not limited to, FERPA and the so-called Health Insurance Portability and Accountability Act of 1996 (HIPAA) Privacy and Security Rules, its implementing regulations and other applicable laws and regulations ("HIPAA"). Provider personnel may, by nature of the services, have the ability to defeat security provisions on PPSD devices and may, by the nature of their work, have access to systems and devices containing Confidential Information, but have no need to actually access such Confidential Information in order to perform services. Provider therefore agrees to use commercially reasonable efforts to avoid unnecessary exposure by Provider personnel or others to Confidential Information. Provider further agrees to comply, and agrees to require its personnel to comply, with all applicable laws relating to the access, use and disclosure of Confidential Information.
- During the course and scope of its services, Provider will gain knowledge of or have access to, including electronic access to, or otherwise have disclosed to it, Student Data and other Confidential Information, and Provider understands that such access or disclosure is made only to the extent necessary to perform its duties within the course and scope of the Services Agreement, and Provider and its personnel will use Confidential Information for no other purpose. Provider will disclose Student Data and other Confidential Information only to its personnel with a need to access such data as a necessary part of the performance of the Services Agreement. The names of the persons to whom such information may be disclosed is listed on Exhibit A, which Exhibit A shall be updated by Provider as necessary to inform the PPSD of the persons having access to such information.
- The Student Data will not be accessible by any person other than the Provider personnel who require such access in order to conduct activities for the PPSD under the Services Agreement. Provider shall provide and evaluate services in a manner that does not permit personal identification of parents and students by anyone other than personnel of Provider authorized by this Agreement with legitimate educational interests under the Services Agreement.
- Provider shall require and maintain an appropriate confidentiality agreement (Exhibit B) from each of its personnel listed in Exhibit A with access to Confidential Information, including Student Data. Provider will permit access to Confidential Information only to its personnel who require such access in order to develop, exchange, maintain, analyze, and evaluate information for purposes of the Services Agreement.
- The data shall be securely stored under lock and key in the Provider Program and Service Office, which is located in room 2 at 77 Eddy Street (Floor 2), Providence, Rhode Island 02903. If Provider uses a data management system that is an electronic database for storing Student Data, then such data must be secured and protected in a manner that would be considered consistent with industry standards at a minimum, and all managers and other persons with access to such data must meet the FERPA requirements of persons having access to such data (e.g. each such person must require such access in order to conduct activities for the PPSD under the Services Agreement), and must be listed in Exhibit A, and must sign the confidentiality agreement in Exhibit B.

- Neither Provider nor any of its personnel may release data or results if such data or results include individual person, district- or state-identifiable data or results, either directly or inferentially, unless agreed by the parties in writing on a case by case basis.
- Provider shall destroy all Confidential Data when no longer needed for the purpose of the Services Agreement, and such destruction shall be certified by an officer of Provider under penalty of perjury (Exhibit C).
- No release of reports or information based on any Confidential Data will include any personally identifiable information, as defined under FERPA. Such definition is currently defined as:
  - (a) The student's name;
  - (b) The name of the student's parent or other family members;
  - (c) The address of the student or student's family;
  - (d) A personal identifier, such as the student's social security number, student number, or biometric record;
  - (e) Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name;
  - (f) Other information that, alone or in combination, is linked or linkable to a specific student or family that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student or family with reasonable certainty; or
  - (g) Information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the education record relates.
- Provider obligations to comply with FERPA requirements will survive the termination of this Agreement.
- Provider shall defend, indemnify and hold harmless the PPSD, and its elected and appointed officials, officers, directors, employees and agents from any loss, claim, damage, expense or liability (including attorneys' and other litigation fees and costs) that results from Provider's performance or lack of performance under this Agreement.
- Provider agrees that PPSD makes no warranty concerning the accuracy of the Confidential Information, including the Student Data, provided.
- The parties will each cooperate fully in resolving any actual or suspected acquisition or misuse of Confidential Information.
- Notwithstanding the terms of this Agreement, the parties may disclose Confidential Information if disclosure is required by law in response to a valid order of a court of competent jurisdiction or authorized government agency, provided that the disclosing party must provide the other party prompt notice of the order and reasonably cooperate with efforts to receive a protective order or otherwise limit disclosure.

Provider hereby represents that it has the knowledge, skill and resources necessary to provide and maintain a web-based data management system that is sufficiently secure and encrypted to protect confidential information.

