



# COMMONWEALTH of VIRGINIA

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DEPARTMENT OF EDUCATION  
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## STANDARD CONTRACT

Contract Number: 201-SQS-25-001

This contract entered into by **EveryDay Labs, Inc.**; hereinafter, called the "Contractor" and Commonwealth of Virginia, **Department of Education (VDOE)** called the "Purchasing Agency."

**WITNESSETH** that the Contractor and the Purchasing Agency, in consideration of the mutual covenants, promises and agreements herein contained, agree as follows:

**SCOPE OF CONTRACT:** The Contractor shall provide the goods/services to the Purchasing Agency as set forth in the Contract Documents.

**PERIOD OF PERFORMANCE:** One (1) year from date of execution and may be renewed for four (4) successive one (1) year period, in accordance with Section X, Special Terms and Conditions.


The contract documents shall consist of:

- (1) This signed form;
- (2) The following portions of the Request for Proposal dated October 22, 2024:
  - (a) The Scope of Work, and/or item description
  - (b) The General Terms and Conditions,
  - (c) The Special Terms and Conditions together with any negotiated modifications of those Special Conditions.
  - (d) Method of Payment
- (3) The Contractor's Proposal dated November 21, 2024, and the following negotiated modifications to the Proposal, all of which documents are incorporated herein.

The Contractor agrees to subcontract 11% of the contract to DSBSD-certified small businesses

IN WITNESS WHEREOF, the parties have caused this Contract to be duly executed intending to be bound thereby.

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CONTRACTOR: <b>EveryDay Labs, Inc.</b>	PURCHASING AGENCY: <b>The Department of Education (VDOE)</b>
BY: 	BY:
PRINTED NAME: Emily Bailard	PRINTED NAME: Scott Magazine, VCO, VCM, CPPO
TITLE: Chief Executive Officer	TITLE: Director of the Office of Procurement
DATE: 4/27/2025	DATE:

*Note: This public body does not discriminate against faith-based organizations in accordance with the Code of Virginia, § 2.2-4343.1 or against a bidder or offeror because of race, religion, color, sex, sexual orientation, gender identity, national origin, age, disability, or any other basis prohibited by state law relating to discrimination in employment.*

## **I. STATEMENT OF NEEDS:**

The Contractor shall:

1. Furnish all labor, services, and resources to the VDOE and identified LEAs for the purpose of attendance recovery to students identified by school staff due to disengagement, chronic absenteeism, or academic barriers.
2. Use messaging consistent with the VDOE strategy to recruit LEAs through webinar presentations and informational fliers.
3. Provide documentation that parent/guardian approval is received prior to any outreach.
4. Provide multiple methods of outreach to re-engage students and families including in-person meetings, virtual meetings, print, email, phone, and text messaging communication.
5. Provide assistance to students and their support teams (parents, school staff, and community partners) through personalized in-person and virtual sessions at least twice monthly regarding individualized tiered attendance strategies such as academic coaching and mentoring support.
6. Provide monthly data or real time reporting, via a secure method, to participating LEAs including specific analysis of data for each student involved in outreach including an analysis of student's daily attendance data, an analysis of student's achievement data including grades, a narrative summarizing outreach and intervention activities, next steps for the contractor, the student, and the support team, and monitoring progress and outcomes towards re-engagement and student achievement.
7. Provide monthly data or real-time reporting to the VDOE of aggregated, de-identified program metrics by division and school including which divisions and schools are participating, the number of students participating per division and school, the grade levels of participating students in each division and school, outcomes of interventions by division and school, and the number of students reengaged including data trends.
8. Provide quarterly summary reporting to the SEA to include progress of student re-engagement, chronic absenteeism rates, and student achievement rates for each involved division and school, frequency and outcome of student contacts, communication type and frequency to all relevant stakeholders, an overall summary on the type and frequency of LEA recruitment efforts, number of LEAs who have signed into partnership with the contractor, and number of schools/students impacted by the work.
9. Provide final reporting to the SEA to include attendance, re-engagement, and student achievement outcomes of the work completed by the contractor including specific data trends, an analysis of which intervention and re-engagement strategies were most impactful, the number of LEAs, schools, and students involved, and results from student, parent, school leader, and LEA survey responses.
10. Provide services that are compliant with state and federal requirements relating to accessibility, including the Americans with Disabilities Act and Sections 504 and 508 of the Rehabilitation Act of 1973.
11. Provide a secure environment for content and any hardware and software, including servers, network and data components. Suppliers secure environment shall adhere to NIST 800-53 rev5. Access controls should be designed to limit access to the content in accordance with the principles of least privilege.
12. Sign a Virginia Student Data Privacy agreement with each LEA that enters into an agreement.
13. Understand there is no guarantee on which LEA will utilize this contract.

## **II. GENERAL TERMS AND CONDITIONS:**

**A. VENDORS MANUAL:** This solicitation is subject to the provisions of the Commonwealth of Virginia *Vendors Manual* and any changes or revisions thereto, which are hereby incorporated into this contract in their entirety.

The process for filing a complaint about this solicitation is in section 7.13 of the *Vendors Manual*. (Note section 7.13 does not apply to protests of awards or formal contractual claims.) The procedure for filing contractual claims is in section 7.19 of the *Vendors Manual*. A copy of the manual is normally available for review at the purchasing office and is accessible on the Internet at [eva.virginia.gov](http://eva.virginia.gov) under "I Sell To Virginia".

- B. APPLICABLE LAWS AND COURTS:** This solicitation and any resulting contract shall be governed in all respects by the laws of the Commonwealth of Virginia, without regard to its choice of law provisions, and any litigation with respect thereto shall be brought in the circuit courts of the Commonwealth. The agency and the contractor are encouraged to resolve any issues in controversy arising from the award of the contract or any contractual dispute using Alternative Dispute Resolution (ADR) procedures (*Code of Virginia*, § 2.2-4366). ADR procedures are described in Chapter 9 of the *Vendors Manual*. The contractor shall comply with all applicable federal, state and local laws, rules and regulations.
- C. ANTI-DISCRIMINATION:** By submitting their (bids/proposals), (bidders/offerors) certify to the Commonwealth that they will conform to the provisions of the Federal Civil Rights Act of 1964, as amended, as well as the Virginia Fair Employment Contracting Act of 1975, as amended, where applicable, the Virginians With Disabilities Act, the Americans With Disabilities Act and § 2.2-4311 of the *Virginia Public Procurement Act (VPPA)*. If the award is made to a faith-based organization, the organization shall not discriminate against any recipient of goods, services, or disbursements made pursuant to the contract on the basis of the recipient's religion, religious belief, refusal to participate in a religious practice, or on the basis of race, age, color, gender sexual orientation, gender identity, or national origin and shall be subject to the same rules as other organizations that contract with public bodies to account for the use of the funds provided; however, if the faith-based organization segregates public funds into separate accounts, only the accounts and programs funded with public funds shall be subject to audit by the public body. (*Code of Virginia*, § 2.2-4343.1E).

In every contract over \$10,000 the provisions in 1. and 2. below apply:

1. During the performance of this contract, the contractor agrees as follows:
  - a. The contractor will not discriminate against any employee or applicant for employment because of race, religion, color, sex, sexual orientation, gender identity, national origin, age, disability, or any other basis prohibited by state law relating to discrimination in employment, except where there is a bona fide occupational qualification reasonably necessary to the normal operation of the contractor. The contractor agrees to post in conspicuous places, available to employees and applicants for employment, notices setting forth the provisions of this nondiscrimination clause.
  - b. The contractor, in all solicitations or advertisements for employees placed by or on behalf of the contractor, will state that such contractor is an equal opportunity employer.
  - c. Notices, advertisements and solicitations placed in accordance with federal law, rule or regulation shall be deemed sufficient for the purpose of meeting the requirements of this section.
  - d. If the contractor employs more than five employees, the contractor shall (i) provide annual training on the contractor's sexual harassment policy to all supervisors and employees providing services in the Commonwealth, except such supervisors or employees that are required to complete sexual harassment training provided by the Department of Human Resource Management, and (ii) post the contractor's sexual harassment policy in (a) a conspicuous public place in each building located in the Commonwealth that the contractor owns or leases for business purposes and (b) the contractor's employee handbook.
  - e. The requirements of these provisions 1. and 2. are a material part of the contract. If the Contractor violates one of these provisions, the Commonwealth may terminate the affected part of this contract for breach, or at its option, the whole contract. Violation of one of these provisions may also result in debarment from State contracting regardless of whether the specific contract is terminated.

f. In accordance with Executive Order 61 (2017), a prohibition on discrimination by the contractor, in its employment practices, subcontracting practices, and delivery of goods or services, on the basis of race, sex, color, national origin, religion, sexual orientation, gender identity, age, political affiliation, disability, or veteran status, is hereby incorporated in this contract.

2. The contractor will include the provisions of 1. above in every subcontract or purchase order over \$10,000, so that the provisions will be binding upon each subcontractor or vendor.

**D. ETHICS IN PUBLIC CONTRACTING:** By submitting their (bids/proposals), (bidders/offerors) certify that their (bids/proposals) are made without collusion or fraud and that they have not offered or received any kickbacks or inducements from any other (bidder/offeror), supplier, manufacturer or subcontractor in connection with their (bid/proposal), and that they have not conferred on any public employee having official responsibility for this procurement transaction any payment, loan, subscription, advance, deposit of money, services or anything of more than nominal value, present or promised, unless consideration of substantially equal or greater value was exchanged.

**E. IMMIGRATION REFORM AND CONTROL ACT OF 1986:** Applicable for all contracts over \$10,000:

By entering into a written contract with the Commonwealth of Virginia, the Contractor certifies that the Contractor does not, and shall not during the performance of the contract for goods and services in the Commonwealth, knowingly employ an unauthorized alien as defined in the federal Immigration Reform and Control Act of 1986.

**F. DEBARMENT STATUS:** By participating in this procurement, the vendor certifies that they are not currently debarred by the Commonwealth of Virginia from submitting a response for the type of goods and/or services covered by this solicitation. Vendor further certifies that they are not debarred from filling any order or accepting any resulting order, or that they are an agent of any person or entity that is currently debarred by the Commonwealth of Virginia.

If a vendor is created or used for the purpose of circumventing a debarment decision against another vendor, the non-debarred vendor will be debarred for the same time period as the debarred vendor.

**G. ANTITRUST:** By entering into a contract, the contractor conveys, sells, assigns, and transfers to the Commonwealth of Virginia all rights, title and interest in and to all causes of action it may now have or hereafter acquire under the antitrust laws of the United States and the Commonwealth of Virginia, relating to the particular goods or services purchased or acquired by the Commonwealth of Virginia under said contract.

**H. MANDATORY USE OF STATE FORM AND TERMS AND CONDITIONS FOR IFBs AND RFPs:** Failure to submit a proposal on the official state form provided for that purpose may be a cause for rejection of the proposal. Modification of or additions to the General Terms and Conditions of the solicitation may be cause for rejection of the proposal; however, the Commonwealth reserves the right to decide, on a case by case basis, in its sole discretion, whether to reject such a proposal.

**I. CLARIFICATION OF TERMS:** If any prospective (bidder/offeror) has questions about the specifications or other solicitation documents, the prospective (bidder/offeror) should contact the buyer whose name appears on the face of the solicitation no later than five working days before the due date. Any revisions to the solicitation will be made only by addendum issued by the buyer.

**J. PAYMENT:**

1. To Prime Contractor:

- a. Invoices for items ordered, delivered and accepted shall be submitted by the contractor directly to the payment address shown on the purchase order/contract. All invoices shall show the state contract number



and/or purchase order number; social security number (for individual contractors) or the federal employer identification number (for proprietorships, partnerships, and corporations).

- b. Any payment terms requiring payment in less than 30 days will be regarded as requiring payment 30 days after invoice or delivery, whichever occurs last. This shall not affect offers of discounts for payment in less than 30 days, however.
  - c. All goods or services provided under this contract or purchase order, that are to be paid for with public funds, shall be billed by the contractor at the contract price, regardless of which public agency is being billed.
  - d. The following shall be deemed to be the date of payment: the date of postmark in all cases where payment is made by mail, or when offset proceedings have been instituted as authorized under the Virginia Debt Collection Act.
  - e. **Unreasonable Charges.** Under certain emergency procurements and for most time and material purchases, final job costs cannot be accurately determined at the time orders are placed. In such cases, contractors should be put on notice that final payment in full is contingent on a determination of reasonableness with respect to all invoiced charges. Charges which appear to be unreasonable will be resolved in accordance with *Code of Virginia*, § 2.2-4363 and -4364. Upon determining that invoiced charges are not reasonable, the Commonwealth shall notify the contractor of defects or improprieties in invoices within fifteen (15) days as required in *Code of Virginia*, § 2.2-4351.. The provisions of this section do not relieve an agency of its prompt payment obligations with respect to those charges which are not in dispute (*Code of Virginia*, § 2.2-4363).
2. To Subcontractors:
- a. Within seven (7) days of the contractor's receipt of payment from the Commonwealth, a contractor awarded a contract under this solicitation is hereby obligated:
    - (1) To pay the subcontractor(s) for the proportionate share of the payment received for work performed by the subcontractor(s) under the contract; or
    - (2) To notify the agency and the subcontractor(s), in writing, of the contractor's intention to withhold payment and the reason.
  - b. The contractor is obligated to pay the subcontractor(s) interest at the rate of one percent per month (unless otherwise provided under the terms of the contract) on all amounts owed by the contractor that remain unpaid seven (7) days following receipt of payment from the Commonwealth, except for amounts withheld as stated in (2) above. The date of mailing of any payment by U. S. Mail is deemed to be payment to the addressee. These provisions apply to each sub-tier contractor performing under the primary contract. A contractor's obligation to pay an interest charge to a subcontractor may not be construed to be an obligation of the Commonwealth.
3. Each prime contractor who wins an award in which provision of a SWaM procurement plan is a condition to the award, shall deliver to the contracting agency or institution, on or before request for final payment, evidence and certification of compliance (subject only to insubstantial shortfalls and to shortfalls arising from subcontractor default) with the SWaM procurement plan. Final payment under the contract in question may be withheld until such certification is delivered and, if necessary, confirmed by the agency or institution, or other appropriate penalties may be assessed in lieu of withholding such payment.
4. The Commonwealth of Virginia encourages contractors and subcontractors to accept electronic and credit card payments.

**K. PRECEDENCE OF TERMS:** The following General Terms and Conditions *VENDORS MANUAL*, APPLICABLE LAWS AND COURTS, ANTI-DISCRIMINATION, ETHICS IN PUBLIC CONTRACTING, IMMIGRATION REFORM AND CONTROL ACT OF 1986, DEBARMENT STATUS, ANTITRUST, MANDATORY USE OF STATE FORM AND TERMS AND CONDITIONS, CLARIFICATION OF TERMS, PAYMENT shall apply in all instances. In the event there is a conflict between any of the other General Terms and Conditions and any Special Terms and Conditions in this solicitation, the Special Terms and Conditions shall apply.

**L. QUALIFICATIONS OF (BIDDERS/OFFERORS):** The Commonwealth may make such reasonable investigations as deemed proper and necessary to determine the ability of the (bidder/offeree) to perform the services/furnish the goods and the (bidder/offeree) shall furnish to the Commonwealth all such information and data for this purpose as may be requested. The Commonwealth reserves the right to inspect (bidder's/offeree's) physical facilities prior to award to satisfy questions regarding the (bidder's/offeree's) capabilities. The Commonwealth further reserves the right to reject any (bid/proposal) if the evidence submitted by, or investigations of, such (bidder/offeree) fails to satisfy the Commonwealth that such (bidder/offeree) is properly qualified to carry out the obligations of the contract and to provide the services and/or furnish the goods contemplated therein.

**M. TESTING AND INSPECTION:** The Commonwealth reserves the right to conduct any test/inspection it may deem advisable to assure goods and services conform to the specifications.

**N. ASSIGNMENT OF CONTRACT:** A contract shall not be assignable by the contractor in whole or in part without the written consent of the Commonwealth.

**O. CHANGES TO THE CONTRACT:** Changes can be made to the contract in any of the following ways:

1. The parties may agree in writing to modify the terms, conditions, or scope of the contract. Any additional goods or services to be provided shall be of a sort that is ancillary to the contract goods or services, or within the same broad product or service categories as were included in the contract award. Any increase or decrease in the price of the contract resulting from such modification shall be agreed to by the parties as a part of their written agreement to modify the scope of the contract.
2. The Purchasing Agency may order changes within the general scope of the contract at any time by written notice to the contractor. Changes within the scope of the contract include, but are not limited to, things such as services to be performed, the method of packing or shipment, and the place of delivery or installation. The contractor shall comply with the notice upon receipt, unless the contractor intends to claim an adjustment to compensation, schedule, or other contractual impact that would be caused by complying with such notice, in which case the contractor shall, in writing, promptly notify the Purchasing Agency of the adjustment to be sought, and before proceeding to comply with the notice, shall await the Purchasing Agency's written decision affirming, modifying, or revoking the prior written notice. If the Purchasing Agency decides to issue a notice that requires an adjustment to compensation, the contractor shall be compensated for any additional costs incurred as the result of such order and shall give the Purchasing Agency a credit for any savings. Said compensation shall be determined by one of the following methods:
  - a. By mutual agreement between the parties in writing; or
  - b. By agreeing upon a unit price or using a unit price set forth in the contract, if the work to be done can be expressed in units, and the contractor accounts for the number of units of work performed, subject to the Purchasing Agency's right to audit the contractor's records and/or to determine the correct number of units independently; or
  - c. By ordering the contractor to proceed with the work and keep a record of all costs incurred and savings realized. A markup for overhead and profit may be allowed if provided by the contract. The same markup shall be used for determining a decrease in price as the result of savings realized. The contractor shall present the Purchasing Agency with all vouchers and records of expenses incurred and savings realized.

The Purchasing Agency shall have the right to audit the records of the contractor as it deems necessary to determine costs or savings. Any claim for an adjustment in price under this provision must be asserted by written notice to the Purchasing Agency within thirty (30) days from the date of receipt of the written order from the Purchasing Agency. If the parties fail to agree on an amount of adjustment, the question of an increase or decrease in the contract price or time for performance shall be resolved in accordance with the procedures for resolving disputes provided by the Disputes Clause of this contract or, if there is none, in accordance with the disputes provisions of the Commonwealth of Virginia Vendors Manual. Neither the existence of a claim nor a dispute resolution process, litigation or any other provision of this contract shall excuse the contractor from promptly complying with the changes ordered by the Purchasing Agency or with the performance of the contract generally.

