

**SCHOOL BOARD
FINANCE SUMMARY FORM**

The purpose of the document is to present the Providence School Board and Finance Committee with the necessary information to make data-informed decisions about the district's spending as it pertains to contracts.

Instructions:

1. Please complete this form as fully and accurately as possible according to the guidance provided in each section.
 - a. The form must be completed if:
 - i. the total of the purchase or contract exceeds \$200,000
 - ii. the contract is for a term of more than one year
 - iii. the purchase or contract was NOT the result of formal competitive bidding or cooperative purchasing (i.e. it is a sole source purchase)
2. Once this form has been completed, send a copy to the Director of Purchasing and the Board Services Team. They will notify you of the next Finance Committee meeting and host a contract presentation review prior. Finance Committee typically meets the second Wednesday of the month. Only purchases/contracts that have already been reviewed and approved by the Superintendent will be scheduled before the Finance Committee.

Vendor Name: BloomBoard

Amount: \$ 19,980.00

Source of Funds and Fiscal Year: ☒ District-Based ☐ School-Based

Check box for fiscal year: ☒ FY24 ☐ FY25 ☐ FY26

Purchase or Contract: ☐ Purchase ☒ Contract

Length of Contract (list start date and end date): August 8, 2023- August 30, 2024

PPSD Contact Name: Dr. Nkoli Onye

Contract Type: ☐ New ☒ Renewal ☐ Extension ☐ Amendment

Staff Recommendation:

It is recommended that the Providence School Board approve a contract/purchase with BloomBoard (vendor name) for Professional Development (type of services) amounting in \$ 19,980.00 (2 cohorts) (total amount in dollars) for The Office of Equity and Belonging (school name(s)). If approved, the contract will begin August 8, 2023 (date) and end August 30, 2024 (date), approximately.

Justification of Spending:

Provide 5-7 points that support the recommendation as to why funds should be spent this way.

Use the prompts to help guide your response.

- a. *How is this connected to the Turnaround Action Plan/ aligned to the district's vision?*
- b. *Why does the district need this purchase?*
- c. *Why is the dollar amount requested the necessary amount? What is the funding source?*
- d. *What are the implications of not spending this money?*

BloomBoard, Inc. ("BBI") is a talent development company with a core focus in supporting the preparation, advancement, and retention, of PreK-12 educators. They partner with school districts across the country to embed educator advancement programs into the day-to-day classroom. BBI's fully accredited, competency-based degree and certification programs recognize and respect educators' time, attract and retain strong talent, and helps district leaders sustainably develop their educator pipelines. They work with a portfolio of higher education institutions to offer district partners affordable apprenticeship and residency-like degree and certification programs that develop educators' skills and advance their careers through our unique on-the-job learning model. In 2021, the Providence Public School District ("PPSD") began working with BBI to offer an equity-focused course to PPSP educators to address the disproportionate impacts of the COVID-19 pandemic on students of color and those from low-income households. The course, entitled "Foundations of Attending to Equity," consists of three portfolio-based Course units focused on helping teachers understand systemic discrimination and its effects, evaluate their current context for equity practices, and build peer-to-peer relationships in respectful and deliberate ways. PPSP wishes to expand its work with BBI by enrolling an additional 20 educators in the Foundations of Attending to Equity course (the "Course"). BBI will support the scalable implementation and follow-through of the Course with the designated cohort of 20 educators and will offer all participants access to collaborative communities dedicated to the identified competencies.