### DURATION

This Agreement shall be effective as of the date written in the introductory paragraph and shall expire on the date of the existing agreement for professional services dated 8/1/12 (expires 6/30/15). However, compliance with FERPA is subject to survival of any provisions in accordance with their specific terms.

### AMENDMENTS, ETC.

No amendment or waiver of any provision of this Agreement, nor consent to any departure by any party from, or any addition to, the written terms of this Agreement, is effective unless such amendment, waiver, or consent is in writing, executed by both parties, and specifically identifies itself as an amendment, waiver, or consent, as the case may be, to this Agreement. In any event, any waiver or consent is effective only as to the specific addressee, in the specific instance, and for the specific purpose given. No failure or delay in exercising any right or remedy, or in requiring the satisfaction of any condition, under this Agreement, and no act, omission or course of dealing between the parties, operates as a waiver or estoppel of any right, remedy, or condition.

This Agreement is a part of the Services Agreement, and any default under this Agreement constitutes a default under the Services Agreement.

### SIGNATURES

THE PARTIES HERETO hereby execute this Agreement.

PROVIDENCE PUBLIC SCHOOL  
DEPARTMENT

By: \_\_\_\_\_

Marco Andrade, Ph.D.  
Director of Research, Planning &  
Accountability

As authorized signee on behalf of

Susan F. Lusi, Ph.D.  
Superintendent

PROVIDER

By: \_\_\_\_\_

Name: Evelyn Barnes  
Title: Chief Financial and Administrative  
Officer

# EXHIBIT A

## Organization Personnel Authorized to Access Student Data

Personnel Name:	Title:	Purpose for Accessing Data:
Patrick Amarante	Corps Member	<ul style="list-style-type: none"> <li>- Receive printout of information pertaining only to students receiving support services;</li> <li>- Discuss student performance and service impact potential with teacher</li> </ul>
Stephane Andrade	Corps Member	
Elizabeth Balogun	Corps Member	
Caroline Bancroft	Corps Member	
Chris Bavaro	Corps Member	
Esther Cajahuaranga	Corps Member	
Rhys Luke Clemmons	Corps Member	
Robert Crook	Corps Member	
Alexandra DePeri	Corps Member	
Kimberly Domercant	Corps Member	
Derek Flori	Corps Member	
Eden Friedman	Corps Member	
Monique Gabriel	Corps Member	
Geoff Gillies	Corps Member	
Clayton Hawes	Corps Member	
Shelbi Hoover	Corps Member	
Rachel Labrecque	Corps Member	
Erica Laguerre	Corps Member	
Alex MacKenzie	Corps Member	
Kirsten Newton	Corps Member	
Courtney O'Keefe	Corps Member	
Emmanuel Yaw Peprah	Corps Member	
Leah Powell	Corps Member	
Sunaina Rao	Corps Member	
Robert Rennie	Corps Member	
Takara Roderick	Corps Member	
Lily Rosenthal	Corps Member	
Abigail Schottenfels	Corps Member	
John Sheng	Corps Member	
Kush Shukla	Corps Member	
Savanna Sklar	Corps Member	
Carl Soares	Corps Member	
Hilda Sullivan	Corps Member	
Amy Waddell	Corps Member	
Sam Walton	Corps Member	
Ebone Worthey	Corps Member	
Myrcka del Rio	Senior Corps Member – Team Leader	<ul style="list-style-type: none"> <li>- Receive printout of information (with names) pertaining to students receiving supports; Access cyIMPACT;</li> <li>- Informs discussion with school personal for student identification;</li> <li>- Informs dosage and impact of services provided;</li> <li>- Discuss student performance and service strategy with teacher.</li> </ul>
Stephen Larbi	Senior Corps Member – Team Leader	
Raques McGill	Senior Corps Member – Team Leader	
Brittini Paliotta	Senior Corps Member – Team Leader	
Chen Zhang	Senior Corps Member – Team Leader	
Calla Mattox	Senior Corps Member – Project Leader	
Nora Crowley	Service Director	
Christina Cotto	Program Director	
Jenna Maieli	Program Manager	
Monsurat Otun	Program Manager	
Justin "Jesse" Cohen	Training & Events Manager	<ul style="list-style-type: none"> <li>- Access through cyIMPACT;</li> <li>- Work with School Partners to identify population to receive services and evaluate quality of</li> </ul>
Theresa Dougherty	Development Manager, Grants and Operations	