**P. DEFAULT:** In case of failure to deliver goods or services in accordance with the contract terms and conditions, the Commonwealth may terminate this agreement after verbal or written notice without penalty. Upon termination the Commonwealth may procure the goods or services contracted for from other sources and hold the contractor responsible for any resulting additional purchase and administrative costs. This remedy shall be in addition to any other remedies which the Commonwealth may have.

**Q. TAXES:** INTENTIONALLY OMITTED

**R. USE OF BRAND NAMES:** INTENTIONALLY OMITTED

**S. TRANSPORTATION AND PACKAGING:** INTENTIONALLY OMITTED

**T. INSURANCE:** By signing and submitting a bid or proposal under this solicitation, the bidder or offeror certifies that if awarded the contract, it will have the following insurance coverage at the time the contract is awarded. For construction contracts, if any subcontractors are involved, the subcontractor will have workers' compensation insurance in accordance with §§ 2.2-4332 and 65.2-800 et seq. of the *Code of Virginia*. The bidder or offeror further certifies that the contractor and any subcontractors will maintain these insurance coverages during the entire term of the contract and that all coverage will be provided by companies authorized to sell insurance in Virginia by the Virginia State Corporation Commission.

**MINIMUM INSURANCE COVERAGES AND LIMITS:**

1. Workers' Compensation - Statutory requirements and benefits. Coverage is compulsory for employers of three or more employees, to include the employer. Contractors who fail to notify the Commonwealth of increases in the number of employees that change their workers' compensation requirements under the *Code of Virginia* during the course of the contract shall be in noncompliance with the contract.
2. Employer's Liability - \$100,000.
3. Commercial General Liability - \$1,000,000 per occurrence and \$2,000,000 in the aggregate. Commercial General Liability is to include bodily injury and property damage, personal injury and advertising injury, products and completed operations coverage. The Commonwealth of Virginia shall be added as an additional insured to the policy by an endorsement.
4. Automobile Liability - \$1,000,000 combined single limit. (Required only if a motor vehicle not owned by the Commonwealth is to be used in the contract. Contractor must assure that the required coverage is maintained by the Contractor (or third party owner of such motor vehicle).)

**U. ANNOUNCEMENT OF AWARD:** Upon the award or the announcement of the decision to award a contract as a result of this solicitation, the purchasing agency will publicly post such notice in eVA ([eva.virginia.gov](http://eva.virginia.gov)) for a minimum of 10 days.

**V. DRUG-FREE WORKPLACE:** Applicable for all contracts over \$10,000:

During the performance of this contract, the contractor agrees to (i) provide a drug-free workplace for the contractor's employees; (ii) post in conspicuous places, available to employees and applicants for employment, a statement notifying employees that the unlawful manufacture, sale, distribution, dispensation, possession, or use of a controlled substance or marijuana is prohibited in the contractor's workplace and specifying the actions that will be taken against employees for violations of such prohibition; (iii) state in all solicitations or advertisements for employees placed by or on behalf of the contractor that the contractor maintains a drug-free workplace; and (iv) include the provisions of the foregoing clauses in every subcontract or purchase order of over \$10,000, so that the provisions will be binding upon each subcontractor or vendor.

For the purposes of this section, "drug-free workplace" means a site for the performance of work done in connection with a specific contract awarded to a contractor, the employees of whom are prohibited from engaging in the unlawful manufacture, sale, distribution, dispensation, possession or use of any controlled substance or marijuana during the performance of the contract.

**W. NONDISCRIMINATION OF CONTRACTORS:** A bidder, offeror, or contractor shall not be discriminated against in the solicitation or award of this contract because of race, religion, color, sex, sexual orientation, gender identity, national origin, age, disability, faith-based organizational status, any other basis prohibited by state law relating to discrimination in employment or because the bidder or offeror employs ex-offenders unless the state agency, department or institution has made a written determination that employing ex-offenders on the specific contract is not in its best interest. If the award of this contract is made to a faith-based organization and an individual, who applies for or receives goods, services, or disbursements provided pursuant to this contract objects to the religious character of the faith-based organization from which the individual receives or would receive the goods, services, or disbursements, the public body shall offer the individual, within a reasonable period of time after the date of his objection, access to equivalent goods, services, or disbursements from an alternative provider.

**X. eVA BUSINESS-TO-GOVERNMENT VENDOR REGISTRATION, CONTRACTS, AND ORDERS:** The eVA Internet electronic procurement solution, web site portal [eva.virginia.gov](http://eva.virginia.gov), streamlines and automates government purchasing activities in the Commonwealth. The eVA portal is the gateway for vendors to conduct business with state agencies and public bodies. All vendors desiring to provide goods and/or services to the Commonwealth shall participate in the eVA Internet e-procurement solution by completing the free eVA Vendor Registration. All bidders or offerors must register in eVA and pay the Vendor Transaction Fees specified below; failure to register will result in the bid/proposal being rejected.

Vendor transaction fees are determined by the date the original purchase order is issued and the current fees are as follows:

- a. For orders issued July 1, 2014, and after, the Vendor Transaction Fee is:
  - (i) DSBSD-certified Small Businesses: 1%, capped at \$500 per order.
  - (ii) Businesses that are not DSBSD-certified Small Businesses: 1%, capped at \$1,500 per order.
- b. Refer to Special Term and Condition "eVA Orders and Contracts" to identify the number of purchase orders that will be issued as a result of this solicitation/contract with the eVA transaction fee specified above assessed for each order.

For orders issued prior to July 1, 2014, the vendor transaction fees can be found at [eva.virginia.gov](http://eva.virginia.gov).

The specified vendor transaction fee will be invoiced, by the Commonwealth of Virginia Department of General Services, typically within 60 days of the order issue date. Any adjustments (increases/decreases) will be handled through purchase order changes.

**Y. AVAILABILITY OF FUNDS:** It is understood and agreed between the parties herein that the agency shall be bound hereunder only to the extent that the legislature has appropriated funds that are legally available or may hereafter become legally available for the purpose of this agreement.

- Z. SET-ASIDES IN ACCORDANCE WITH THE SMALL BUSINESS ENHANCEMENT AWARD PRIORITY:** This solicitation is set-aside for award priority to DSBSD-certified micro businesses or small businesses when designated as “Micro Business Set-Aside Award Priority” or “Small Business Set-Aside Award Priority” accordingly in the solicitation. DSBSD-certified micro businesses or small businesses also includes DSBSD-certified women-owned and minority-owned businesses when they have received the DSBSD small business certification. For purposes of award, bidders/offers shall be deemed micro businesses or small businesses if and only if they are certified as such by DSBSD on the due date for receipt of bids/proposals.
- AA. BID PRICE CURRENCY:** Unless stated otherwise in the solicitation, bidders/offers shall state bid/offer prices in US dollars.
- BB. AUTHORIZATION TO CONDUCT BUSINESS IN THE COMMONWEALTH:** A contractor organized as a stock or nonstock corporation, limited liability company, business trust, or limited partnership or registered as a registered limited liability partnership shall be authorized to transact business in the Commonwealth as a domestic or foreign business entity if so required by Title 13.1 or Title 50 of the *Code of Virginia* or as otherwise required by law. Any business entity described above that enters into a contract with a public body pursuant to the *Virginia Public Procurement Act* shall not allow its existence to lapse or its certificate of authority or registration to transact business in the Commonwealth, if so required under Title 13.1 or Title 50, to be revoked or cancelled at any time during the term of the contract. A public body may void any contract with a business entity if the business entity fails to remain in compliance with the provisions of this section.
- CC. CIVILITY IN STATE WORKPLACES:** The contractor shall take all reasonable steps to ensure that no individual, while performing work on behalf of the contractor or any subcontractor in connection with this agreement (each, a “Contract Worker”), shall engage in 1) harassment (including sexual harassment), bullying, cyber-bullying, or threatening or violent conduct, or 2) discriminatory behavior on the basis of race, sex, color, national origin, religious belief, sexual orientation, gender identity or expression, age, political affiliation, veteran status, or disability.
- The contractor shall provide each Contract Worker with a copy of this Section and will require Contract Workers to participate in agency training on civility in the State workplace if contractor’s (and any subcontractor’s) regular mandatory training programs do not already encompass equivalent or greater expectations. Upon request, the contractor shall provide documentation that each Contract Worker has received such training.
- For purposes of this Section, “State workplace” includes any location, permanent or temporary, where a Commonwealth employee performs any work-related duty or is representing his or her agency, as well as surrounding perimeters, parking lots, outside meeting locations, and means of travel to and from these locations. Communications are deemed to occur in a State workplace if the Contract Worker reasonably should know that the phone number, email, or other method of communication is associated with a State workplace or is associated with a person who is a State employee.
- The Commonwealth of Virginia may require, at its sole discretion, the removal and replacement of any Contract Worker who the Commonwealth reasonably believes to have violated this Section.
- This Section creates obligations solely on the part of the contractor. Employees or other third parties may benefit incidentally from this Section and from training materials or other communications distributed on this topic, but the Parties to this agreement intend this Section to be enforceable solely by the Commonwealth and not by employees or other third parties.
- DD. CONTRACT EXTENSIONS:** In the event that the original term and all renewals of this contract expire prior to the award for a new contract for similar goods and/or services, the Commonwealth of Virginia may, with written consent of the Contractor, extend this contract for such a period as may be necessary to afford the Commonwealth of Virginia a continuous supply of the identified goods and/or services.

### III. SPECIAL TERMS AND CONDITIONS:

- A. AUDIT:** The contractor shall retain all books, records, and other documents relative to this contract for five (5) years after final payment, or until audited by the Commonwealth of Virginia, whichever is sooner. The agency, its authorized agents, and/or state auditors shall have full access to and the right to examine any of said materials during said period.
- B. CANCELLATION OF CONTRACT:** The purchasing agency reserves the right to cancel and terminate any resulting contract, in part or in whole, without penalty, upon 60 days written notice to the contractor. In the event the initial contract period is for more than 12 months, the resulting contract may also be terminated by the contractor, without penalty, after the initial 12 months of the contract period upon 60 days written notice to the other party. Any contract cancellation notice shall not relieve the contractor of the obligation to deliver and/or perform on all outstanding orders issued prior to the effective date of cancellation.
- C. eVA ORDERS AND CONTRACTS:** The solicitation/contract will result in multiple purchase orders per LEA with the applicable eVA transaction fee assessed for each order.
- D. RENEWAL OF CONTRACT:** This contract may be renewed by the Commonwealth for one (1) initial year with four (4) successive one year (1) periods under the terms and conditions of the original contract except as stated in 1. and 2. below. Price increases may be negotiated only at the time of renewal. Written notice of the Commonwealth's intention to renew shall be given approximately 90 days prior to the expiration date of each contract period.
1. If the Commonwealth elects to exercise the option to renew the contract for an additional one-year period, the contract price(s) for the additional one year shall not exceed the contract price(s) of the original contract increased/decreased by more than the percentage increase/decrease of the *other goods and services* category of the CPI-U section of the Consumer Price Index of the United States Bureau of Labor Statistics for the latest twelve months for which statistics are available.
  2. If during any subsequent renewal periods, the Commonwealth elects to exercise the option to renew the contract, the contract price(s) for the subsequent renewal period shall not exceed the contract price(s) of the previous renewal period increased/decreased by more than the percentage increase/decrease of the *other goods and services* category of the CPI-U section of the Consumer Price Index of the United States Bureau of Labor Statistics for the latest twelve months for which statistics are available.
- E. SUBMISSION OF SMALL BUSINESS SUBCONTRACTING PLAN, EVIDENCE OF COMPLIANCE WITH SMALL BUSINESS SUBCONTRACTING PLAN, AND SUBCONTRACTOR REPORTING:**
1. Submission of Small Business Subcontracting Plan: It is the statewide goal of the Commonwealth that 42% of its purchases be made from small businesses certified by DSBSD. This includes discretionary spending in prime contracts and subcontracts. All offerors are required to submit a Small Business Subcontracting Plan. The contractor is encouraged to offer such subcontracting opportunities to DSBSD-certified small businesses. This shall include DSBSD-certified women-owned and minority-owned businesses and businesses with DSBSD service disabled veteran-owned status when they have also received DSBSD small business certification. Where it is not practicable for any portion of the goods/services to be subcontracted to other suppliers, the offeror shall note such on the Small Business Subcontracting Plan. No offeror or subcontractor shall be considered a small business unless certified as such by the Department of Small Business and Supplier Diversity (DSBSD) by the due date for receipt of or proposals.
  2. Evidence of Compliance with Small Business Subcontracting Plan: Each prime contractor who wins an award in which provision of a small business subcontracting plan is a condition of the award, shall deliver to the contracting agency or institution monthly reports substantiating compliance in accordance with the small business subcontracting plan. If a variance exists, the contractor shall provide a written explanation. A subcontractor shall be considered a Small Business for purposes of a contract if and only if the subcontractor holds a certification as such by the DSBSD. Payment(s) may be withheld until the purchasing agency confirms that the contractor has certified compliance with the contractor's submitted Small Business

Subcontracting Plan or is in receipt of a written explanation of the variance. The agency or institution reserves the right to pursue other appropriate remedies for non-compliance to include, but not be limited to, termination for default.

3. Prime Contractor Subcontractor Reporting:

- i. Each prime contractor who wins an award greater than \$100,000, shall deliver to the contracting agency or institution on a monthly basis, all applicable information for each subcontractor listed on the Small Business Subcontracting Plan that are DSBSD-certified businesses or Employment Services Organizations (ESOs). The contractor shall furnish the applicable information to the purchasing office via the Subcontractor Payment Reporting tool accessible within the contractor's eVA account.
- ii. In addition each prime contractor who wins an award greater than \$200,000 shall deliver to the contracting agency or institution on a monthly basis, all applicable information on use of subcontractors that are not DSBSD-certified businesses or Employment Services Organizations. The contractor shall furnish the all applicable information to the purchasing office via the Subcontractor Payment Reporting tool accessible within the contractor's eVA account.

**F. PRIME CONTRACTOR RESPONSIBILITIES:** The contractor shall be responsible for completely supervising and directing the work under this contract and all subcontractors that he may utilize, using his best skill and attention. Subcontractors who perform work under this contract shall be responsible to the prime contractor. The contractor agrees that he is as fully responsible for the acts and omissions of his subcontractors and of persons employed by them as he is for the acts and omissions of his own employees.

**G. SUBCONTRACTS:** No portion of the work shall be subcontracted without prior written consent of the purchasing agency. In the event that the contractor desires to subcontract some part of the work specified herein, the contractor shall furnish the purchasing agency the names, qualifications and experience of their proposed subcontractors. The contractor shall, however, remain fully liable and responsible for the work to be done by its

**H. CONFIDENTIALITY OF PERSONALLY IDENTIFIABLE INFORMATION:** The contractor assures that information and data obtained as to personal facts and circumstances related to patients or clients will be collected and held confidential, during and following the term of this agreement, and unless disclosure is required pursuant to court order, subpoena or other regulatory authority, will not be divulged without the individual's and the agency's written consent and only in accordance with federal law or the Code of Virginia. Contractors who utilize, access, or store personally identifiable information as part of the performance of a contract are required to safeguard this information and immediately notify the agency of any breach or suspected breach in the security of such information. Contractors shall allow the agency to both participate in the investigation of incidents and exercise control over decisions regarding external reporting. Contractors and their employees working on this project may be required to sign a confidentiality statement.

**I. CONTINUITY OF SERVICES:**

1. The Contractor recognizes that the services under this contract are vital to the Agency and must be continued without interruption and that, upon contract expiration, a successor, either the Agency or another contractor, may continue them. The Contractor agrees:
  - (a) To exercise its best efforts and cooperation to effect an orderly and efficient transition to a successor;
  - (b) To make all Agency owned facilities, equipment, and data available to any successor at an appropriate time prior to the expiration of the contract to facilitate transition to successor; and
  - (c) That the Agency Contracting Officer shall have final authority to resolve disputes related to the transition of the contract from the Contractor to its successor.
2. The Contractor shall, upon written notice from the Contract Officer, furnish phase-in/phase-out services for up to ninety (90) days after this contract expires and shall negotiate in good faith a plan with the

successor to execute the phase-in/phase-out services. This plan shall be subject to the Contract Officer's approval.

3. The Contractor shall be reimbursed for all reasonable, pre-approved phase-in/phase-out costs (i.e., costs incurred within the agreed period after contract expiration that result from phase-in, phase-out operations) and a fee (profit) not to exceed a pro rata portion of the fee (profit) under this contract. All phase-in/phase-out work fees must be approved by the Contract Officer in writing prior to commencement of said work.

**J. STATE CORPORATION COMMISSION IDENTIFICATION NUMBER:** Pursuant to Code of Virginia, §2.2-4311.2 subsection B, a offeror organized or authorized to transact business in the Commonwealth pursuant to Title 13.1 or Title 50 is required to include in its proposal the identification number issued to it by the State Corporation Commission (SCC). Any offeror that is not required to be authorized to transact business in the Commonwealth as a foreign business entity under Title 13.1 or Title 50 or as otherwise required by law is required to include in its proposal a statement describing why the offeror is not required to be so authorized. Indicate the above information on the SCC Form provided. Contractor agrees that the process by which compliance with Titles 13.1 and 50 is checked during the solicitation stage (including without limitation the SCC Form provided) is streamlined and not definitive, and the Commonwealth's use and acceptance of such form, or its acceptance of Contractor's statement describing why the offeror was not legally required to be authorized to transact business in the Commonwealth, shall not be conclusive of the issue and shall not be relied upon by the Contractor as demonstrating compliance.