Educators enrolled in the Course will engage in the Course units using BBI's online software-as-a-service (SaaS) platform (the "BBI Platform"). Participants will also have access to collaboration tools on the BBI Platform, which they can use to engage with peers as well as expert facilitators as they work through their Course units. In addition, every portfolio submitted uploaded to complete a Course unit is reviewed by trained and calibrated assessors. If the participant meets the submittal requirements, the assessor will recommend approval of the submittal and issuance of a digital badge signifying competency. If the participant requires additional work to meet the submittal requirements, the expert assessor will provide feedback and encourage the participant to resubmit. Participants who complete the entire set of units within the Course will receive a culminating badge or certificate. In addition, educators who complete the Course may apply to receive 3 units of graduate degree credit from one of the BBI's university partners. Furthermore, educators who are interested in earning a Master's Degree in Curriculum and Instruction (the "C&I Degree") from one of BBI's university partners may apply the credits earned for this Course to satisfy one of the 10 required courses for the C&I degree.

This directly aligns to several of our TAP goals including Excellence in Learning, World Class Talent, and Efficient District Systems. The Office of Equity and Belonging is directly contributing to the learning and professional development of 20 teachers that will earn graduate level credit and can in turn use their learning to provide better outcomes and materials for our students. BloomBoard provides affordable opportunities for Districts to be able to engage as many teachers as possible in the program. The cost breakdown is \$990/user for a total cost of \$19,800 for 20 teachers. This contract is a renewal of work that the Office of Equity and Belonging did last year where it received really positive feedback from teachers who participated.

Teacher Feedback:
 1. "Participation has resulted in renewed and increased advocacy on my part for individual students. I researched how implicit bias can affect the way I grade students' work and discovered ways I can attend to this matter. Consequently, my students benefit from fair and equitable grading and responses." - Cohort Participant
 2. "This was a great program and I think that all teachers who are new to Providence should be provided this equity training." - Cohort Participant
 3. "This course helped advanced my skill and knowledge by helping me think about equitable teaching practices and apply them effectively." - Cohort Participant

This funding source will be ESSER III. This funding will end in September 2024. Failure to use these funds could hinder our ability to secure additional funding to support our work.

Justification of Vendor Selection

Provide 3-5 bullet points that support the recommendation as to how this vendor was selected. You may attach any documents with additional data on their performance (please note below that this information is attached).

Use the below prompts to help guide your response.

- a. *Provide a 3-5 sentence summary of the vendor (can cut and paste contract Executive Summary) about who they are and what they do.*
- b. *What was the procurement process for selecting the vendor?*
 - i. *Which PPSP staff members were involved in that procurement process?*
- c. *If this is a returning vendor:*
 - i. *Share a summary of our experience with this vendor.*

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Please see attached proposal for more information.

Accountability Measures

*In 3-5 bullet points, describe the accountability measures that will ensure that the vendor meets all requirements set forth in the contract and that the district is able to maintain a record of the quality of the services. These need to be performance-based in nature. Every contract should include explicit language requiring vendor accountability, i.e. required program evaluation or the submission of a final report summarizing progress against each itemized deliverable. **Note: if this contract is a purchase agreement, you can skip this section.***

Use the below questions to guide your response.

- a. *Which PPSP staff member will serve as the lead for tracking accountability and performance metrics?*
- b. *What accountability measures have you agreed upon in your contract (can copy and paste from draft contract)?*
- c. *How is this purchase tied to overall student achievement (refer to TAP specific goals if possible)?*

The Chief of Equity and Belonging or her designee will serve as the lead for tracking accountability and performance metrics. Boomboard will complete a quarterly status report and meet with the OEB to review survey results and make any corrections, updates, etc., to improve the teachers' experience. The OEB will also track the attendance and ensure teachers are making healthy progress towards completing the program.

This work is directly tied to TAP pillars and goals as follows:

World Class Talent

Increase the percentage of teachers who are focused on student growth and achievement and are culturally competent to understand the diversity of the community

Excellence in Learning

Ensure every student at PPSD has access to a high quality education that is equitable for all

Spending Breakdown

In the table below, list the deliverables of the purchase or contract and their associated cost to justify the total cost of the purchase. If easier, please attach an excel file or other document.

Proposed Budget	Dollar Amount
\$990 per user for 20 participants	\$19,980
Total	\$19,980