<u>Kim Noble</u>	<u>Development Director</u>	<u>service implementation.</u>
<u>Gretchen Biesecker</u>	<u>Vice President of Evaluation</u>	<ul style="list-style-type: none"> <li>- <u>Access through cyIMPACT:</u></li> <li>- <u>Data System Support</u></li> <li>- <u>Access through cyIMPACT:</u></li> <li>- <u>Accountability to program partners, funders, and sponsors.</u></li> <li>- <u>Access through cyIMPACT:</u></li> <li>- <u>Compile, analyze, and aggregate data</u></li> <li>- <u>Report (by site and network) aggregated dosage and impact</u></li> <li>- <u>Provide support to City Year Rhode Island</u></li> </ul>
<u>Erica Manoppo</u>	<u>Evaluation Data Coordinator</u>	
<u>Carlton Durkee</u>	<u>Senior Application Architect</u>	
<u>Patrick W.W. Evans</u>	<u>Business Systems Manager</u>	
<u>Welles Hatch</u>	<u>Chief Information Officer</u>	
<u>Jessica Tan</u>	<u>Evaluation Analyst</u>	
<u>Brendan Longe</u>	<u>Evaluation Coordinator</u>	
<u>Ashley Kurth</u>	<u>Evaluation Director</u>	
<u>Jason Waite</u>	<u>Vice President, Impact Development</u>	
<u>Bethiel Girma</u>	<u>National Director of Student Engagement</u>	
<u>Melissa Rowker</u>	<u>National Manager of Math Initiatives</u>	
<u>Mari Mermelstein</u>	<u>Online Math Content Specialist</u>	
<u>Rachael Alexander</u>	<u>National Manager of Literacy Initiatives</u>	
<u>Jeff Kasowitz</u>	<u>Vice President, School Relations</u>	
<u>Jeff Joseph</u>	<u>National High School Impact Manager</u>	
<u>Jennie Johnson</u>	<u>Executive Director City Year RI</u>	

ANGEL TAVERAS  
Mayor

# Providence Schools

Providence Public School District  
Purchasing Office  
797 Westminster Street  
Providence, RI 02903-4045  
tel. 401.456.9264  
fax 401.456.9292

SUSAN F. LUSI, Ph.D.  
Superintendent

September 24, 2012

The Honorable Angel Taveras, Chairman  
Board of Contract & Supply  
City Hall  
Providence, RI 02903

Dear Mayor Taveras:

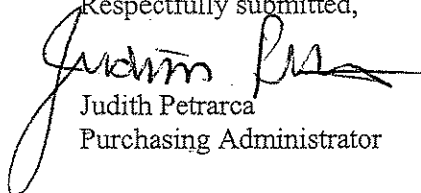
The Providence School Department/Federal Programs-Title I respectfully requests the Board of Contract and Supply to **approve entering into a contract with RI Student Assistance Service in an amount not to exceed \$317,372.00.**

This agency provides Substance Abuse Counselor services at the Middle and High School level. In 1987, legislation was passed to establish a statewide Student assistance Program for high schools. In 1989, new legislation was introduced to expand the program to middle schools. RIEAP, Inc. is funded by the Department of MHRH, Division of Behavioral Healthcare Services to implement the Student Assistance Program statewide including the Providence School District. The total cost for the program is \$448,076.00. Providence School Department will pay \$317,372.00 for the 5.8 full time programs and the Department of MHRH funds the difference in the cost which is \$130,704.00.

Federal funds for this project are regulated by the Department of Education. The Federal Office of the School Department is merely the custodian of the funds, and the School Department requests the Board of Contract and Supply approve this program.

Funding is available in account 21 04501-214102500 53218 21021100-13-01 C3218-Title I.  
(Contingent Upon Funding.) *ACV*

Respectfully submitted,

  
Judith Petrarca  
Purchasing Administrator

MINORITY/WOMEN PARTICIPATION \$ 0 0 %

The Providence School District, hereinafter referred to as "District," and independent contractor, Sarah Dinklage of Rhode Island Student Assistance Service, hereinafter referred to as "Consultant," enter into a contract on this the \_\_\_\_ day of August, 2012 for the provision of consultant services.

1. District agrees to engage Consultant, and Consultant agrees to perform personally, in a manner satisfactory to District, the following services:

*Provision of substance abuse counseling services to students at middle school and high school levels that will include:*

- Confidential assessment, consultation, group, individual, case management, and referral for alcohol and other drug problems which interfere with school performance and behavior
- Outreach and orientation to school personnel, students, parents and community members regarding Student Assistance Program
- Ongoing training for Student Assistance Counselors to meet requirements of Certified Student Assistance Counselor (CSAC), Certified Addiction Specialist (CAS) or Advanced Chemical Dependency Professional (ACDP)

The Consultant will be required to provide District staff with a full listing of evidence sources, including:

- Number of students serviced;
- Number of counselors and teachers trained/oriented to SAC resources. Hours and content covered during training;
- Any evaluation results, if applicable;
- Reports documenting level of implementation observed in schools during assistance/coaching visits. These reports will be provided to the building administrator and central office administrators.