**K. E-VERIFY PROGRAM:** EFFECTIVE 12/1/13. Pursuant to *Code of Virginia*, §2.2-4308.2., any employer with more than an average of 50 employees for the previous 12 months entering into a contract in excess of \$50,000 with any agency of the Commonwealth to perform work or provide services pursuant to such contract shall register and participate in the E-Verify program to verify information and work authorization of its newly hired employees performing work pursuant to such public contract. Any such employer who fails to comply with these provisions shall be debarred from contracting with any agency of the Commonwealth for a period up to one year. Such debarment shall cease upon the employer's registration and participation in the E-Verify program. If requested, the employer shall present a copy of their Maintain Company page from E-Verify to prove that they are enrolled in E-Verify.

**L. CERTIFICATION OF INTERNAL CONTROLS:** The contractor shall have clearly delineated processes and procedures for the internal control of sensitive data and processes, which are any data and processes of which the compromising of confidentiality, integrity, and/or availability could have a material adverse effect on Commonwealth of Virginia interests, the conduct of agency programs, or to the privacy of which individuals are entitled, when such sensitive data or processes are related to the goods and/or services provided pursuant to this agreement.

The contractor shall provide evidence of compliant and ongoing internal control of sensitive data and processes through a standard methodology, such as but without limitation the American Institute of Certified Public Accountant (AICPA) Service Organization Control (SOC) Reports. The evidence of compliance shall be contained in a report describing the effectiveness of the contractor's internal controls. The most recent version of the report shall be provided to the purchasing office upon request. Trade secrets or proprietary information contained within the report shall not be subject to public disclosure under the Virginia Freedom of Information Act; however, the contractor must invoke the protection of Code of Virginia, § 2.2-4342F, in writing, prior to or upon submission of the report, and must identify the data or other materials to be protected and state the reasons why protection is necessary.

If deficiencies in the contractor's internal control processes and procedures are described in the most recent version of the report, the contractor shall automatically submit the report to the purchasing office within a timely manner and shall describe the corrective actions to be put into place by the contractor to remedy the deficiencies. Failure to report and/or repair deficiencies in a timely manner shall be cause for the Commonwealth to make a determination of breach of contract.



The contractor's obligations for certification of internal controls shall survive and continue after completion of this agreement unless the contractor certifies the destruction of the sensitive data at the end of the contract term.

**M. FEDERALLY IMPOSED TARIFFS:** In the event that the President of the United States, the United States Congress, Customs and Border Protection, or any other federal entity authorized by law, imposes an import duty or tariff (a "tariff"), on an imported good that results in an increase in contractor's costs to a level that renders performance under the Agreement impracticable, the Commonwealth may agree to an increase to the purchase price for the affected good. No increase in purchase price may exceed 25% of the additional tariff imposed on the goods imported or purchased by the contractor that are provided to the Commonwealth under this Agreement.

Prior to the Commonwealth agreeing to a price increase pursuant to this Section, the contractor must provide to the Commonwealth, the following documentation, all of which must be satisfactory to the Commonwealth:

- evidence demonstrating: (i) the unit price paid by contractor as of the date of award for the good or raw material used to furnish the goods to the Commonwealth under this Agreement, (ii) the applicability of the tariff to the specific good or raw material, and (iii) contractor's payment of the increased import duty or tariff (either directly or through an increase to the cost paid for the good or raw material). The evidence submitted shall be sufficient in detail and content to allow the Commonwealth to verify that the tariff is the cause of the price change.

- a certification signed by contractor that it has made all reasonable efforts to obtain the good or the raw materials comprising the good procured by the Commonwealth at a lower cost from a different source located outside of the country against which the tariff has been imposed.

- a certification signed by contractor that the documentation, statements, and any other evidence it submits in support of its request for a price increase under this Section are true and correct, and that the contractor would otherwise be unable to perform under this Agreement without such price increase.

- as requested by the Commonwealth, written instructions authorizing the Commonwealth to request additional documentation from individuals or entities that provide the good or the raw materials to verify the information submitted by contractor.

If the Commonwealth agrees to a price increase pursuant to this Section, the parties further agree to add the following terms to this Agreement:

- During the Term and for five (5) years after the termination of this Agreement, contractor shall retain, and the Commonwealth and its authorized representatives shall have the right to audit, examine, and make copies of, all of contractor's books, accounts, and other records related to this Agreement and contractor's costs for providing goods to the Commonwealth, including, but not limited to those kept by the contractor's agents, assigns, successors, and subcontractors.

- Notwithstanding anything to the contrary in this Agreement, the Commonwealth shall have the right to terminate this Agreement for the Commonwealth's convenience upon 15 days' written notice to contractor.

In the event the import duty or tariff is repealed or reduced prior to termination of this Agreement, the increase in the Commonwealth's contract price shall be reduced by the same amount and adjusted accordingly.

- Any material misrepresentation of fact by contractor relating in any way to the Commonwealth's payment of additional sums due to tariffs shall be fraud against the taxpayer's of the Commonwealth and subject contractor to treble damages pursuant to the Virginia Fraud Against Taxpayers Act.

**N. PERSONAL PROTECTIVE EQUIPMENT:**

All personal protective equipment for public use must comply with all applicable federal and international certifications.

- a. When an agency or institution receives three or more proposals from a Virginia-based company or a manufacturer that uses materials or product components made in Virginia or the United States, the agency must select from those proposals. If such proposals are unavailable, the agency must select a United-States based manufacturer using materials or product components made in the United States.
- b. If an agency or institution is unable to purchase equipment in accordance with subsection A, it must purchase equipment from another company or manufacturer that has tested the personal protective equipment by an independent laboratory to ensure compliance with all applicable federal and international certifications and requirements for such equipment or if the manufacturer of such equipment provides verifiable proof of internal and independent testing by an accredited United States laboratory or testing facility at the time of award.
- c. State agencies shall comply with the provisions of this section unless the requirements stated in subsections A and B cannot be met.

**IV. METHOD OF PAYMENT:**

Contractor shall submit invoices on a monthly bases directly to the LEA for services rendered. The LEA will make payments, in accordance with the applicable Prompt Payment Act provision, provided the invoice is accurate and in accordance with the resulting contract and pricing agreed to as part of the award of the contract. All invoices shall include the name of the contract number, contractor, date of invoice, invoice number, purchase order number.

- V.** The Contractor shall reach out to each LEA utilizing the contract to determine who the invoices should be forwarded to.

**Negotiations****REQ1443773****Attendance Recovery Services (HB30)****03/21/2025****Offeror: Everyday Labs**

*In accordance with RFP, Section VI. B.: “AWARD: Selection shall be made of two or more offerors deemed to be fully qualified and best suited among those submitting proposals on the basis of the evaluation factors included in the Request for Proposals, including price, if so stated in the Request for Proposals. Negotiations shall be conducted with the offerors so selected. Price shall be considered but need not be the sole determining factor. After negotiations have been conducted with each offeror so selected, the agency shall select the offeror which, in its opinion, has made the best proposal, and shall award the contract to that offeror. The Commonwealth may cancel this Request for Proposals or reject proposals at any time prior to an award and is not required to furnish a statement of the reasons why a particular proposal was not deemed to be the most advantageous (Code of Virginia, § 2.2-4359D). Should the Commonwealth determine in writing and in its sole discretion that only one offeror is fully qualified, or that one offeror is clearly more highly qualified than the others under consideration, a contract may be negotiated and awarded to that offeror. The award document will be a contract incorporating by reference all the requirements, terms and conditions of the solicitation and the contractor’s proposal as negotiated.”*

---

Please read each of the following negotiation points and provide your response in the section titled, “**Offeror Response**” and include any attachments if applicable.

1. The Offeror confirms that, in the event it is determined that LEAs are unable to meet the minimum number of engaged students, the decision to enroll and absorb the \$40,000 minimum fee will rest at the discretion of the LEAs.

**Offeror’s Response:**

Confirmed, in the event it is determined that LEAs are unable to meet the minimum number of engaged students, the decision to enroll and absorb the \$40,000 minimum fee will rest at the discretion of the LEAs.

2. The Offeror confirms that, in the event of a conflict between the agreement between the LEAs and Everyday Labs and the contract between Everyday Labs and the VDOE, the terms of the contract between Everyday Labs and the VDOE shall prevail.

**Offeror’s Response:**

Confirmed, in the event of a conflict between the agreement between the LEAs and Everyday Labs and the contract between Everyday Labs and the VDOE, the terms of the contract between Everyday Labs and the VDOE shall prevail.

3. Kindly confirm the minimum number of engaged students required to waive the minimum charge.

**Offeror’s Response:**

5,333 students is the minimum number of enrolled students to satisfy the \$40,000 minimum charge. Any LEA with enrollment below that number will be \$40,000. Any enrollment number greater than that will be \$7.50 per student, less any enrollment scale discounts.

<u>Emily Bailard</u>	<u>3/25/2025</u>
Offeror’s Signature	Date
<u>Emily Bailard</u>	<u>3/25/2025</u>
Offeror’s Printed Name	Date



**Response to**  
**The Virginia Department Of Education**  
**Office Of Procurement**  
**RFP # REQ1443773**  
Attendance Recovery Services (HB30)  
Submitted: November 21, 2024

EveryDay Labs, Inc.  
303 Twin Dolphin Drive, Suite 600  
Redwood City, CA 94065  
650-641-9485  
[contracts@everydaylabs.com](mailto:contracts@everydaylabs.com)

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**THE VIRGINIA DEPARTMENT OF EDUCATION  
OFFICE OF PROCUREMENT  
101 NORHT 14<sup>TH</sup> STREET, RICHMOND, VIRGINIA 23219**

**REQUEST FOR PROPOSAL (RFP) # REQ1443773**

**Attendance Recovery Services (HB30)**

**Issue Date: 10/22/2024 • Due Date/Time: 11/22/2024, at 4:00PM**

**Contract Officer: Scott Magazine • Email Address: [scott.magazine@doe.virginia.gov](mailto:scott.magazine@doe.virginia.gov)**

<b>USING AGENCY AND/OR LOCATION WHERE WORK WILL BE PERFORMED:</b> Local Education Agencies (LEAs) throughout the Commonwealth	
<b>CLARIFICATION OF TERMS:</b> If any prospective Offeror has questions about the specifications or other solicitation documents, the prospective Offeror should contact the Contracting Officer whose name appears on the face of this solicitation, in writing, no later than five (5) business days before the due date. All inquiries must be submitted in <i>writing</i> to Contract Officer listed above. Please include “RFP – “ <b>REQ1443773</b> ” in the title of the message. Any revisions to the solicitation will be made only by an addendum issued by the Contracting Officer named above.	
<b>OPTIONAL OR MANDATORY PRE-PROPOSAL CONFERENCE:</b> There will not be a pre-proposal conference.	
<b>PERIOD OF CONTRACT:</b> The initial period of the contract will commence at date of award for a one (1), with four (4) optional one (1) year renewal periods.	
In compliance with this Request for Proposal (RFP) and all conditions imposed in this RFP, the undersigned firm hereby offers and agrees to furnish all goods and services in accordance with the attached signed proposal or as mutually agreed upon by subsequent negotiation, and the undersigned firm hereby certifies that all information provided below and in any schedule attached hereto is true, correct, and complete.	
Company Name: <u>EveryDay Labs, Inc.</u>  Street: <u>303 Twin Dolphin Drive, Suite 600</u>  City/State/Zip: <u>Redwood City, CA 94065</u>  Signature: <u></u>  Printed Name: <u>Emily Bailard</u>  Title: <u>Chief Executive Officer</u>	Date: <u>11/20/2024</u>  Contractor's TIN: <u>47-5353810</u>  Telephone: <u>650-641-9485</u>  Phone Number: <u>650-641-9485</u>  Email Address: <u>contracts@everydaylabs.com</u>
<b>NOTE:</b> This public body does not discriminate against faith-based organizations in accordance with the <i>Code of Virginia</i> , §2.2-4343.1 or against an Offeror because of race, religion, color, sex, national origin, age, disability, sexual orientation, gender identity, political affiliation, or veteran status or any other basis prohibited by state law relating to discrimination in employment. Faith-based organizations may request that the issuing agency not include subparagraph 1.f. in General Terms and Condition C. Such a request shall be in writing and explain why an exception should be made in the Request for Proposal.	

**THIS PAGE SHALL BE COMPLETED AND INCLUDED IN PROPOSAL SUBMISSION**



## **2. Protected Materials**

EveryDay Labs does not designate any portion of our proposal as proprietary or trade secret material. We have reviewed the requirements outlined in the RFP and determined that all data and materials included in our submission can be shared in accordance with the Commonwealth of Virginia's policies and procedures.

We understand and accept that the classification of an entire proposal document, line item prices, and/or total proposal prices as proprietary or trade secrets is not permissible under the terms of the RFP. As such, no distinct markings, such as highlighting or underlining, are included in our proposal to indicate proprietary or confidential materials.

Additionally, we acknowledge Attachment D – Proprietary/Confidential Information Identification and confirm that we have signed off on this attachment to formally indicate that our submission does not include protected materials.

### 3. Offeror Qualifications

#### 3.1 Provide a work history that includes clear, evidence-based approaches that the provider has used to improve chronic absenteeism rates for at-risk students who demonstrate disengagement, a history of chronic absenteeism, homelessness, or are economically disadvantaged.

EveryDay Labs is a trusted partner to over 60 districts nationwide, and currently serves over 124,000 students across Virginia, including those in Richmond Public Schools, Newport News Public Schools, Portsmouth Public Schools, and Virginia Beach City Public Schools. We are a team of experts devoted to attendance improvement, family engagement, and the science of behavior change so that students can maximize every learning opportunity for academic success and beyond.

Our comprehensive attendance solution includes:

- **Evidence-Based Foundational Attendance Campaigns:** Our [chronic absenteeism intervention](#) and [restorative truancy notices](#) have been proven, through randomized controlled trials, to reduce absenteeism. We automate the identification of students who should receive these messages and prepare and send them on the division's behalf, via physical mail and text. This allows for students to receive needed and effective preventative and early intervention support without placing additional burden on time limited staff. See more on randomized controlled trial evidence base in Section 3.2.
- **Targeted Campaigns:** We use student, school, and division specific data on attendance patterns and trends to get personalized messages to students at the right time to improve attendance. For example, we identify students who frequently miss a specific school day, have excessive absences in the first month of school, have a history of chronic absenteeism, and more, in order to develop and deliver messages to counteract those patterns. Similarly, our experts review school and division data to look for disparities in absenteeism across groups or on specific days and design campaigns to counteract those trends.
- **Data Intelligence & Collaboration Tools:** We provide school and division staff with a platform that uncovers key attendance insights. Using this tool, they are able to easily view patterns and trends at the student, school, and division level. Our pattern recognition identifies students with a history of chronic absenteeism; those showing signs of disengagement through a high number of absences early in the year; or worsening attendance week over week or month over month. Our dashboards also allow for easy review of attendance and chronic absenteeism by groups, such as students experiencing homelessness or economic disadvantage, to determine the extent of attendance disparities. It also allows for easy identification of students within those groups who are struggling with attendance. This data makes it easier for staff to identify the students that need support, track their family outreach, log root causes of absenteeism as they are identified, and determine whether their supports and interventions are effectively improving student attendance. Our partners find this platform to be a critical tool for successfully implementing tiered systems of attendance support.
- **Individualized Family Support:** Our research shows that families are facing 5 barriers to attendance on average. We help address those barriers through providing 24/7 support for accessing key resources. Our Family Support Bot and multilingual Family Support Team work to re-engage families and connect them to needed barrier-specific division or community resources. Barriers the family is facing are automatically logged so that school and division staff can more easily follow up and provide additional support in the future.
- **Expert Training for High Impact Action:** Our team of attendance experts build capacity through a highly regarded training series, along with monthly sessions on timely topics. This equips teams to deliver effective attendance improvement strategies throughout the school year.

In addition, staff gain access to our attendance community where they can learn from and share advice with other schools around the country and across Virginia.

With our expertise in nurturing family - school connections and implementing evidence-backed interventions and tools, our partners have been able to effectively lower their chronic absence rates.

We serve over 124,000 students in Virginia, and in the 23-24 school year, on average our partnerships saw the following improvements:

- 66% of students receiving the intervention improved their attendance rate
- For every \$100 spent, we recovered 5 days and 1,900 minutes of learning

In South Carolina, we are in our second year of a partnership dedicated to supporting McKinney-Vento students (youth experiencing homelessness) across the state.

We would be honored to expand our program and partner with the Virginia Department of Education (VDOE) and LEAs/divisions across the state to support school teams, engage families, and transform student outcomes.

### **3.2 Evidence-based practices to improve attendance include, but are not limited to, mentoring, tutoring, and inter-agency case management. Details on the frequency, personalization, and progress monitoring of interventions. Adaptations to interventions based on varied school structures (i.e. elementary, middle, high, rural, suburban, urban, large, medium, small).**

#### **An Effective Program Across School Structures**

Our program is informed by research from the Harvard Student Social Support R&D Lab, led by our co-founder & Chief Scientist, Dr. Todd Rogers. While other companies reference this research to justify their product, none embed nor implement these practices with fidelity. That's why **we offer the only PreK-12 attendance intervention** whose proven results have earned the [\*Strong Evidence distinction under Evidence for ESSA\*](#). Our multifaceted approach has been shown to reduce chronic absenteeism by 11-15% over and above any other school or division initiative, and our truancy notices are proven to be 40% more effective than standard notices.<sup>1</sup> These results have been consistent across school structures. To date, we have helped prevent over 2.3 million absences across over 2,000 schools and 60+ districts, recovering over 880 million minutes of instructional time, and connecting families across the nation to resources over 769,000 times.

