

Statement of Work

The Learner First
PO Box 1514
Bellevue, WA 98009



SOW for Agreement to Perform Consulting Services to Goldendale School District

Date:	Services Performed By:	Services Performed For:
June 15, 2020	PO Box 1514 Bellevue, WA 98009	Goldendale School District 604 E Brooks St, Goldendale, WA 98620

This Statement of Work (SOW) is issued pursuant to the Consultant Services Master Agreement between Goldendale School District ("Client") and The Learner First ("Contractor"), effective June 11, 2020 (the "Agreement"). This SOW is subject to the terms and conditions contained in the Agreement between the parties and is made a part thereof. Any term not otherwise defined herein shall have the meaning specified in the Agreement. In the event of any conflict or inconsistency between the terms of this SOW and the terms of this Agreement, the terms of this SOW shall govern and prevail.

Period of Performance

The Services shall commence on June 2020, and shall continue through June 2021.

Scope of Work

Contractor shall provide the Services and Deliverable(s) as follows:

- Partnership Purpose: To facilitate on-going job-embedded professional growth with a focus on implementation of contributive education.
- Outcome: System change and leadership growth resulting in student and staff well-being and contribution.

Sole Source Product

This SOW is to confirm that the Contributive Learning Program is a sole source product, sold and implemented exclusively by Learner First, LLC. No any other company makes a similar or competing product.

Contractor Responsibilities

- Refer to Appendix A for coaching schedule content
- Organize meetings and schedule dates with lead for virtual support
- Co-create agenda
- Co-lead meetings

Client Responsibilities

- Organize and provide digital tools to support remote meetings for their team.

Deliverables

- Facilitation of District Planning team: June 22-23 facilitate district planning team – 1.5 days
- Facilitation of District Change Team Meetings– dates to be determined- one meeting per month Aug – June
- Contribution Kits for distribution to staff
- Implementation support using The Contribution Kit Aug-June – one Q and A per month Aug – May
- Leadership coaching on the above plan and implementation – one zoom per month Jul-Jun

Payment Schedule

This engagement will be conducted on a Fixed Fee basis. The total value for the Services pursuant to this SOW shall not exceed \$60,000.00, unless otherwise agreed to by both parties. A PCR will be issued specifying the amended value.

This figure is based on hours of professional services. Contractor will provide services/resources based on the following functional/rate structure.

Payment date	
June 23 and prior to August 15, 2020	\$20,000.00
September 2020	\$10,000.00
December 2020	\$10,000.00
March 2021	\$10,000.00
June 2021	\$10,000.00
TOTAL * Not to exceed	\$60,000.00

Termination

This agreement will be subject to cancellation or modification if Goldendale School District realizes a significant reduction in students or income due to another pandemic closure or modification that significantly reduces student enrollment. The contractor will be paid for services up to the date the district becomes aware of a significant change in student enrollment or funding.

Bill To Address	Client Project Manager
Goldendale School District 604 E Brooks St, Goldendale, WA 98620	Attention: Ellen Perconti

Signature

IN WITNESS WHEREOF, the parties hereto have caused this SOW to be effective as of the day, month and year first written above.

Goldendale School District

The Learner First

By: _____
Name:
Title:

By: _____
Name:
Title:

Appendix A
Coaching Schedule

Month	Track One: Professional Development	Track Two: System Development
August	<p>Self-Understanding Understanding who we are, what we're capable of, how we impact and fit into others' lives and the world, and how we can make a difference.</p>	<p>Understanding Your System Developing a deeper, evidence-based understanding of your system, its learners, and the capabilities and conditions that enable valued outcomes.</p>
September	<p>Connection Connecting with others, one's environments, one's learning, and the world in meaningful and fulfilling ways.</p>	<p>Engaging Learners, Parents, and Communities as Real Partners Connecting with students, parents, educators, and communities (learning partners) around who learners are and how they can contribute back.</p>
October	<p>Competencies "6Cs": character, citizenship, collaboration, communication, creativity, critical thinking.</p>	<p>Identifying and Measuring What's Important Setting up a system of measurement embedded in learning-partner engagement and reliable, evidence-based practice.</p>
November	<p>Knowledge The factual, conceptual, or content-based understanding that contributes to who we are and how we contribute back.</p>	<p>Leading for Deep & Sustainable Change Achieving real and sustainable outcomes with a continuous focus on learners and their needs and commitment to collective leadership and change.</p>
December	<p>Individual School Goals Development of individual professional goals. Content of future meetings will be based on these discussions.</p>	<p>Creating a Culture of Learning, Belonging, and High Expectations for All Fostering an environment in which everyone is learning and in which every learner is genuinely known, celebrated, and expected to succeed.</p>
January	<p>Individual School Goals</p>	<p>Learning Development Rubric Self-understanding, knowledge, competency, and connection are immensely important and universally valued. They're the outcomes that help us contribute to other people's lives and to the world, and that's what</p>

		gives us meaning and fulfillment. Develop a deeper understanding of these outcomes, how to measure them, and how to help every learner achieve them.
February	Individual Goals	Teacher Wellbeing What good is it if students are achieving high grades in school but don't feel connection, belonging, or meaning in their lives? Why should teachers have to deprioritize personal connections with students, and their own sense of purpose and wellbeing, just to get through the curriculum? With the help of The Learner First tools and processes, learn how to put your own and your students' wellbeing at the forefront of education.
March	Individual School Goals	Architect of Learning The Learner First's Authentic Inquiry Guides support teachers and other professionals through each stage of the inquiry process (assess, design, implement, measure, and reflect and change). Using these tools, alongside a Learning Experience Rubric that measures the effectiveness of implemented assessments, helps teachers design powerful learning experiences in partnership with their students and others.
April/May	Individual School Goals	Student Agency Learn how to engage your students as real partners in the educational process.
May/June	Individual School Goals	Bringing it all together <i>Human Return</i> is the human capacity to contribute to the lives of others and to the world, fully realized at the intersection of deeper learning outcomes – self-understanding, knowledge, competency, and connection. Dive into the Learner First's framework for making these

		outcomes a reality for every learner, and see how they all come together in schools and school systems to bring purpose, meaning, and fulfillment. What is <i>your</i> human return?
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