2. Unless discontinued earlier by District, the services are to be performed at the following times and places: September 1, 2012, through June 30, 2013 at Central, Classical, Alvarez, PCTA, Delsesto, Roger Williams, Nathanael Greene, and Esek Hopkins.
3. District agrees to pay Consultant a total fee not to exceed **\$317,372** as compensation for services rendered. This amount is inclusive of expenses for materials, supplies, transportation, lodging, meals, and materials for all on-site and off-site planning and preparation.

*Fee Schedule:*

Monthly payments to be paid upon invoice as follows:

December payment      \$39,671.50



January payment	\$39,671.50
February payment	\$39,671.50
March payment	\$39,671.50
April payment	\$39,671.50
May payment	\$39,671.50
June payment	\$39,671.50
July payment	\$39,671.50

4. This agreement shall be in effect from September 1, 2012 – July 30, 2013 unless terminated by either party at any time, with or without cause. In the event of termination by District or Consultant prior to completion of the contract, compensation shall be prorated on the basis of hours actually worked, and Consultant shall only be entitled to receive just and equitable compensation for any satisfactory work completed and expenses incurred up to the date of termination.

Consultant may not assign this contract to a third party without the written consent of the District. Consultant must conduct a criminal background check, at the Consultant's expense, of all employees employed under this contract, except District employees.

Consultant is not an employee of the District and is not entitled to fringe benefits, pension, worker's compensation, retirement, etc. District shall not deduct Federal income taxes, FICA (Social Security), or any other taxes required to be deducted by an employer, as this is the responsibility of the consultant.

Consultant understands products produced as a result of this contract are the sole property of the District and may not be used by Consultant without the express written permission of the District.

Consultant agrees to hold District harmless from any and all damages incurred by District by reason of Consultant's negligence or breach of contract, including without limitation, damages of every kind and nature, out-of-pocket costs, and legal expenses.

This Agreement may be executed in two (2) or more counterparts, each of which shall be deemed an original but all of which together shall constitute one (1) and the same instrument.

IN WITNESS WHEREOF, Providence Public School Department and Consultant have executed this contract, effective the date first herein written.

Providence Public School Department

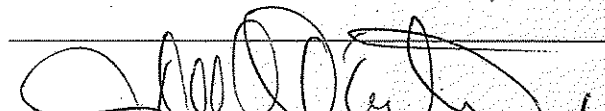
Superintendent:

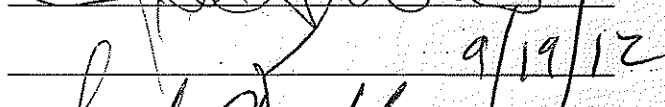
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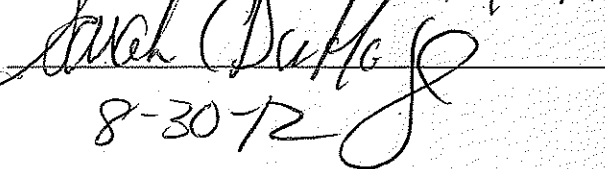
Chief Financial Officer:

Date:

Consultant:



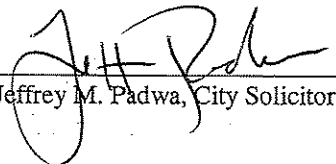
 9/19/12

 8-30-12

Date: \_\_\_\_\_

Social Security/Federal Tax ID Number: \_\_\_\_\_

Approved as to form and correctness:

 8/23/12  
Jeffrey M. Padwa, City Solicitor

Signature of PSD Staff Contact

Person: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Date of Board Approval: \_\_\_\_\_

(For contracts of \$5,000 or more)

Revised July 2011

SAC Budget Worksheet 2012-13		
School	2012-13 # of days per week	2012-13 District Cost
Central HS	3	\$32,885
Classical HS	5	\$54,709
PCTA HS	2	\$21,884
Alvarez HS	3	\$32,825
Delsesto MS	1	\$10,942
Roger Williams MS	3	\$32,825
Gilbert Stuart MS	5	\$54,709
Nathanael Greene MS	5	\$54,709
Esek Hopkins MS	2	\$21,884
Subtotals	29	\$317,372
	FTEs	