In the independent evaluation by Evidence for ESSA out of Johns Hopkins University, they explained our *Strong Evidence* rating by summarizing our two seminal studies<sup>2</sup> spanning 11 divisions that showed an 11% and 15% reduction in chronic absence respectively:

[\*Rogers & Feller \(2018\)\*](#) carried out a randomized evaluation of the *Absence Reports intervention in elementary and secondary schools in Philadelphia*. The total N was 28,080; 53% of students were African American, 19% Hispanic, and 14% White. Students at risk for absenteeism were randomly assigned to treatment or control. Effects on absences were statistically significant ( $ES=+0.19$ ). [\*Robinson, Lee, Dearing, & Rogers \(2018\)\*](#) did a replication study in 10 urban, suburban, and

<sup>1</sup> [https://scholar.harvard.edu/files/todd\\_rogers/files/the\\_case\\_of\\_truancy\\_notifications.pdf](https://scholar.harvard.edu/files/todd_rogers/files/the_case_of_truancy_notifications.pdf)

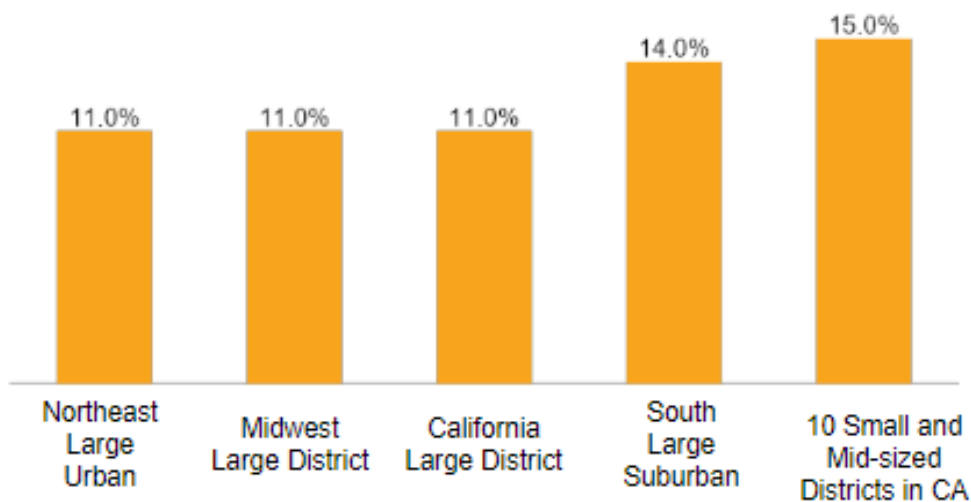
<sup>2</sup> Rogers, T., Feller, A. Reducing student absences at scale by targeting parents' misbeliefs. *Nat Hum Behav* 2, 335–342 (2018). <https://doi.org/10.1038/s41562-018-0328-1>

Robinson, C. D., Lee, M. G., Dearing, E., & Rogers, T. (2018). [\*Reducing Student Absenteeism in the Early Grades by Targeting Parental Beliefs\*](#). *American Educational Research Journal* , 26 (3), 353-383.

[https://scholar.harvard.edu/todd\\_rogers/publications/reducing-student-absenteeism-early-grades-targeting-parental-beliefs](https://scholar.harvard.edu/todd_rogers/publications/reducing-student-absenteeism-early-grades-targeting-parental-beliefs)

*rural elementary divisions in a large California county. Students determined to be at risk for absenteeism ( $n=10,504$ ) were randomly assigned to receive Absence Reports, or to a control group. Effects on reducing absences were statistically significant ( $ES=+0.10$ ). The weighted mean effect size across the two studies was  $+0.16$ . Both studies qualified the Absence Reports intervention for an ESSA “Strong” rating.<sup>3</sup>*

#### Chronic Absenteeism Percent Reductions Across Multiple RCTs

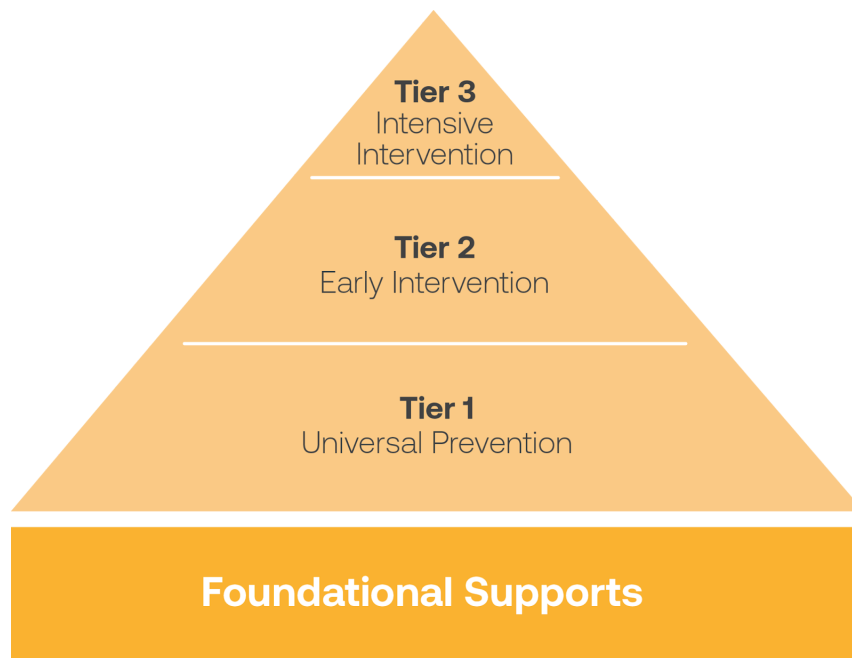


*Proven across 14 randomized controlled trials (RCTs) to reduce chronic absenteeism by 11-15%*

#### How Our Attendance Solution Works

Our solution is rooted in a multi-tiered system of support framework that can be easily scaled across divisions of all sizes and student demographics. It's designed to open up time for staff to build relationships with students and families, which may include mentoring, tutoring, and inter-agency case management programs. By freeing up time for staff to deliver these programs directly to students, schools can sustainably nurture a positive school culture where students have strong relationships with their teachers and are excited to learn every day. From removing administrative tasks to providing space for effective collaboration, our solution equips educators with the tools and game plan they need to improve student attendance.

<sup>3</sup> Evidenceforessa.org, Evidence for ESSA, 2020,  
<https://www.evidenceforessa.org/program/everyday-intervention-formerly-inclass-today-and-everyday-labs/>



### **Tier 1 Supports**

At the foundation, we have Tier 1 interventions, which are focused on prevention, and delivered primarily to students with absence rates less than 10%. The goal of delivering interventions to these students is to prevent them from becoming chronically absent. Prevention needs to be a critical piece of the strategy because, on average, student attendance worsens over the course of the year, making early intervention essential to stop students from becoming chronically absent. Despite this, and the fact that these students account for about half of all absences, very little staff time is typically allocated to supporting students at this stage. We support these students in three ways.

**First, we send chronic absence communications to students.** They are unique in several key ways:

- We begin sending communications once students have missed at least 5% of school days, allowing intervention to start prior to a student becoming chronically absent, and thus preventing chronic absence.
- We identify students using an absence rate, rather than a specific number of absences, which allows us to identify at-risk students sooner than they are typically identified.
- We mail letters up to six times throughout the year and send text messages every other week. This allows us to address absenteeism as a chronic issue through continued touchpoints that keep attendance on track.
- Our algorithm customizes the content of the letters and texts based on student attendance data so that they are as effective and informative as possible.
- Our communications directly challenge and counteract common family misconceptions about attendance and communicate the importance of attending school every day, which leads to behavior change.
- Our communications connect families to division and community resources that help them overcome barriers to attendance

### **Communication Accessibility**

Our family communications, including Notifications of Truancy and chronic absenteeism communications, are accessible to families of all backgrounds, written concisely, at a 5th grade reading level, and available in dozens of languages, including English and Spanish.

**Second**, we analyze historic division data to design targeted campaigns for attendance dip days. These are days where attendance was particularly low and could benefit from broad communication to improve attendance.

**Third**, families can access our on-demand Family Support Bot or multilingual Family Support Team--fully staffed and managed by EveryDay Labs--for one-on-one help navigating resources and resolving issues that are preventing students from consistent attendance. Additionally, we uncover essential family insights on the division's behalf through **check-in surveys sent to all division families**, delivered in English and Spanish. These insights, which include resources requested by families, are available for educators within the EveryDay platform. By meeting families where they are and providing culturally competent support, we help re-engage and bridge communication gaps between schools and families, boosting family engagement and in turn, student attendance.

### **Tier 2 Supports**

At Tier 2, we focus on small group or clustered intervention that provide early support to students who are chronically absent (missing 10% to 20% of school). These students receive the aforementioned Tier 1 communications, but need some additional support to improve their attendance. Our data platform allows for both our team and the division to easily identify distinct groups of students that need additional support, such as students experiencing homelessness or economic disadvantage. In addition, we identify specific patterns at the student level, such as frequently missing the same day of the week, or trends, such as worsening attendance month after month, or students experiencing specific barriers, such as transportation barriers. These student level details, presented in an accessible dashboard view, allow for even more personalization and improved grouping of students. We then work closely with the division to design and launch targeted campaigns aimed at addressing these groups of students, their specific patterns, and their root causes of absenteeism.

### **Tier 3 Supports**

Tier 3 supports are reserved for students with the most extreme absenteeism, those missing more than 20% of days. Typically, this is the group that receives the vast majority of staff time and resources. By introducing effective interventions at Tier 1 and 2, we are able to reduce the number of students who escalate to Tier 3, allowing staff to have more time to dedicate to providing each student at this level the individualized intervention they need. In addition, our data platform provides valuable insights on the root causes of a student's absenteeism and their attendance patterns, so that staff can efficiently re-engage families. And, we provide the tools needed to document actions taken to support students, including enrollment in mentoring programs, tutoring efforts, and interagency case management, and understand whether those programs are working to reduce absenteeism. This is critical for giving staff the knowledge needed to spend their limited time on the things that work and abandon the strategies that do not.

[View a video demo of the collaboration & insights educators will find through the EveryDay Labs Platform.](#)

In addition to these tiered supports, we provide educators with truancy compliance tools and foundational and timely training, covering topics like how to use data to inform strategies in each of these tiers, how to build and run an effective attendance team, and tips for establishing other attendance strategies, such as incentive programs. Our resource center provides helpful tools, such as family phone scripts, self-assessments, and attendance goal setting forms. And our user community is a place to continue learning and discussing with other educators. Rural, suburban, and urban districts can easily connect with each other in dedicated spaces within the community and share celebrations, challenges, and best practices.

### 3.3 Provide a sample work plan that demonstrates how provider will support multiple school division structures (i.e. elementary, middle, high, rural, suburban, urban, large, medium, small).

Our solution is proven to work for school division structures of all sizes, locations, and student demographics. In fact, it is the only attendance intervention to meet “Strong Evidence for ESSA” across PreK-12, as noted by [John Hopkins Evidence for ESSA](#). Our 60+ national school district and division partners are diverse, including elementary, middle, high, rural, suburban, and urban, and ranging in size from 500 to 200,000 students.

You can find a sample work plan below detailing how we onboard and implement our program for divisions of all kinds and support them throughout the year.

**Sample Work Plan for Onboarding & Implementing the EveryDay Labs Program**

Milestone	Timing	Description
Contract signed	Week 0	Divisions participating in the program must complete their contract and a Data Use Agreement (DUA).
Program Kick-Off Meeting	Week 0	EveryDay Labs meets with division administrators and division data team members to: <ul style="list-style-type: none"> <li>Review the program and communication calendar</li> <li>Finalize initial content and criteria for chronic absence notices</li> <li>Discuss truancy content and criteria, if applicable</li> <li>Discuss chatbot content</li> <li>Begin collecting division specific resources</li> <li>Review data needed to support the program</li> </ul>
Division Sends Data Test File	Week 1	To ensure a successful program launch we request that divisions provide test data files so that we can review and provide any necessary feedback before the division sets up automated exports.
Division Sends Division Profile Form	Week 1	This form is submitted to verify all of the phone numbers that we will send our text messages from.
Content Library Approved by division	Week 2	Division approves Family Support Bot and notices content library tailored to different grade levels they would like featured in the mail & text notifications.
School Leader Training	Week 6	Prior to the first communications going out, EveryDay Labs hosts training sessions with school leaders to inform them about the program and share strategies for



		communicating about it with families. EveryDay Platform is also launched and ready to use on this date.
EveryDay Learning Membership	Week 6 onward	EveryDay Labs will deliver virtual professional learning sessions over the course of the school year. EveryDay Labs will also provide implementation training sessions throughout the year to help staff gain insights into the program and maximize the EveryDay Platform & user community.
Welcome Back Text	Week 8	Intervention Begins
Check-In Survey	Week 10	EveryDay Labs sends a check-in survey via text to <b>all families</b> to gather feedback from division families and deliver back to division
Tier 1 Campaigns	Week 10 onward	Chronic absence text messages sent bi-weekly throughout the year. Chronic absence letters sent home at 6 optimal times throughout the year.
Truancy Campaign	Week 10 onward	If applicable, division begins approving truancy notices to be sent home.
Additional targeted campaigns	Week 10 onward	Additional targeted campaigns launched throughout the school year based on division and school specific data.
Biannual Impact Analysis	Mid-Year and End-of-Year	Division leaders attend a meeting to discuss the partnership and attendance analysis & impact.

**3.4 Provide sample communication plans including a plan for recruiting and onboarding LEAs, a plan for communicating with schools and LEAs on which students are involved and their results, a plan for communicating with parents on student progress, and a plan for communicating with the SEA on recruitment processes, onboarding of LEAs, and outcomes.**

**Communication Plan for Recruiting & Onboarding LEAs**

Activity	Channel	Details
Create and launch opt-in form	Webform	We will develop and launch an opt-in form to make participating in the program as simple as possible for divisions.
EveryDay Labs Announces Partnership with VDOE	Email	EveryDay Labs will send an email to LEA leaders notifying them of the opportunity to opt in to the program by completing a form and inviting them to a "Lunch & Learn" live session to get any questions answered
Launch blog post and FAQ resources for the opportunity	Web	We will create content describing the opportunity and answering key questions, which we can link people to when promoting through email, social media, and other channels.
Launch partner spotlights for current Virginia partners	Web	We will create resources describing the experience of current Virginia partners so that divisions that are considering participating can better understand the



		experience and potential outcomes.
Promotion at VASS Winter or Spring Conference, Regional meetings	In-person	We will build relationships with local organizations and consortia that can help promote the opportunity to their membership. We will look for opportunities to have the program included in newsletters or co-sponsored sessions.
Promotion at the VDOE 2nd Annual Attendance Symposium	In-Person	
Outreach to Coalition of Small and Rural Schools of Virginia	Email/Meeting	
Outreach to regional Education Consortia	Email/Meeting	
Send informational packets to all divisions	Mail & Email	EveryDay Labs shares a document with more details on the attendance improvement program and how to opt in. View samples from our <a href="#">Hawaii DOE</a> & <a href="#">NYC Public Schools</a> partnerships. VDOE can also use this document to share the opportunity with their LEAs.
Weekly personalized emails	Email	<p>A member of our team will reach out to key staff from each division weekly to encourage them to opt in. These emails will leverage our communication expertise by including:</p> <ul style="list-style-type: none"> <li>• Personalization</li> <li>• Loss aversion language</li> <li>• Social proof: Comparison to other nearby divisions, noting how many have already opted in</li> <li>• Clear and simple call to action</li> <li>• Positive framing of program benefits</li> </ul>
Bi-weekly personalized phone outreach	Phone	A member of our team will reach out to key staff from each division at least every other week to remind them about the opportunity.
Monthly reminder postcards	Mail	We will send postcards each month emphasizing different benefits of opting into the program and sharing a QR code for the opt-in form.
Social media	Web	We will share information about the program through social media channels
Monthly Lunch & Learn sessions	Live webinar	LEA leaders can tune into the live session of their choice to hear a brief intro to the program and get questions answered
Lunch & Learn Follow up	Email	Recordings of the Lunch & Learns will be shared with all who have RSVPed to share with teams and EveryDay Labs team will follow-up with attendees to help them sign up.
Optional 1:1 meetings	Virtual meetings	LEA leaders will have the option to set up 1:1 meetings with a member of the EveryDay Labs team to discuss the program and/or the proposal and contract.
Referrals	Email	We will work with existing Virginia customers and

		new customers as they onboard to get referrals or connections to other divisions that have yet to sign up.
Onboarding Sessions	Virtual meetings	On a rolling basis, Customer Success Managers host onboarding session with each LEA who has opted in to the program

[Click here](#) to view the Sample Onboarding & Implementation Plan.

### Communication Plan for Schools and LEAs on Students Involved and Results

Below is a sample plan assuming that EveryDay Labs begins onboarding an LEA in mid/late February 2025. This timeline can be adjusted as needed.

Activity	Channel	Details
LEA Onboarding Sessions	Video Conference	Customer Success Managers host onboarding session with each LEA who has opted in to the program
School Leader Training	Video Conference	Customer Success Managers provide a webinar to principals to let them know about the program roll-out and answer any questions.
FAQ for School Staff	PDF	Customer Success Manager provides <a href="#">FAQ doc for LEA</a> to circulate to school teams to answer common family questions.
Access to EveryDay Platform	Video Conference	Customer Success Managers work with appropriate leaders to roll out EveryDay Platform access to all LEA and school educators.
LEAs and Schools view ongoing reporting	EveryDay Platform	Weekly reporting on communications sent, which students received them & other interventions, resources family have connected with, and incorrect contact information are available in the platform
LEAs and Schools view attendance metrics dashboards	EveryDay Platform	View latest division, school, and student level attendance metrics, including chronic absenteeism rates & average daily attendance rates
Monthly Check-In Meetings with Customer Success Manager	Video Conference	Main contact at LEA meets with their dedicated Customer Success Manager to review progress of program
Biannual Meetings	Video Conference	LEA level contacts meet with a dedicated Customer Success Manager to review key partnership results.

### Communication Plan for Communicating with Parents on Student Progress

Below is a sample plan assuming that EveryDay Labs begins family outreach in mid/late February 2025. This timeline can be adjusted as needed. Note that EveryDay Labs Chronic Absence Communications and Truancy Notices explicitly communicate student progress to parents. You can view a sample chronic absenteeism communication [here](#).

Activity	Channel	Details
Parent notification	Mail, Email	We will provide divisions with a <a href="#">notice that can be sent home to parents</a> if they would like to inform them about the program and prepare them for an increase in attendance related communications and interventions.
Check-In Survey	Text	EveryDay Labs sends text to all families across participating LEAs with questions to measure engagement
Attendance Intervention Campaign Begins	Mail & Text	Communications inform families of days missed and provide direct line of communication for support
LEA division & School Staff Leverage EveryDay Platform Data to Inform Outreach	EveryDay Platform, Phone, Email, Text	EveryDay Platform provides the latest reporting to educators on communications, attendance rates, and more, which they can leverage in their own outreach to families.
Every Day Counts Mini Poster	Print or Email	Educators can <a href="#">share this mini-poster</a> that emphasizes for families the importance of attendance.
FAQs for Families	Print or Email	Educators can share <a href="#">this FAQ doc</a> to help answer any family questions or concerns.

### Communication Plan Informing SEA of Recruitment Processes, LEA Onboarding, and Outcomes

Activity	Channel	Details
Bi-weekly recruitment and onboarding update	Email	EveryDay Labs will share updates on the number of divisions opted in, signed up for upcoming Lunch & Learns, and onboarded.
SEA Access to EveryDay Platform	Web	EveryDay Labs team gives SEA aggregate access to EveryDay Platform where they can view high level ongoing progress. <a href="#">Click here</a> for examples.
Biannual Impact Meeting	Video Conference	EveryDay Labs team delivers biannual impact presentation to SEA, sharing results of program across participating LEAs

**3.5 Provide an example of data collection reporting for parents, schools, LEAs, and the SEA including an analysis of attendance data, student achievement data, specific details on support provided (type, frequency, duration), and next steps for the contractor, student, and support team. This example must also include how the provider will adapt when data does not demonstrate improvements.**

Access to regular insights into how the program is progressing is an important piece of any attendance solution. Our platform not only offers the latest attendance metrics, updated nightly, but also includes reporting on the communications sent on the LEA’s behalf, individualized family support delivered on the school and LEA’s behalf, and flags on incorrect contact information and suggested updates.

Additionally, LEAs and the SEA will receive bi-annual reporting insights to gain a greater understanding of their community’s progress. Our intervention is proven to reduce chronic absenteeism by 11-15% over the course of the intervention. While there may not always be clear improvements immediately, our bi-annual reporting surfaces numerous bright spots from the partnership.

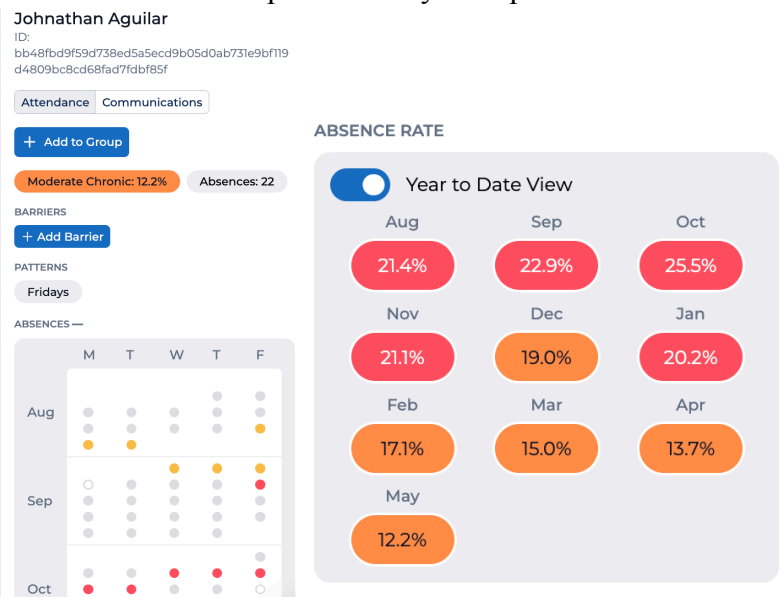
If LEAs wish to share their SOL test data with us, we are happy to conduct an analysis that shows the connection between better attendance and academic improvements. We have completed this type of analysis for other partners.

Below are examples of the types of reporting you can expect from EveryDay Labs, by audience:

**Parent Reporting**

EveryDay Labs sends chronic absenteeism communications to families of students who are, or at-risk of becoming, chronically absent. They report on the student’s total absences, excused and unexcused, and when appropriate, they include a comparison of absences to the classroom average. You can find a sample of this type of chronic absence attendance report nudge [here](#). Additionally, EveryDay Labs sends restorative truancy notices to eligible families that are accessible, clear, and proven to be 40% more effective than standard notices.

School teams also have access to school and student level data, including student attendance metrics like absence rate, chronic absenteeism rate, and attendance patterns and trends. Our partners love how accessible our dashboards are, and often share these reports directly with parents.



*Practitioners can share accessible student detail views directly with families, including absences color-coded by excused and unexcused and absence rates by month.*

### School Reporting

Educators at the school level will have access to a wide array of dashboards and collaboration tools to take a data-driven approach to attendance, streamline family outreach, and review ongoing progress.

**Provide Targeted Support by Demographic:** View student attendance data by demographic, including patterns & trends, ethnicity, gender, attendance tier, and more, to keep track of student progress and inform strategic outreach.

ALL STUDENTS

Moderate Chronic (10-19%): Tier 2

Filters

Clear Filters

Apply

View: 25

Opt Out

Add to Group

ABSENCE RATE (YTD)

Moderate Chronic (10-19%): Tier 2

GRADE LEVEL

1

2

3

ETHNICITY

HISPANIC

GENDER

MALE

TOTAL

21

<input checked="" type="checkbox"/>	FIRST NAME	LAST NAME	PATTERNS	INTERVENTIONS	TOTAL ABSENCES	ABSENCE RATE (YTD)	
<input checked="" type="checkbox"/>	Joshua	Bauer			18	10.0%	
<input checked="" type="checkbox"/>	Ariana	Bright	Chronic 20-21		26	14.4%	
<input checked="" type="checkbox"/>	Richard	Coleman	Mon	Barrier Assessment	21	11.7%	
<input checked="" type="checkbox"/>	Patricia	Collins			6	12.5%	
<input checked="" type="checkbox"/>	Louis	Davis	Early Abs.		20	11.1%	↑
<input checked="" type="checkbox"/>	Jane	Green	Chronic 20-21		25	13.9%	
<input checked="" type="checkbox"/>	Victoria	Jackson	Early Abs.		23	12.8%	
<input checked="" type="checkbox"/>	Mario	Keller	Chronic 20-21		20	11.1%	

*Gain quick insights into attendance patterns & trends*

**Create & Track Interventions and Streamline Family Outreach:** Notes from phone calls, home visits, and barrier assessments can be recorded & tracked directly onto an individual student's profile, allowing educators to work smarter as they meet the unique needs of all families.

**Rodney Anderson**  
ID: 8597a7a50f0c0eea4e578c2fcc0240a09e87a4f8ef88bb8a6c720758771ba727

Attendance Communications

+ Add to Group

Moderate Chronic: 11.1%

Absences: 20

BARRIERS

Family Unable To Help Student Get Ready For School

Other Family Misconception

+ Add Barrier

PATTERNS

Mondays

NOTES

Friday, December 09, 2022 at 8:48:22 AM by stefanie.gilary@everydaylabs.com

Rodney's family has been spending time visiting a relative out of the town over the weekends, and being back in time for Monday morning has not always been a priority

Edit Delete

Add Note

INTERVENTION GROUPS

Moderate chronic, missing Mondays

Show Archived Groups

*Notes visible to all team members make attendance work more efficient*

**View ongoing progress reports:** gain insights into communications sent schoolwide and resources families have connected to via the Family Support Bot.

Communication details

Students

Families

Address issues

Phone issues

Filters

Clear filters

Apply

View: 10

First name	Last name	Mail received	Texts received	Resources provided
Jamie	Smith	3	4	food, check-in complete
Kelly	West	2	6	support
Shane	Redford	1	2	fallback
Dante	Brown	4	4	covid-19 testing
Derek	Banfield	1	2	fallback
Lily	Nunez	1	2	attendance
Chelsea	Wong	4	6	school-support
Brian	Darden	2	3	transportation
Vanessa	Li	2	3	housing
Sheila	White	1	2	excused/unexcused misunderst...

Previous

123...8910

Next

Jamie Smith

Grade level: 2

Springfield Elementary

English

Resources provided

Food

Check-in complete

Communications

Text nudge D

11/28/22

Absence rate: 12%

Text nudge C

11/14/22

Text nudge B

11/01/22

Mail nudge

10/21/22

Associated responses

Chatbot

11/29/22

Family Support Team

10/22/22

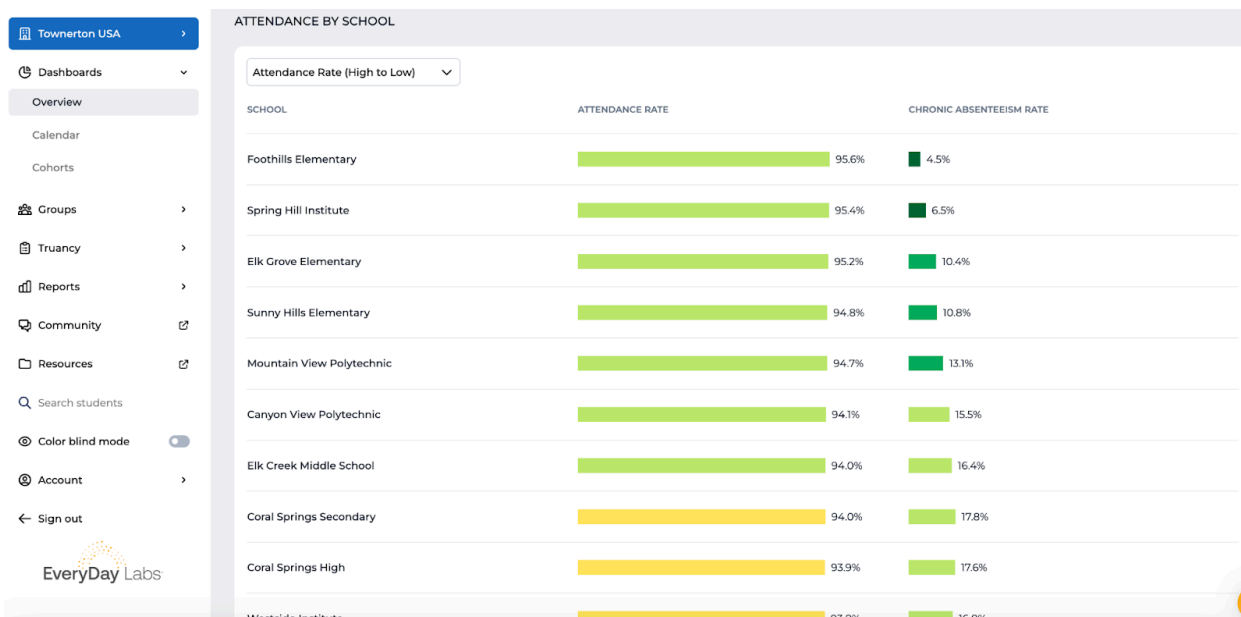
Contact information

Devin Smith: 1234567890

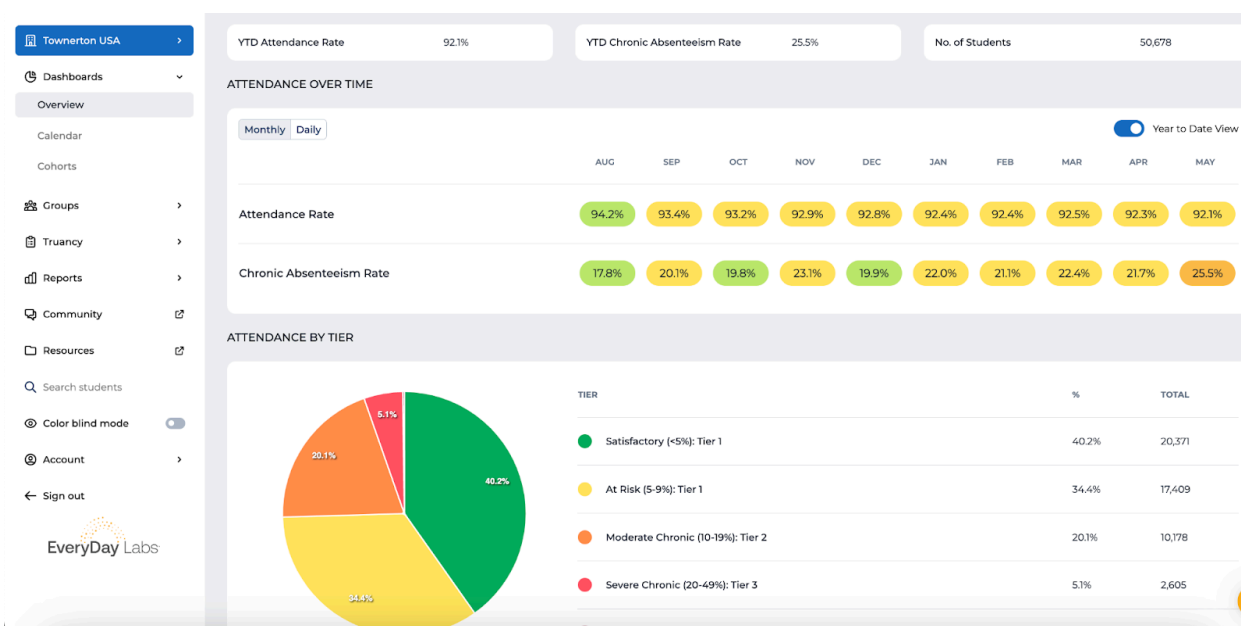
123 Main St. Springfield, CA 40456

## LEA Reporting

Practitioners at the LEA/division level will have visibility into the same reporting as Schools and Families, along with division-level insights. This includes reporting on division chronic absenteeism & attendance rates by month and for all schools, summary of communications sent division-wide and at each school, and the most popular resources that families were connected to via the Family Support Team & Family Support Bot. They will receive biannual reporting with additional insights, including student absenteeism improvements, attendance tier improvements, and more. Finally, EveryDay Labs collects ongoing feedback from staff through surveys during professional learning, via email, and within the platform. We will share this feedback with the LEA as well.

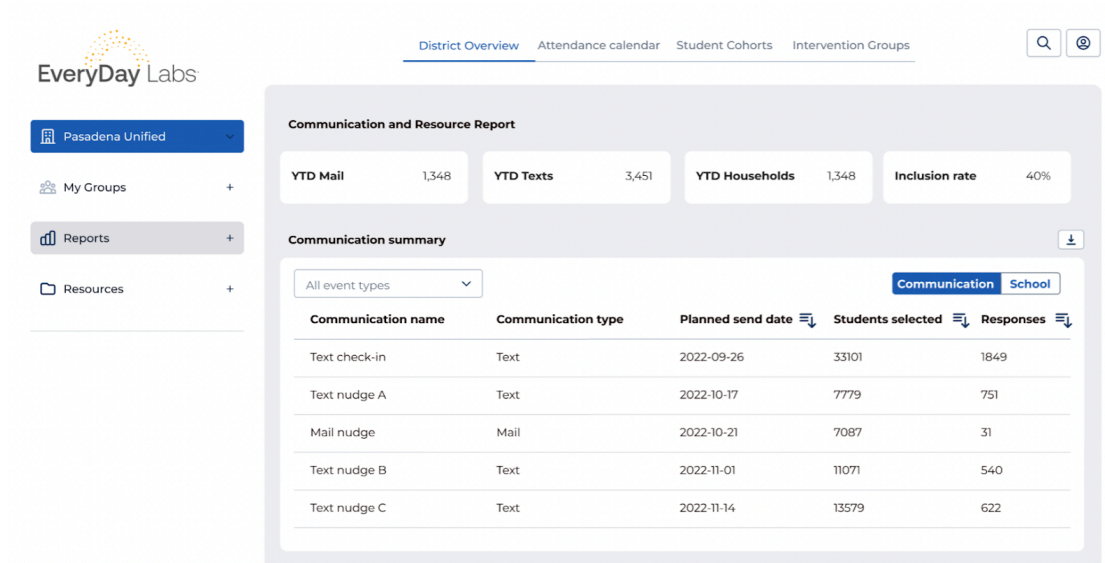


*Quickly view attendance rates and chronic absenteeism rates for all schools across the division, updated nightly*



*View monthly attendance rate and chronic absenteeism rates as well as the attendance tier breakdown, updated nightly.*

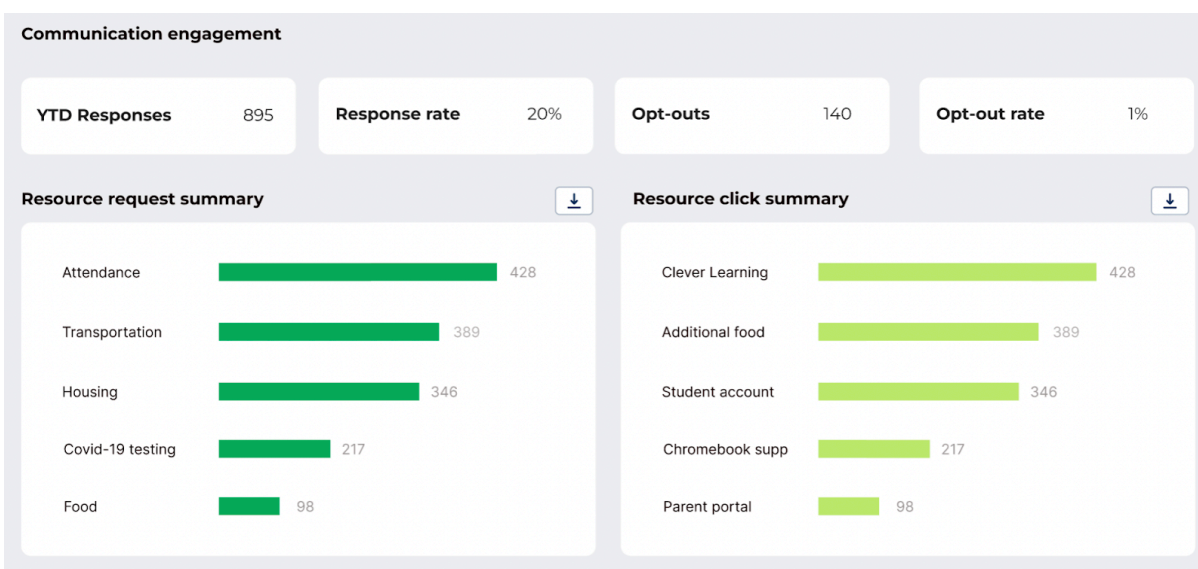




*View communications sent division wide and upcoming sends, updated weekly*

Communication School				
School name	YTD Mail	YTD Texts	YTD Households	Incl. rate
Rosemont HS	1489	2894	1489	60%
McClatchy HS	2340	3453	2340	54%
New Tech HS	897	1308	897	33%
Carson IB Academy	308	467	308	37%
Kennedy ES	754	1105	754	22%

*View communications sent by individual school, updated weekly*



*Gain insights into family needs with a summary of resources families have connected to via the Family Support Bot.*



Biannual Reporting

The LEA’s dedicated Customer Success Manager will share biannual attendance impact data by grade level and student demographic. Here are a few samples of what the LEA can expect:

63% of Students Improved in Attendance Rate

5,509

students' attendance rate improved after receiving EveryDay Chronic Absence Nudges



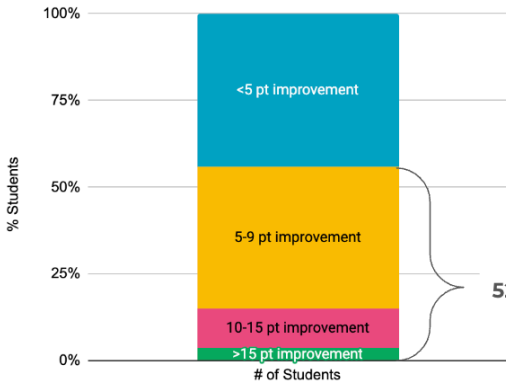
2 in 3 students attendance rate improved



Understand the percentage of students who improved their attendance rate after receiving the chronic absence nudge intervention.