SAC Budget Worksheet-2012-13			
School	2012-13# of days per week	12-13 District Cost	State Share
Mt. Pleasant High School	0	\$ -	0
Hope High School	0	\$ -	0
Central High School	3	\$ 32,885	\$13,523
PCTA	2	\$ 21,884	\$9,013
Classical High School	5	\$ 54,709	\$22,534
Alvarez High School	3	\$ 32,825	\$13,523
Juanita Sanchez High School	0	\$ -	\$0
DelSesto MS	1	\$ 10,942	\$4,507
E Cubed High School	0	\$ -	\$0
Roger Williams Middle School	3	\$ 32,825	\$13,523
Gilbert Stuart Middle School	5	\$ 54,709	\$22,534
Nathan Bishop Middle School	0		\$0
Nathanael Greene Middle School	5	\$ 54,709	\$22,534
Esek Hopkins Middle School	2	\$ 21,884	\$9,013
<b>Subtotals</b>	<b>29</b>	<b>\$ 317,372</b>	<b>\$ 130,704</b>
	<b>5.8 FTEs</b>		

ANGEL TAVERAS  
Mayor

SUSAN F. LUSI, Ph.D.  
Superintendent



Providence Public School District  
Purchasing Office  
797 Westminster Street  
Providence, RI 02903-4045  
tel. 401.456.9264  
fax 401.456.9292

September 27, 2012

The Honorable Angel Taveras Chairman  
Board of Contract & Supply  
City Hall  
Providence, RI 02903

Dear Mayor Taveras:

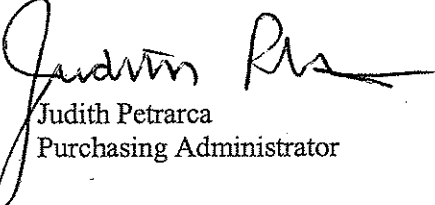
The Providence School Department//Federal Programs-Title I respectfully requests the Board of Contract and Supply to **approve enter into a contract with Dorcas Place Adult & Family Learning Center in a total amount not to exceed \$160,000.00.**

The consultant will support school improvement at Alfred Lima Elementary School using the Full Service Community School model. The consultant will be the lead agency in this work and agrees to serve as the intermediary entity for the contracts. As the intermediary, the consultant agrees to provide the fiscal, evaluative and project management responsibilities necessary to accomplish the tasks detailed in the contracts. The pertinent services to be provided are: Out of School Time Programming, Family Engagement Activities and Family Literacy Classes. The basic objectives are: Increase participant literacy, increase school attendance, increase participant health and well-being and improve school climate.(Please see enclosed contracts for further details.)

Federal funds for this project are regulated by the Department of Education. The Federal Office of the School Department is merely the custodian of the funds, and the School Department requests the Board of Contract and Supply approve this program.

**Funding is available in account: Title I.**  
**(Contingent Upon Funding.)** ACV

Respectfully submitted,

  
Judith Petrarca  
Purchasing Administrator

MINORITY/WOMEN PARTICIPATION \$ 0 0 %

April 19th, 2011

Dorothy Smith  
Executive Director of School Transformation  
Providence Public School District  
797 Westminster St.  
Providence, RI 02903

Dear Ms. Smith:

I am writing to present the rationale for contracting with Dorcas Place Adult and Family Learning Center as the lead agency and sole source of Full Service Community School (FSCS) programming in the Providence Public School District. The Full Service Community School model is designed to support turnaround efforts at two Providence elementary schools designated as Persistently Low Achieving by supporting extended learning time and providing wraparound supports for children and families. Dorcas Place is the fiscal agent and acts as the intermediary of this collaborative initiative in partnership with John Hope Settlement House and the Providence YMCA Youth Services.

Research demonstrates that academic success is influenced by much more than what happens within the classroom. Parental involvement, family mobility, student health, family literacy and access to PreK programs are some of the many factors influencing student success in Providence schools. The Full Service Community Schools model, implemented in four Providence schools to date, addresses the needs of the "whole child" in a way that supports the instructional focus of the school at all levels of a child's life. Results to date at the pilot schools are as follows:

- Children who participated in FSCS services had 42% fewer incidences of chronic absenteeism (absent more than 18 days) than their counterparts
- 73% of students in family service care coordination saw a significant increase in their scores on the North Carolina Family Assets Survey
- School-wide reading scores at the pilot school, Robert Bailey, on the NECAP increased from 31% in 2007 to 50% in 2010 (implementation began in 2008)

Based on this research and evidence, the PPSD is requesting to enter into a sole-source contract with Dorcas Place and its core partners to provide contracted services necessary to support students in pursuit of dramatic school improvement.