Attendance Improvement

Change in Attendance Rate Among Improved Students



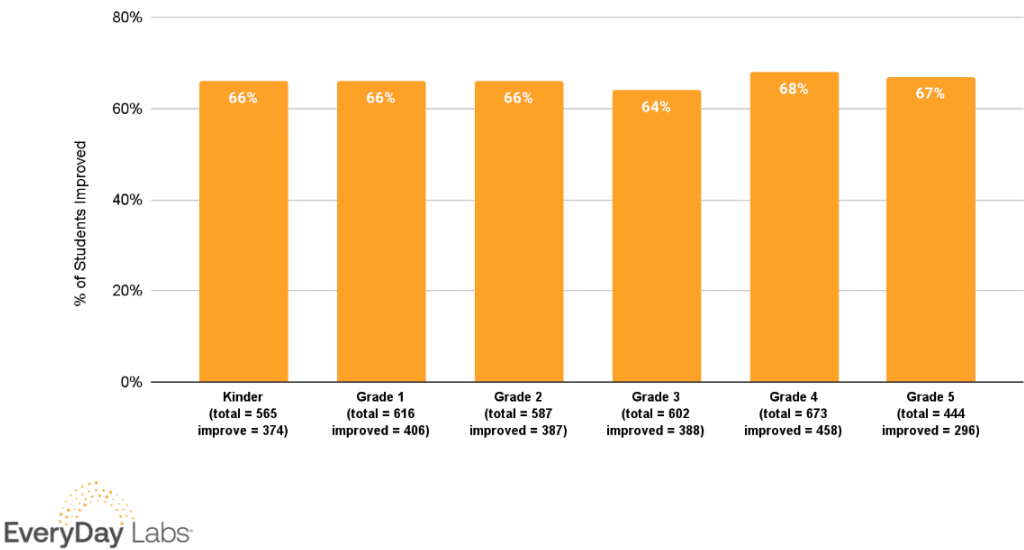
Percentage Point Improvement	No. of Students Improved	% of Students Improved
1-4 pts	2,795	41%
5-9 pts	2,588	38%
10-15 pts	715	11%
>15 pts	234	3%

52% of students improved 5 or more percentage points



Deep dive into how drastically students improved their attendance

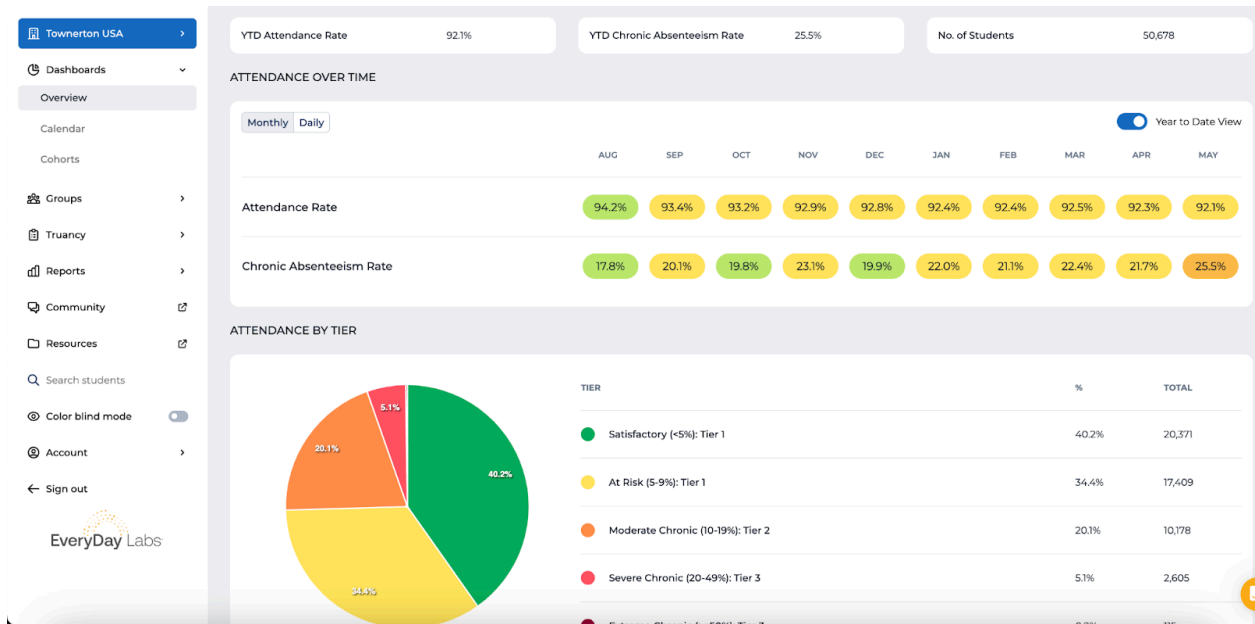
# Attendance Improvement by Grade, K-5



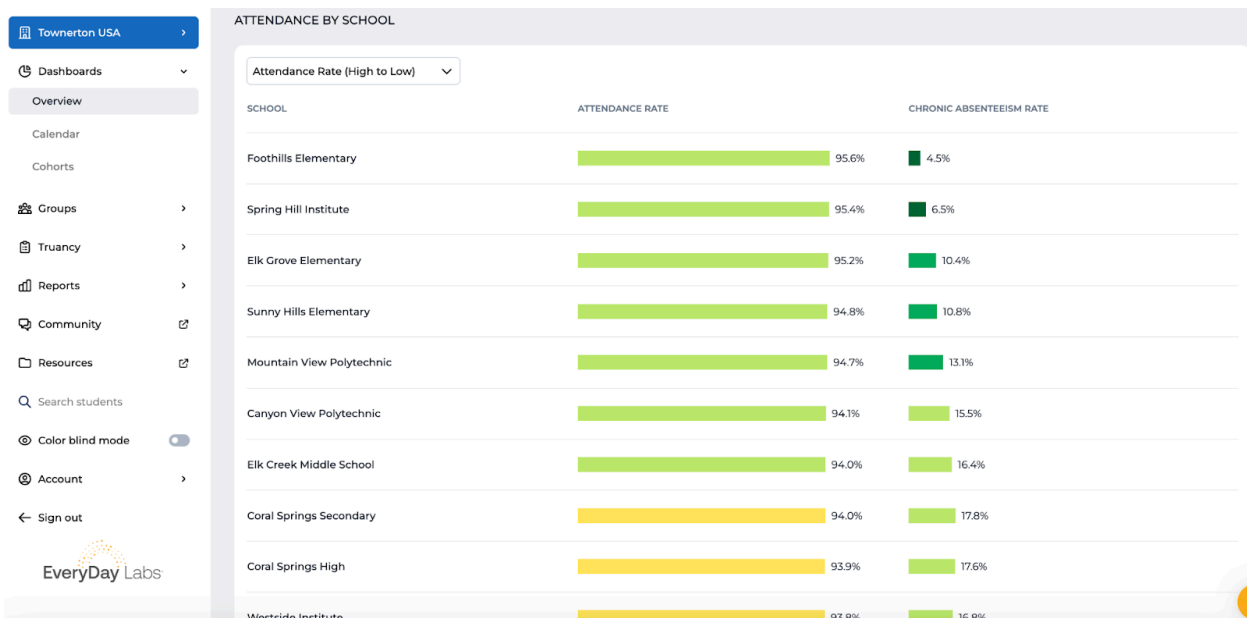
View attendance improvements by grade level

## SEA Reporting

EveryDay Labs will also provide the SEA access to the EveryDay Labs platform to gain insights into key attendance metrics at every division and their respective schools. Similarly to how LEAs will be able to view attendance data at the school and student level, the SEA will be able to view attendance data at all divisions, and then drill down to high level school data within each of those divisions.



SEA can view high level attendance metrics for every division and every school within their respective divisions.



*SEA can view attendance rates for every division and every school within the respective division*

### 3.6 Names, qualifications and experience of personnel to be assigned to the project.

This program is directly supported by our team of Customer Success Managers and Professional Learning Facilitators including Emily Cunningham, Cindy Welling, and Emily Orngard. Together they have conducted over 400 training sessions for more than 10,000 district and school staff who are focused on attendance improvement. The program will also be supported by our sales team, our Family Support team, our R&D team, our delivery team, and our data team. In addition, the program will receive executive level support and may receive support from additional team members as needed.

**Cindy Welling** As SVP Operations. Cindy Welling has spent 12 years working on school improvement in divisions across the country, including analyzing division data, facilitating professional learning sessions, coaching administrators/teachers and implementing research-based systems. She served as a Senior Program Associate for the Comprehensive School Assistance Program at WestEd and then as the Director of Curriculum and Training for G&M Consulting Services. Cindy also has more than sixteen years of high school teaching and administrative experience in Arizona school divisions. Beginning her career in the classroom, teaching high school math and science, she moved into leadership as a high school assistant principal. When the opportunity came to build a brand-new high school based on a brand-new idea, she was excited to lead Empire High School in Arizona as its first principal.

**Emily Cunningham** As Customer Success Director, Emily Cunningham supports divisions in improving student outcomes by reducing absenteeism. Prior to joining EveryDay Labs, Emily spent ten years as a school leader and teacher in the Cristo Rey Network, where she helped launch schools in Harlem, Brooklyn, and San Jose. Emily also worked in El Salvador and Harlem to support small business owners as a finance professional. She holds a masters in education from Stanford University, and a BA in International Political Economy and Spanish from Fordham University. In her free time, she enjoys adventures with her husband Jamie, who also works in education as the founder of TeachFX, and their four children.

**Emily Orngard** is the Director of Professional Learning & division Partnerships at EveryDay Labs, leading divisions in Professional Learning and working with attendance teams to support a data driven approach to multi-tiered interventions. Prior to joining Every Day Labs, Emily was a Senior Educator at Girls Leadership, an organization that aims to improve SEL skills for girls & their parents. Emily also spent eight years in the classroom as an educator. She has a master's in Educational Leadership from Northern Arizona University and earned an undergraduate degree in elementary education from Luther College in Iowa. Emily lives with her husband and daughters in Berkeley and loves camping and hiking.

**Dr. Todd Rogers** is our Executive Sponsor and Chief Scientist. Dr. Rogers is a behavioral scientist who studies how mobilizing and empowering students' social networks can increase student success. He founded the Student Social Support R&D Lab at Harvard to use data and behavioral science to develop and prove scalable, high ROI interventions that mobilize and empower students' social support systems to improve achievement. As Chief Scientist, Todd leads EveryDay Labs' research and innovation, leveraging evidence from our RCTs, research from the Harvard S3 Lab, and academic research to improve the effectiveness of our programs. Todd received his Ph.D. jointly from Harvard's Department of Psychology and Harvard Business School.

**Emily Bailard** is our CEO and leads the strategic direction of the team. Emily has over six years of experience harnessing the power of behavioral science to communicate effectively with families and foster positive behavior change. Prior to EveryDay Labs, she led teams at Opower, where she employed behavioral strategies to encourage energy conservation. Earlier in her career, Emily advised schools, nonprofits, government agencies, and Fortune 500 companies as a consultant at The Bridgespan Group, IDEO, and Bain & Company. She holds an MBA from Stanford University, is the proud mother of two elementary school children, and is deeply inspired by her mother, a former first-grade teacher.

**Dr. Nicole Bosworth** As Senior Director of Sales and division Partnerships, Nicole develops collaborative relationships with divisions across the country to help strategically reduce absenteeism. Previously, Nicole was the Director of Literacy for Scholastic Education, where she partnered with educators across the country to implement student-centered literacy frameworks. Her areas of expertise include instructional leadership and teacher effectiveness; content and implementation; and student engagement and independence. She holds a doctorate in Educational Leadership and Innovation from the University of Colorado, a master's in Educational Psychology, and earned her undergraduate degree at Purdue University. Nicole resides in Dallas, Texas.

**Emmanuel Jimenez** oversees the Program Delivery team which includes the building of all paper reports and oversees the Quality Assurance process. Emmanuel's team conducts a data cleaning and analysis process that includes over 30 data cleaning and exclusion steps designed to ensure the accuracy of each communication. Emmanuel is bilingual in English and Spanish, and he has overseen the delivery of over 3 million mailed nudges and over 5 million text nudges.

**Breana Partida** leads our Family Support Team, which connects families to wraparound services and answers questions about our attendance communications. Her team has taken over 20,000 family support calls. Prior to EveryDay Labs, Breana served as a behavioral therapist for children with autism.

**Emma Myers** leads our Data Engineering Team, which is responsible for liaising with division data teams to acquire, clean, process, and store division, student, and attendance data to be able to deliver our personalized behavioral science PreK-12 attendance intervention product, reducing absenteeism and providing resources across 50+ divisions. Her team in coordination with the program delivery team has produced 3 million mailed nudges and over 5 million text nudges.

# Cynthia Welling

## Education Leader

3101 W Cactus View  
Benson AZ 85602  
cindy@everydaylabs.com

### SUMMARY

Prior to joining EveryDay Labs, Cindy Welling spent 12 years working on school improvement in districts across the county. Her work included analyzing district data, facilitating professional learning sessions, coaching administrators/teachers and implementing research-based systems. She did this work as a Senior Program Associate for the Comprehensive School Assistance Program at Wested and then as the Director of Curriculum and Training for G&M Consulting Services. Cindy has more than sixteen years of high school teaching and administrative experience in Arizona school districts. She began her career in the classroom, teaching math and science to high school students. In a short time, she moved into leadership as a high school assistant principal and when the opportunity came to build a brand-new high school based on a brand-new idea, Cindy was excited for the opportunity to lead Empire High School in Arizona as its first principal.

### EXPERIENCE

#### Professional Experience

2019-Present     **Director of Program Management (2 years), Chief of Staff (2 years), and SVP of Client Success and Operations (current)**

Responsibilities include leading multiple teams who work closely with our district partners to create the best customer experience possible.

2013-2019        **Director of Leadership and Math, G & M Consulting, Tucson, Arizona**

Responsibilities include conducting professional development and coaching around mathematics instruction in grades K-12, as well as working with districts to provide leadership training and coaching to principals. The services for each district are

2009-2013        custom-designed to meet their specific needs.

**Senior Program Associate, CSAP, WestEd, Phoenix, Arizona**

Responsibilities included conducting professional development for low performing school districts to develop and implement a research-based accountability system. The system is designed to meet the needs of teachers and students in addressing national, state, district, and school improvement goals and to close the achievement gap for all students.

2004 – 2009      **High School Principal, Empire High School, Vail School District, Vail, Arizona**

Responsibilities included all aspects of principalship at a comprehensive high school where each student has a laptop and no textbooks. Cynthia was hired in the early planning processes of the new school and was therefore involved in all decisions around construction, curriculum, staff and students. After the first year of principalship, Empire High School was labeled an “Excelling” school, the highest label attainable in Arizona and has maintained that label since.

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2001 – 2004	<b><i>Assistant Principal</i></b> , Cienega High School, Vail School District, Vail, Arizona
	Responsibilities included leading, supporting, and evaluating 21 teachers while also providing support to approximately 600 high school students.
2001 – 2002	<b><i>Teacher</i></b> , Cienega High School, Vail School District, Vail, Arizona
	Math - Algebra 1/Algebra 2
1996 – 2001	<b><i>Teacher</i></b> , Marana High School, Marana Unified School District, Marana, Arizona
	Science Teacher - Earth, Environmental, and Integrated for grades 9-12
1992 – 1995	<b><i>Director</i></b> , Painted Hills Preschool, Tucson, AZ
	Responsibilities included day-to-day operations of daycare center licensed for 61 children. Hiring, training, and evaluation of staff; maintaining budget; lesson plan guidance; providing workshops and professional development; and setting policy with the preschool board.

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## EDUCATION

2001	Principal Certification and Internship, Northern Arizona University, Tucson, Arizona
2000	Masters of Educational Leadership, Northern Arizona University, Tucson, Arizona
1995	Post Baccalaureate, Secondary Teacher Education Program, University of Phoenix, Tucson, Arizona
1994	B.S., Animal Sciences, Business Option, University of Arizona, Tucson, Arizona

## SELECTED ACCOMPLISHMENTS

- Arizona K-12 Center Summer Math Institute Facilitator for Grades 3-5, 2014-2017.
- Rodel Foundation's Math 20/20 Consultant for Sahuarita Arizona District, 2106-17.
- Arizona Department of Corrections Consultant to align curriculum and instruction to new Arizona math and science standards 2016-18.
- Pre-conference speaker at Wisconsin Math Educators Conference, May 2012.
- Named Tucson Business Woman of the Year, 2007.
- Worked with AZ Department of Education on expanding laptop program statewide.
- Invited to speak at the National School Board Association National Convention.
- Invited to attend a working group of principals with the National Department of Education Technology Division in Washington DC.
- Led staff at the AISK School in Jamaica to implement a new program over several years.
- Presented at numerous school sites in the Netherlands on increasing technology use in schools.
- Hosted and presented to schools from Singapore, China, Australia, and across America.

### **EveryDay Labs | Director of Program Manager | June 2019-present**

- Serve as primary point of contact for new and existing district partners, taking them from kickoff to implementation, including managing company's largest account, LA Unified; project manage delivery of intervention across internal teams
- Lead program management team; promoted from District Program Manager in June 2021
- Run point on other projects as needed, like leading the SY20-21 End of Year Meeting project or supporting the creation of the district workbook; sit on the hiring committee

### **Cristo Rey San Jose Jesuit High School | Director of Operations | October 2015-July 2018**

- Directed all campus expansion projects, including new school building, opened in August 2016 on time and under budget, and new modular gymnasium/cafeteria building opened in March 2018; managed relationships with contractors, subcontractors, designers, and vendors and faculty, staff, and board
- Secured sponsorship from Steelcase, a furniture company specializing in classroom research, and One Workplace, a local furniture vendor, to design learning and offices spaces in collaboration with students and faculty
- Managed campus property and facilities planning; oversaw major repairs and day-to-day operations, including school safety and building maintenance; established reporting system for facility issues to be addressed efficiently
- Established school's first leadership team, systematizing school decision-making and intradepartmental communication and collaboration; presented regularly to Board of Directors and Executive Committee
- Led school's first Network Mission Effectiveness Review; collected and analyzed educational, financial, employment, and demographic data across departments; completed Cristo Rey Network's Annual Data Report
- Served as Chair of Stewardship Committee for the school's two accreditation processes
- Directed IT team (including in-house IT Managers and external IT consultants) to install, maintain, and upgrade technology software and hardware infrastructure; facilitated 1:1 computer program; raised annual funds to meet budget
- Directed school's food service and meal program; oversaw Federal Free-and-Reduced Lunch Program and managed reimbursements; wrote and awarded a \$40K equipment grant through the National School Lunch Program
- Advised and supported Advancement team on fundraising, events, and internal and external communications
- Served on Health and Wellness Committee, expanding and promoting healthy lifestyles for students, families, and parents through events, food service, and education
- Collaborated with Assistant Principal to found and develop full-time Volunteer Program; managed program operations
- Served on Ignatian Formation Committee, evaluating and furthering the school's intentional Catholic and Jesuit identity; established the "Grad at Grad" areas of focus and develop practical ways to integrate those goals into life of the school

### **Cristo Rey Brooklyn High School | Director of Finance, Operations, and HR | 2012-2015**

#### **School Leadership Team**

- Worked directly with President to create short- and long-term strategic plans for growth and development of school
- Planned new revenue and expense goals; created financial projections for each department's growth plan; developed organizational processes and controls for staffing, professional development, IT, facilities, and budgeting
- Led communications with school community on all school initiatives and staffing developments
- Collected and analyzed educational, financial, employment, and demographic data across departments for internal planning and decision making; completed Cristo Rey Network's Annual Data Report
- Partnered with Board to found Advisory Committee, a young professionals junior board, to grow donor/sponsor base

#### **Chief Financial Officer**

- Created and managed school's \$4M budget; completed accrual- and cash-based forecasts and sensitivity analyses
- Created monthly financial statements and forecasts to manage cash flow, tracked budgetary progress, and assessed financial health; presented on a monthly basis to Finance and Audit Committee and quarterly basis to Board of Directors
- Managed all bookkeeping using GAAP; led annual financial audit review process
- Served as point of contact and managed negotiations with vendors, partner organizations, and corporate sponsors

#### **Director of Operations, Food Services, and IT**

- Led school relocation; directed all aspects of physical move to current campus in Flatbush, Brooklyn; led communications with parents, students, vendors, staff, corporate sponsors, and partner organizations
- Outfitted classrooms, offices, and common spaces with furniture and equipment; directed floor planning/space modeling
- Managed IT team to install, maintain, and upgrade technology infrastructure (phone system, wireless internet, etc.)
- Managed relationship with building sponsor Sisters of Mercy and dormitory tenant/partner Boys Hope Girls Hope
- Acted as property manager; managed day-to-day operations of campus facilities (school building and dormitory)

### 3.7 continued

- Pursued and developed new revenue streams by seeking FCC e-rate funding for technology expenses, managing third-party building rentals of school, and streamlining tuition pay scales and processes
- Created and managed school's hot lunch program, providing students with healthy, fresh, and local foods; established and oversaw the Federal Free-and-Reduced Lunch Program, making breakfasts, snacks, and lunches affordable to students

#### **Director of Human Resources**

- Directed recruiting, hiring, and onboarding for all employees; led search and hiring process for school's Principal
- Counseled employees seeking guidance, support, or professional development; developed employee policies/handbook
- Oversaw and administered all employee benefits programs; negotiated insurance plans with providers
- Migrated benefits to more affordable medical and dental plans, saving the school \$50K+ annually; established 401(k) plan

#### **Volunteer Program Director**

- Founded and directed Cristo Rey Brooklyn's AmeriCorps Volunteer Program; directed Jesuit Volunteer Program
- Recruited, trained, and supervised Cristo Rey Brooklyn and Jesuit volunteers; trained and matched staff mentors

#### **Project Enterprise | Bilingual Center Manager | 2011-2012**

- Managed loan portfolio for Bronx and Harlem branches, including loan application evaluation, approval, and collections
- Implemented new partner-based outreach strategy in the Bronx and Harlem to expand services to larger client base
- Created and taught company-wide business and financial curricula in English and Spanish to train entrepreneurs
- Partnered with nonprofits and public organizations to help entrepreneurs access legal, accounting, and licensing services
- Sourced, planned, and coordinated networking and training events for clients in English and Spanish
- Collaborated on all fundraising efforts, including grant writing, event planning, and donor cultivation

#### **FINCA El Salvador | Credit Team Manager | 2010-2011**

- Directed teams of loan officers and collections tellers; managed branch operations and strategy
- Managed loan portfolios for small businesses country-wide, maintaining relationships with current clients; negotiated and enforced collection plans for delinquent clients
- Courted prospective clients by evaluating their businesses (taking asset inventory, assessing finances, running revenue models, etc.) and completing loan applications on their behalf
- Directed credit committees, reviewing all loan applications and evaluating financial risks for prospective loans
- Led team in implementing a team-based marketing approach to expand reach; forged partnerships with local NGOs
- Trained and taught new loan officers in the classroom and field; taught "business English" classes to FINCA employees
- Completed FINCA El Salvador's Junior Manager Training Program, in finance, marketing, and business consultancy

#### **Cristo Rey New York High School | Teacher | 2007-2010**

- Co-founded two-year full-time Volunteer Program; hired to a salaried position following completion of program
- Created and implemented original curricula for senior Spanish, theology, and math classes
- Implemented and directed the school's Community Service Program (CSP), facilitating service placements and planning service trips; to manage CSP, created online interactive student database in conjunction with IT department
- Acted as Assistant Athletic Director, coordinating practices, games, and program events
- Served as Head Coach for three varsity sports — Women's Soccer, Volleyball, and Softball
- Collaborated with Development team to plan and organize four annual fundraising events

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#### **Stanford University | MA in Policy, Organization, and Leadership Studies | 2018-2019**

#### **Fordham University | BA International Political Economy, Spanish Language & Literature | 2003-2007**

- GPA: 3.43; Dean's List 2006-2007; recipient of merit-based Loyola Scholarship
- Spanish Honors Society; Global Outreach Mexico; Resident Assistant; semester immersion program in Barcelona, Spain
- *Language:* Fluent in oral and written Spanish

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#### **Community**

- **Cristo Rey De La Salle East Bay High School**, Founders Circle: feasibility study to found new school (2015-2017)
- **Cristo Rey Brooklyn High School**, Volunteer: assisted leadership team; founded full-time Volunteer Program (2012)
- **Mima Music**, Advisory Committee: raised funds, planned events, and created financial and strategic plans (2012-2014)
- **Accion USA**, Education Consultant: directed bilingual focus groups; published articles on green lending (2009-2010)
- **United Nations Development Program**, Administrator: performed research for UNDP database (2006-2007)



## EMILY ORNGARD, M.ED

Oakland, CA 94708 | (319) 331-5348 | emilyorngard@gmail.com

### LEARNING / DEVELOPMENT SPECIALIST

**PROFILE:** Master's prepared and consummate teaching professional targeting positions in Attendance Improvement, Program Management, Learning Specialist, or Leadership Development. Valued talent in program facilitation, team leadership, and program management. Innovative facilitator and educator, who prepares and delivers multiple workshops to mixed groups of adults and children focusing on building attendance systems, emotional intelligence and conflict resolution. Excels in public speaking, program management, and creating/delivering ongoing professional development training courses for school leaders. Knowledgeable in the principles and methods in training effectiveness. Influential and articulate communicator who easily relates to all personality styles and builds strong relationships based on trust and authenticity.

#### AREAS OF EXCELLENCE

Curriculum Execution • Program Implementation/Facilitation • Building Attendance Systems • Project Management • Team Leadership/Supervision • Task Allocation/Scheduling • Train-the-Trainer • Process Improvement • Needs Assessment • Student Success • Data Analysis • Public Speaking • Workshop Development/Presentation • Event Planning/Management • Meetings Coordination • Community Engagement • Volunteer Coordination • Conflict Mediation • Relationship Building

#### PROFESSIONAL EXPERIENCE

EVERYDAY LABS | Redwood City, CA

AUG 2019 –

##### **PRESENT**

*An education technology startup partnering with school districts to help reduce student absenteeism through an evidence based intervention, a data platform and professional learning for attendance teams.*

##### **DIRECTOR OF PROFESSIONAL LEARNING AND DISTRICT PARTNERSHIPS**

Creator and designer of a core curriculum for school leaders and attendance teams, lead facilitator for all professional learning sessions with school districts

- Facilitate interactive and engaging virtual learning sessions with school leaders and school attendance teams for 40 districts across the country, focused on teaching participants how to reduce chronic absenteeism by taking an MTSS approach
- Design and implement a four part attendance based curriculum aligned with EveryDay Pro, a data platform that allows attendance teams to track patterns, trends and create intervention groups
- Manage, train and develop 2 additional facilitators to lead our core curriculum in alignment with EveryDay Pro
- Lead conference workshops at the Louisiana Child Welfare and Attendance JumpStart Conference, and the Central California Truancy Summit
- Host and contribute to two company wide Attendance Summits, gathering school leaders from across the country to come together and learn about the latest evidence based interventions and attendance systems
- Research and stay abreast of current attendance trends, innovative supports and evidence based interventions

GIRLS LEADERSHIP | Oakland, CA

SEPT 2016 – AUG 2019

*A nonprofit organization providing informative workshops to girls and parents focusing on emotional awareness and communication skills to support life in navigating conflict and difficult social situations.*

##### **SENIOR EDUCATOR**

Oversee curriculum execution, lesson planning, program implementation, organizing agendas, and facilitating numerous workshops across the San Francisco Bay area.

- Orchestrate multiple projects partnering with Outreach Manager and National Program Director; manage weekly agenda meetings, team's progress, including identifying/distributing action plans post meetings.
- Coordinate and project manage numerous contracts and timelines; ensure stakeholders are kept informed of schedule changes and all set timelines are met.

## EMILY ORNGARD, M.ED – PAGE 2

### ***Girls Leadership – Continued***

- Deliver engaging workshops to groups of children and adults centering on life skills linked to emotional intelligence, assertiveness, and conflict resolution.
- Research and plan effective workshops to inspire attendees and prepare informative materials/content; implement improvements gathered from participant online surveys.
- Work in tandem with other educators to assure facilitation is inclusive, supportive, and effectual.
- Provide support to direct supervisor by running reports/surveys, conducting data analysis, and dispensing summaries to educators.

VINCENT ACADEMY ELEMENTARY SCHOOL | Oakland, CA

**AUG 2015 – JUNE 2018**

#### **TEACHER / TEAM LEADER**

Led overall team operations as member of school-wide leadership team and kindergarten teacher's leadership team.

- Directed senior leaders focusing on determining the advantages/disadvantages of various programming options and critically supported in final decision-making.
- Crafted and facilitated continuous professional development training courses to team members using knowledge gained from professional conferences.
- Introduced student action plans, set goals, monitored progress, conveyed milestones, and celebrated success.

#### **NOTABLE:**

- Evaluated quarterly data from 25 students and improved personal lesson plans increasing results to 80% of students on grade level in reading and math.
- Identified an inefficiency in the manner parent feedback was handled; designed a new process to track conversations in Google Sheets and introduced to team-at large.

DIAMONDBACK ELEMENTARY SCHOOL | Bullhead City, AZ

**JULY 2012 – JUNE 2015**

#### **TEACHER / TEAM LEADER**

Member of the school-wide leadership team and the kindergarten teacher's leadership team. Managed needs of 30 students, planned community events, and served as gatekeeper in resolving escalating conflicts.

- Headed community event planning, coordinated volunteers, delegated tasks, and contacted stakeholders to inform on timelines.
- Developed weekly agendas for team meetings and equally dispensed tasks among group.
- Monitored, evaluated, and supported first-year teachers in lesson planning and delivery.

#### **ADDITIONAL EXPERIENCE:**

TEACH AND LEARN WITH GEORGIA | Samtredia, Georgia

#### **ENGLISH AS A SECOND LANGUAGE (ESL) TEACHER**

- Created/delivered daily lesson plans to 1<sup>st</sup> through 10<sup>th</sup> grade students and tutored Georgian teachers in English.
- Invested in learning conversational Georgian; traveled to Israel, Turkey, Armenia, and across Georgia.

#### **TECHNICAL APPLICATIONS**

Microsoft Office (Word, PowerPoint, Excel, Outlook). Google Suite

#### **EDUCATION**

NORTHERN ARIZONA UNIVERSITY | Flagstaff, AZ

**MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP (WITH DISTINCTION), 2014**

LUTHER COLLEGE | Decorah, IA

**BACHELOR OF ARTS IN ELEMENTARY EDUCATION WITH CONCENTRATION IN READING ENDORSEMENT AND SOCIAL STUDIES**

**GRADUATED MAGNA CUM LAUDE, 2010**

#### **COMMUNITY ACTIVITIES**

Volunteer for Piedmont Chamber Music Festival

## CURRICULUM VITAE

**Todd Rogers**[http://scholar.harvard.edu/todd\\_rogers](http://scholar.harvard.edu/todd_rogers)

Updated: 1/2020

**PROFESSIONAL WORK**

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3/2018 – present	Professor of Public Policy (tenured), Harvard Kennedy School
7/2015 – 3/2018	Associate Professor of Public Policy, Harvard Kennedy School
7/2011 – 7/2015	Assistant Professor of Public Policy, Harvard Kennedy School
7/2018 – present	Faculty Director, Behavioral Insights Group, Harvard University
1/2014 – present	Founding Director, <a href="#">Student Social Support R&amp;D Lab</a>
1/2015 – present	Founding Executive Committee Member, <a href="#">Behavioral Science &amp; Policy Association</a>
2016 – present	Co-founder, Chief Scientific Officer, <a href="#">InClass Today</a>
9/2015 – present	Member, Vice Provost for Advances in Learning Research Committee
1/2008 – 7/2011	Founding Executive Director, <a href="#">Analyst Institute</a>
1/2008 – present	Board of Directors, <a href="#">Analyst Institute</a>
2009 – present	Scientific Director, <a href="#">Ideas42</a>
2017 – present	Member, <a href="#">Behavioural Insights Team</a> Academic Advisory Board
2011 – present	Advisory Council, <a href="#">Tipping Point Community</a>
2002 – 2003	Political consultant and pollster, Abacus Associates

**EDUCATION**

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Graduate:	Harvard University, Cambridge, Massachusetts
	Ph.D., Organizational Behavior, Psychology track (2/2008) Harvard Business School Chair: Professor Max H. Bazerman

M.A., Social Psychology (6/2005)  
Harvard University Department of Psychology  
Chair: Professor Daniel T. Gilbert

Undergraduate: Williams College, Williamstown, Massachusetts

B.A., Religion major and Psychology major (6/2001)

## **MANUSCRIPTS: PUBLISHED OR IN PRESS**

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- Frey, E. & Rogers, T. (2014). Persistence: How treatment effects persist after interventions stop. *Policy Insights from the Behavioral and Brain Sciences*, 1(1), 172-179.
- Fernbach, P. M., Rogers, T., Fox, C. R., & Sloman, S. A. (2013). Political extremism is supported by an illusion of understanding. *Psychological Science*, 24(6), 939-946.

- Rogers, T. & Aida, M. (2013). Vote self-prediction hardly predicts who will vote, and is (misleadingly) unbiased. *American Politics Research*, 42(3), 503-528.
- Bryan, C., Walton, G, Rogers, T., & Dweck, C. (2012). Motivating voter turnout by invoking the self. *Proceedings of the National Academy of Sciences*, 108(31), 12653-12656.
- Rogers, T., Gerber, A. S., & Fox, C. R. (2012). Rethinking why people vote: Voting as dynamic social expression. In: E. Shafir (Ed), *The behavioral foundations of public policy* (pp. 91-107). Princeton, NJ: Princeton University Press.
- Rogers, T., & Norton, M.I. (2011). The artful dodger: Answering the wrong question the right way. *Journal of Experimental Psychology: Applied*, 17(2), 139-147.
- Malhotra, N., Michelson, M.R., Rogers, T., & Valenzuela, A.A. (2011). Text messages as mobilization tools: The conditional effect of habitual voting and election salience. *American Politics Research*, 39(4), 664-681.
- Nickerson, D.W. & Rogers, T. (2010). Do you have a voting plan? Implementation intentions, voter turnout, and organic plan-making. *Psychological Science*, 21(2), 194-199.
- Milkman, K.L., Rogers, T. & Bazerman, M.H. (2010). Highbrow films gather dust: Time-inconsistent preferences and online DVD rentals. *Management Science*, 55(6), 1047-1059.
- Milkman, K.L., Rogers, T. & Bazerman, M.H. (2010). I'll have the ice cream soon and the vegetables later: A study of online grocery purchases and order lead time. *Marketing Letters*, 21(1), 17-35.
- Gerber, A.S. & Rogers, T. (2009). Descriptive social norms and motivation to vote: Everyone's voting and so should you. *The Journal of Politics*, 71(1), 1-14.
- Caruso, H. M., Rogers, T., & Bazerman, M. H. (2009). Boundaries need not be barriers: Leading collaboration among groups in decentralized organizations. In T. Pittinsky (Ed.), *Crossing the divide: Intergroup leadership in a world of difference* (p. 113-125). Boston, MA: Harvard Business School Press.
- Rogers, T. & Bazerman, M.H. (2008). Future lock-in: Future implementation increases selection of 'should' choices. *Organizational Behavior and Human Decision Processes*, 106(1), 1-20.
- Milkman, K.L., Rogers, T. & Bazerman, M.H. (2008). Harnessing our inner angels and demons: What we have learned about want/should conflicts and how that knowledge can help us reduce short-sighted decision making. *Perspectives on Psychological Science*, 3(4), 324-338.