Dorcas Place is a national grantee in the pilot implementation of the federal Full Service Community School funding stream from US Department of Education. They are currently the only organization in New England implementing this nationally recognized model with a set of concrete results. Their groundbreaking work in creating a robust consortium of partners working towards a common set of outcomes has been key in the early success of this model. From the development of partnership agreements to the building of a strong data system to the operational mechanisms of working with a

diverse set of programs, services and organizations, this model is innovative and unique. At both the school building level and the macro systems-design level, the Full Service Community School initiative has unparalleled experience in the world of two-generational programming in support of student success.

Dorcas Place, the lead agency in the Full Service Community School initiative, has over 15 years of experience in working with the Providence schools in pursuit of student success. As a community based organization, they provide the leadership, coordination and expertise to bring together stakeholders in support of children and families. Dorcas Place has long been a quality leader in the community with a focus on data-driven decision making. Their experience as the lead agency of the Full Service Community School initiative makes Dorcas Place a uniquely qualified provider to support PPSPD's implementation of FSCS at their turnaround schools.

Dorcas Place and its core partners have secured federal, philanthropic, state and local funding to support the FSCS work in Providence. They have a strong sustainability committee that is working on a plan to sustain this work at these two elementary schools and the other 4 schools implementing FSCS beyond the life of the School Improvement dollars. Dorcas Place has significant capacity to bring to bear in coordinating the efforts around evaluation that supports the case for additional funding in the future.

The services provided by Dorcas Place and its core partners through this contract will assist the PPSPD in further accomplishing its vision, mission, and goals and will produce results for Providence students

Sincerely,

Carol Holmquist  
President  
Dorcas Place Adult and Family Learning Center

The Providence School District, hereinafter referred to as "District," and independent contractor, **Dorcas Place Adult and Family Learning Center**, hereinafter referred to as "Consultant," enter into a contract on this the **fifteenth day of September, 2012** for the provision of consultant services.

1. District agrees to engage Consultant, and Consultant agrees to perform, in a manner satisfactory to District, the following services: The Full Service Community School model will support school improvement at Alfred Lima Elementary School. This decision is predicated upon the successful work at the four current Full Service Community Schools, Robert Bailey, Charles Fortes, Cornell Young/Charlotte Woods and Lillian Feinstein at Sackett Street. The pertinent services necessary to launch full-scale Full Service Community School implementation in 2012 are outlined below.

Service	Description	Participants	Frequency
<b>Out of School Time Programming</b>	Out of School Time provides students an extended day that consists of high quality, academically aligned project based learning. A combination of enrichment based classes, embedded literacy intervention and health and wellness opportunities provide a well-rounded program shown to increase literacy skills, increase youth development skills and improve health for students.	Open to any student	Daily program runs from school dismissal to 6 PM. Includes vacation week programming and a summer learning program.
<b>Family Engagement Activities</b>	The FSCS team led by the Site Director assesses family needs, creates a continuous communication plan and facilitates family engagement events to include academic workshops, leadership opportunities, and other site-specific activities. Home visits are conducted as needed.	For all parents and caregivers of students	Daily outreach to families. Family engagement events occur monthly at a minimum
<b>Family Literacy Classes</b>	Family Literacy Programs provide ESOL education and an opportunity to become deeply engaged in a child's school for Limited English Proficient families. Classes help parents increase their English language skills, enhance school-to-home connections, and improve the literacy of <i>all</i> family members	LEP parents and children	Day classes run 5 days/per week, through school year. Night classes run 2 evenings/week through school year

**Family Literacy Classes:** The Family Literacy Program is evidence-based, family-centered and has proven to improve the basic reading and math skills, English language proficiency, and life skills of both parents and children. There will be a day and evening class at Lima Elementary. Fifty families will be served in total. Weekly Parenting Education sessions will focus on how parents can best support the academic development of their children. These sessions will also focus on how families can become leaders in their child's school and participate in Leadership and Governance activities. For the day classes, weekly interactive literacy will occur when parents visit their child's classroom and observe the classroom teacher

modeling high quality instruction. During night classes, children will be able to visit the adult education class; interactive literacy activities for parents and children will be built into the session. Every class will have an assigned case manager to serve as a resource for parents. This individual will help families overcome barriers that may prevent participation and facilitate communication between the adult students and school personnel. Each month all of the program component providers (ESOL instructors, case managers, math and literacy coaches, and school administrators) will meet to plan the curriculum for the upcoming month. These integration meetings will focus on the Common Core Standards and how parents can support their child's learning in a developmentally appropriate way.

***Out of School Time Programming:*** The Providence YMCA Youth Services (PYS) branch will provide academically based Out of School Time (OST) for student in the afterschool hours. The OST program has been developed by PYS to build on the learning that children receive during the school day. The OST Site Director works within the school day as part of the school community so the specific goals of the school can be reinforced. In OST the learning is a combination of project based enrichment classes, embedded literacy and math intervention, physical activity and nutrition education, and youth development skill building. Every child receives a healthy snack and homework support before participating in classes that are targeted to their individual educational needs and personal areas of interest. The ratio of staff to students is never more than 1:10. The program employs school day teachers to support the academic intervention classes in smaller groups using highly engaging, evidence based intervention curriculum designed to move the literacy levels of students who are struggling readers. Parent engagement and relationship building is critical to the success of the program and feedback and intentional opportunities for involvement are built into the program design.

***Family Engagement programming:*** Personnel at Lima Elementary will invest in a 2-generation strategy that engages families in ALL activities. Staff across components and specialty areas will employ multiple outreach opportunities that are tailored to the parent population to include use of local Spanish-language radio, text messaging and home visits. FSCS staff will provide intentional support to the Parent Zone established at the school by encouraging volunteer staffing, providing educational materials for families and coordinating activities of the zone with all FSCS programming. A Family Engagement Committee will plan school-based family engagement activities that will occur once every two to four weeks and have three strategic goals: parent participation, parent engagement and parent leadership. Participatory events are designed to get parents who may have never entered a school building to become regular visitors to their child's school. Engagement activities are designed to allow parents opportunities to further engage in their child's education. These may include assessment conferences with intervention instructors, interactive literacy activities, volunteering opportunities etc. Leadership activities assist parents to assume an even greater role in their child's education. These may include participation in the School Improvement Team, membership in the Parent Advisory Committee, or engaging in the FSCS Governance Council.

A full time, year-round ***FSCS Site Director*** will be employed by a community partner in order to coordinate and lead this work at the site. Site Directors will manage all site-based components to outcomes and will facilitate the integration of the work with the instructional focus of the school. The Site Director will also coordinate other community partnerships in an effort to reduce the burden of management from the instructional leaders at the school. Site Directors are also the primary program provider of monthly family engagement events and work closely with the PTO president, Principal and SIT chair to ensure all activities are rigorous and results-oriented.



**Student Success Planning** - With the extension of the school day and integration of community partners, all teachers will be able to participate in additional common planning time per week called “student success planning.” This block will focus on individual student data from both academic progress monitoring and community partner programmatic data. The Site Director as a representative of FSCS partners will meet with faculty to analyze data and refer students for appropriate supports/interventions in a broader and deeper RTI process. This will also be an opportunity for content specialists to debrief with teachers about the small-group interventions being conducted in extended day programming and assess what’s effective on a student by student basis. Student success planning will be scheduled by grade level. Students will participate in various enrichment activities while classroom teachers are engaged in planning.

Each partner will collect data pertinent to their programmatic activities including assessments, participation, demographics, etc for the purposes of program planning and for participation in Student Success planning (see accountability section). This data will be collected in a manner that respects confidentiality and adheres to regulations of data sharing. As an agent of PPSP, providing services the District cannot provide, the FSCS team will have access to District data that will allow them to provide services that enhance the academic achievement of student participants. This data will also be provided, de-identified, to evaluators charged with assessing the efficacy of the interventions on students and their families.

**The consultant will be required to adhere to accountability requirements that include:** Provide District staff with a full listing of participation targets, activities and results on a semi-annual basis including:

Objective	Performance Measures
Increase participant literacy	<ul style="list-style-type: none"> <li>90% of children participating in after-school who maintain participation for a minimum of 6 months will maintain or accelerate their reading pace as measured by school-based assessments and reported on District Report Cards</li> <li>After a minimum of 100 hours of instruction, 50% of adults participating in Family Literacy classes will increase their Educational Functioning Level (EFL) by at least one level as measured by the CASAS assessment</li> </ul>
Increase school attendance	<ul style="list-style-type: none"> <li>In each year of implementation 20% fewer children will experience chronic absenteeism (absent more than 18 days per year)</li> </ul>
Increase participant health and well-being	<ul style="list-style-type: none"> <li>Within one year of beginning services, the number of children participating in after-school who are at high risk for obesity (based on BMI) will be reduced by 20%.</li> <li>90% of children participating in after-school will increase their levels of vigorous activity by a minimum of 1 hour per week.</li> <li>Within one year of beginning services, 90% of children participating in after-school will increase their knowledge and improve their attitudes around healthy eating habits as measured by the Healthy Habits Survey</li> </ul>
Improve school climate	<ul style="list-style-type: none"> <li>Within 2 years of implementation, participant parents' scores on the Parent Involvement Questionnaire will improve by 20%.</li> <li>Within 1 year of beginning Family Literacy classes, 60% of participant adults will improve their score on at least 3 domains of the Parent Education Profile (PEP) assessment, subscale III, "Parent's Role in Supporting Child's Learning in Formal Education"</li> </ul>

Service Component	Participation Benchmarks
Family Literacy Classes	50 children and 50 adults will reach a minimum of 12 hours of participation in each program year
Family Engagement Programs	Participation Benchmark: 110 adults attend 3 or more school based events in each program year

	minimum of 30 days of academic intervention and 100 students will receive a minimum of 50 days of enrichment, project based learning with embedded interventions
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Monthly principal reports of progress towards benchmarks and completed assessments will be submitted to school principals. An annual report describing progress towards benchmarks and performance measures will be submitted to the Principal of Alfred Lima and the Chief Academic Officer.

3. Unless discontinued earlier by District, the services are to be performed at the following times and places: **09/15/2012 to 06/30/2013 at Alfred Lima Elementary School.**
4. District agrees to pay Consultant a fee not to exceed **\$160,000** as compensation for costs incurred. It is understood that the Consultant and partners will contribute in-kind and match resources to complete the activities named in this contract. This amount is inclusive of expenses for materials, supplies, transportation, lodging, meals and materials for all on-site and off-site planning and preparation. **Specifically, this investment includes:**

Service Component	Amount
Out of School Time programming, enrichment, interventions, project-based learning	\$50,000
Family Literacy classes for Alfred Lima parents including ESL, Parent Education, weekly classroom visits	\$60,000
FSCS Site Director for coordination of all components; direct service provider of all family engagement activities	\$50,000
<b>TOTAL</b>	<b>\$160,000</b>

- **Fee Schedule: Monthly invoices submitted reflecting previous month's activities..**

5. This agreement shall be in effect from **09/15/2012 to 06/30/2013** unless terminated by either party at any time, with or without cause. In the event of termination by District or Consultant prior to completion of the contract, compensation shall be prorated on the basis of hours actually worked, and Consultant shall only be entitled to receive just and equitable compensation for any satisfactory work completed and expenses incurred up to the date of termination.

Consultant may not assign this contract to a third party without the written consent of the District. Consultant must conduct a criminal background check, at the Consultant's expense, of all employees employed under this contract, except District employees.

Consultant is not an employee of District and is not entitled to fringe benefits, pension, workers' compensation, retirement, etc. District shall not deduct Federal income taxes, FICA (Social Security), or any other taxes required to be deducted by an employer, as this is the responsibility of the Consultant.

Consultant understands products produced as a result of this contract are the sole property of the district and may not be used by consultant without the express written permission of the District.

Consultant agrees to hold District harmless from any and all damages incurred by District by reason of Consultant's negligence or breach of contract, including without limitation, damages of every kind and nature, out-of-pocket costs, and legal expenses.

This Agreement may be executed in two (2) or more counterparts, each of which shall be deemed an original but all of which together shall constitute one (1) and the same instrument.

IN WITNESS WHEREOF, Providence Public School Department and Consultant have executed this contract; effect the date first herein written.

Providence Public School Department

Superintendent: \_\_\_\_\_

or

Chief Financial Officer: \_\_\_\_\_

Date: \_\_\_\_\_

Consultant: \_\_\_\_\_

*Carl L. Hennessey*

Date: \_\_\_\_\_

*8-16-12*

Social Security/Federal Tax ID Number: 05-0391754

Signature of PSD Staff Contact

Person: \_\_\_\_\_

*A. Smith*

Date of Board Approval: \_\_\_\_\_

(For contracts of \$5,000 or more)

Phone Number: 456-1770

Approved as to form and correctness:

*Jeffrey M. Padwa*

Jeffrey M. Padwa, City Solicitor