## MANUSCRIPTS: UNDER REVIEW AND REVISION

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Lasky-Fink, J. Robinson, C.R., Chang, H., & Rogers, T. (Under second revision). Using Behavioral Insights to Improve Truancy Notifications. *Educational Researcher*.

## MANUSCRIPTS: SELECTED OTHER DRAFTS

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Robinson, C.R., Chande, R., Burgess, S., & Rogers, T. (Draft). Parent Engagement Interventions are Not Costless: Opportunity Cost and Crowd Out of Parental Investment.

Cialdini, R., Lasky-Fink, J., & Rogers, T. (Draft). Poison parasite defense: countering dishonesty in political communications with associative memory.

Lasky-Fink, J., & Rogers, T. (Draft). Conditional and unconditional incentives increase response rates to contemporary mail surveys.

Rogers, T. & Nickerson, D. (Draft). Can voters' inaccurate beliefs about incumbents' positions be changed? And can candidate reframing change vote choices?

Rogers, T. & Moore, D. (Draft). The motivating power of under-confidence: "The race is close but we're losing."  
*Best Conference Empirical Paper, International Association of Conflict Management (IACM)*

## FELLOWSHIPS, HONORS, SERVICE

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2020	Member, Committee on Inclusion and Diversity, Society for Judgment and Decision-Making
2019 – 2020	Fellow, Radcliffe Institute for Advanced Study
2016, 2017 2018, 2019	Award for "Excellence in Teaching" at Harvard Kennedy School
2019	Organizer, Annual Conference, Boston JDM Conference
2018	Guest Co-Associate Editor, <i>Organizational Behavior and Human Decision Processes</i> , Special Issue on "Using Nudges and Choice Architecture in Organizations: Current Research and Future Potential"



2018	Co-Chair, Bi-Annual Conference, Behavioral Decision Research in Management
2018	Fellow, Association for Psychological Science
2017	Chair, Annual Conference, Behavioral Science and Policy Association
2016	Cosignatory, <i>Amicus Certiorari</i> , <a href="#">Expressions vs. Schneiderman</a> , Supreme Court of the United States
2016	Organizer, Research Agenda Conference, White House's <i>My Brother's Keeper</i> Success Mentors Chronic Absenteeism
2013	Organizer, Student Success through Behavioral Interventions Focused on Parents
2011	40 under 40, <i>New Leaders Council</i> Recipient of award for progressive leaders under 40 years old
2009	Rising Star, <i>Politics Magazine</i> Award for leaders under 35 having impact in the political arena
2005 –2007	National Science Foundation Graduate Research Fellowship
2006	Summer Institute in Political Psychology (vSIPP)
2004 –2007	Institute for Quantitative Social Sciences Graduate Associate
2003	Institute for Quantitative Social Sciences Summer Mathematics Fellow
2001	College Campus Leader of the Year, <i>Search For Excellence</i> National award for college campus leadership in the United States
2000 - 2001	Williams College Student Government Co-President

## RESEARCH FUNDING

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2019	Foundations of Human Behavior; “ <i>Poison Parasite Defense.</i> ”
2018	J-PAL, “ <i>My Student's Team.</i> ”
2017	Smith Richardson Foundation, “ <i>My Student's Team.</i> ”

2017	Spencer Foundation, <i>“My Student’s Team Surveys.”</i>
2016	Boston Charter Research Collaborative, <i>“My Student’s Team.”</i>
2016	Laura and John Arnold Foundation; <i>“The Social Support in Education Research and Development Fund.”</i>
2016	Heising Simons Foundation; <i>“Empowering and Mobilizing Families to Better Support Student Attendance in the Early Grades.”</i>
2016	Silicon Valley Community Foundation; <i>“The Social Support in Education Research and Development Fund.”</i>
2015	Foundations of Human Behavior; <i>“My Student’s Team.”</i>
2015	Foundations of Human Behavior; <i>“Study Supporters.”</i>
2015	National Institutes of Health, sub-grant through NBER; <i>“Reminders Through Association.”</i> With Katy Milkman.
2014	Foundations of Human Behavior; <i>“Parent Beliefs and Attendance.”</i>
2014	Heising Simons Foundation; <i>“Empowering and Mobilizing Families to Better Support Students.”</i>
2014	Laura and John Arnold Foundation; <i>“The Social Support in Education Research and Development Fund.”</i>
2014	Silicon Valley Community Foundation; <i>“The Social Support in Education Research and Development Fund.”</i>
2014	National Institutes of Health, sub-grant through Northwestern University; <i>“Chicago Attendance Project.”</i> With Jon Guryan and Jens Ludwig.
2014	Institute for Educational Sciences, United States Department of Education, sub-grant through Mid-Atlantic Regional Education Lab; <i>“A Randomized Experiment Using Report Card Content to “Nudge” Attendance.”</i>
2013	Education Endowment Foundation, sub-grant through Bristol University; <i>“Using SMS to increase parent engagement and student achievement.”</i> With Simon Burgess.

2013	The Character Lab; <i>“Inducing Meta-Cognitive Awareness in Students.”</i> With Angela Duckworth.
2012	Templeton Foundation, sub-grant through Brown University; <i>Intellectual Humility.</i> With Phil Fernbach, Craig Fox, and Steve Sloman.
2010	Alfred P. Sloan Foundation; <i>“Behavioral Factors that Influence Consumers’ Energy-Related Choices.”</i> With Sendhil Mullainathan, Eldar Shafir, and Hunt Allcott.
2007	Graduate Research Grant from Institute for Quantitative Social Science; <i>“Behavioral Economics, Political Science, &amp; Decision-Making in the Voting Context.”</i>

## TEACHING

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2012-present	Science of Behavior Change (MLD 304)
2012-present	HKS Executive Education: Science of Behavior Change
2016-present	HKS Executive Education: Applying Behavioral Science with an MTurk Experiment Exercise
2014-present	HGSE Executive Education: Family Engagement in Education
2005	Teaching Fellow, Harvard ECON 1035 Public Policy Applications of Psychology and Economics

## TEACHING INTERESTS

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Behavioral Science and Policy  
Influence  
Judgment and Decision-Making  
Negotiation  
Organizational Behavior  
Randomized Experiments and Program Evaluation  
Research Methodology

## ASSOCIATION MEMBERSHIPS OVER CAREER

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Academy of Management  
Association for Psychological Science  
Behavioral Science and Policy Association

Society for Personality and Social Psychology  
Society for Judgment and Decision Making  
Society for Research on Educational Effectiveness

## **SELECTED PRESS COVERAGE**

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*The New York Times, The New York Times Magazine, Wall Street Journal, NPR's All Things Considered, NPR's Science Friday, CNN's Piers Morgan, CNN's The Situation Room, CNN.com, Boston Globe, Vox, Financial Times, Los Angeles Times, Vox.com, Bloomberg, USA Today, Politico, The Guardian, Harvard Business Review, The Washington Post, USA Today, Scientific American, Slate.com, ABCnews.com, Fast Company, and Stanford Social Innovation Review, Education Week, Education Next.*

## **SELECTED PUBLIC COMMUNICATIONS**

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Rogers, T. & Lasky-Fink, J.L. (2020, March 25). When Schools Close, Vulnerable Families Are Left in the Dark. *Education Week*.

Rogers, T. (2020, March 13). Why no one is reading your coronavirus emails. *CNN*.

Minson, J., Dorison, C., and Rogers, T. (2019, November 14). What Bernie Sanders and Ted Cruz have in common. *CNN*.

Rogers, T. and Robinson, C.R. (2018, March 12) How to tackle student absenteeism. *Education Next*.

Bloomenthal, E., Rogers, T. and Kraft, M.A. (2017, June 26). To Make Summer School More Successful, Communicate With Parents. *Education Week*.

Rogers, T. and Milkman, K.L. (2017, February 7). A New Way to Remember: The Power of Quirky Memory Jogs. *Scientific American*.

Rogers, T. and Acevado, A. (2016, October 20). From voting to writing a will: the simple power of making a plan. *The Conversation*.

Vedantam, S. (2016, March 25). Peer pressure may not work the way we think it does. Interviewed on *National Public Radio, Morning Edition*.

Rogers, T. and Acevado, A. (2016, February 5). In Iowa, voting science at work. *The New York Times*.

Rogers, R. and Acevado, A. (2016, January 22). Voters vote, non-voters don't. Why is this so hard for pollsters? *The Washington Post*.

Bohling, K., Kraft, M. and Rogers, T. (2015, June 29). Summer school is coming, get parents involved. *Education Next*.

- Rogers, T., Coffman, L. and Bergman, P. (2014, May 5). Parental involvement overrated? Don't buy it. *CNN.com*.
- Rogers, T. and Norton, M. (2013, June 23). It's easy to prevent dodges in president debates. *The New York Times*.
- Rogers, T. and Norton, M. (2012, October 16). Don't let candidates dodge questions. *CNN.com*.
- Spiegel, A. (2012, October 3). How politicians get away with dodging the question. Interviewed on *National Public Radio, Morning Edition*.
- Rogers, T. and Michael, N. (2012, September 22). Presidential debates: why don't they just answer the question? *Los Angeles Times*.
- Flatow, I. (2012, September 14). Detecting the 'artful dodge.' Interviewed on *National Public Radio, Science Friday*.
- Rogers, T. (2012, August 8). Promoting civic engagement and voting. *Stanford Social Innovation Review*.
- Spiegel, A. (2012, July 16). Can science plan brain seeds that make you vote? Interviewed on *National Public Radio*.
- Rogers, T. and Norton, M. (2011, September 5). Artful dodging in the courtroom. *The Jury Expert*.
- Rogers, T. (2011, August 8). The art of avoiding the question. *CNN with Piers Morgan*.
- Rogers, T. and Norton, M. (2010, November 1). Defend your research: people often trust eloquence more than honesty. *Harvard Business Review*.
- Rogers, T. and Schwartz, R. (2010, October 15). 'Low turnout' talk may make it true. *Politico*.

## **SELECTED PRESENTATIONS (SINCE 2012)**

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### *University Presentations*

- Boston University, Questrom School of Management (2017)
- Boston College, Lynch School of Education and Human Development (2020)
- Brown University, Cognitive Psychology (2013)
- Carnegie Mellon University, Social and Decision Sciences (2013, 2017)
- Columbia University, Graduate School of Business (2013)
- Columbia University, Teacher's College (2015)
- Cornell University, Behavioral Economics Workshop (2012, 2015)

## Emily Bailard

50 Jersey St, San Francisco, CA 94114

(203) 645-6917

[emily.s.bailard@gmail.com](mailto:emily.s.bailard@gmail.com)

### Education

**Stanford Graduate School of Business**, Stanford, CA MBA, 2007-2009

- Honors: Siebel Scholar (one of five students selected by faculty); Arjay Miller Scholar (top 10% of graduating class)
- Managed class gift campaign effort to reach 100% participation for first time in school history (raised over \$1M)
- Coursework included environmental entrepreneurship, transformative design, marketing, operations
- Clubs: Environmentally Sustainable Business Club, Government Club, Product Design & Manuf. Club,

**Yale University**, New Haven, CT B.A., Political Science (2003)

- Honors: Cum Laude, Distinction in the major
- Yale Women's Water Polo, *Captain (2001-2002), New England Champions (2001)*

### Experience

**Center for Social Innovation Social Venture Practitioner**, San Francisco, CA Mar 2015 - Jun 2018

Stanford Graduate School of Business

- Served as resident social venture practitioner at Stanford GSB's Center for Social Innovation and co-lead the GSB Social Entrepreneurship Program, providing guidance in developing social venture models for both non-profit and for-profit ventures.

**The Bridgespan Group**, San Francisco, CA 2006 - 2007; 2009 - present  
*Consultant*

Advised non-profits and foundations to help them to achieve greater social impact. For example:

- **Bill and Melinda Gates Foundation:** Developed \$35M strategy for investments in education innovation.
- **Antioch Center for Native Education:** Developed plan to grow from 10 to 100 schools within unique cultural context of Indian Country. Measured student outcomes, designed teacher recruitment plan, shaped org structure, and prioritized geographies for growth.

**IDEO**, Palo Alto, CA 2008  
*Business Factors Intern*

Applied human centered design thinking to uncover innovation opportunities for client organizations.

- **US Department of Energy:** Researched human needs and business context to inspire innovative concepts to make residential energy efficiency desirable for consumers.

**Bain & Company**, New York, NY 2003 - 2006  
*Senior Associate Consultant*

Integral member of consulting case teams working with major transnational companies, including:

- **Digital media product development:** Relying on market research insights, developed digital music product concepts, costs and pricing structure for top 5 music company. Worked with cross-functional client team to launch new digital products on iTunes.
- **New product pricing strategy:** Developed differentiated credit card pricing strategy for individual customer segments, using product test data for major financial services company.
- **Organizational realignment strategy:** Determined that 90% of a commercial bank's customers were unprofitable by analyzing transaction data. Recommended new organizational design to better align loan process with customer needs, saving ~\$200M annual EBITDA.

**Fleishman-Hillard Canada**, Ottawa, Canada 2005 - 2006  
*Associate (6 month externship from Bain & Company)*

Contributed to a number of projects at the public affairs company including:

- Lobbied on behalf of environmental, energy and health companies to secure federal funds and influence legislation.
- Generated press in major Canadian daily (circ. 2.8 million) for Canadian Lung Association COPD Day.

**Inspire Inc.**, New York, NY 2003 - 2005  
*Client Head, Executive Committee (2004 - 2005)*

- Marketed pro-bono consulting services to non-profits, doubling the number of engagements.

**California Assembly**, Sacramento, CA 2001  
*Intern to Assemblymember Hannah-Beth Jackson and Committee on Environmental Safety*

- Developed and implemented strategy for defeating environmentally hazardous oil rig legislation.
- Analyzed legislation, briefed Assemblymember, and managed constituent relations.

**Technoserve India** 2006  
*Volunteer Consultant*

### 3.7 continued

- Wrote funding proposals for upcoming Technoserve India projects, including working with banana farmers to create a commercially viable banana value chain in Jalgaon.

### **Additional**

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Odd jobs: Cherimoya pollinator, high school water polo coach, summer school math teacher

Interests: Avid costume creator, water sports, jamming (fruit), traveling, reading mystery novels

## **Nicole Bosworth, Senior Director of Strategic Partnerships**

*Innovator and Changemaker in K-12 Education*

[Nicole@Everydaylabs.com](mailto:Nicole@Everydaylabs.com)

303.921.1475

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I am a self-directed, highly accomplished, sales professional with exemplary leadership experience, and a passionate commitment to student outcomes and community partnerships. I am an active team member who effectively collaborates with all levels and establishes quality relationships.

### **Skills and Knowledge:**

- |                                     |                                 |
|-------------------------------------|---------------------------------|
| • Curriculum Design and Development | Community and Family Engagement |
| • Educational Research              | Professional Learning           |
| • Mentor Programs and Partnerships  | Equity and Inclusion            |
| • Literacy Initiatives              | Strategic Partnerships          |
| • Public Speaking                   | Product Development             |
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### **Education**

Doctorate of Educational Leadership and Innovation, University of Colorado

Masters of Educational Psychology, University of Colorado

Bachelor of Arts, Purdue University

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### **Experience**

#### **EveryDay Labs, Inc.**

*Director, Sales and District Partnerships*

2019-Present

#### **Scholastic Education**

*Director of National Literacy Initiatives*

2017-2019

*Professional Learning and Literacy Consultant*

2010-2017

#### **JEFFCO Public Schools**

*Teacher, Gifted and Talented Director*

2008-2010

#### **Denver Public Schools**

*Teacher*

2007-2010

#### **Carrolton Farmers Branch ISD**

*Teacher*

2004-2007

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### **References**

Jodi Dodds Kinner, Vice President of Sales, EveryDay Labs, Inc.

[Jodi@everydaylabs.com](mailto:Jodi@everydaylabs.com) 312.953.7575

Diane Pappas, Chief Strategy Officer, EveryDay Labs, Inc.

[Dhpappas@gmail.com](mailto:Dhpappas@gmail.com) 310.487.1044

Chris Hedrick, Senior Vice President of Sales, Scholastic Education

[Chrisphedrick@gmail.com](mailto:Chrisphedrick@gmail.com) 317-376-2080



# EMMANUEL JIMENEZ

Manny@everydaylabs.com • <https://bit.ly/3Cy00we>

## EXPERIENCE

### JULY 2021 – PRESENT

#### **DIRECTOR OF PROGRAM DELIVERY, EVERYDAY LABS**

Effectively deliver our product to family members ensuring high customer satisfaction.

Lead a part-time team of 14 employees and three full-time employees overseeing their performance and providing guidance.

Oversee the end-to-end quality assurance (QA) process, ensuring product quality and adherence to standards.

Build/Design/Program our product that is delivered to family members.

Manage relationships with multiple vendors, including Twilio and Zendesk, ensuring smooth operations.

### JULY 2019 – JULY 2021

#### **PROGRAM DELIVERY & OPERATIONS MANAGER, EVERYDAY LABS**

Led a part-time Quality Assurance team of 10+ members, ensuring thorough and efficient testing processes.

Built, designed, and programmed our product that is delivered to family members, contributing to its success.

Supported operations by coordinating delivery of our product, troubleshooting issues, and optimizing processes.

### AUGUST 2018 – JULY 2019

#### **PROGRAM DELIVERY & PARENT SUPPORT MANAGER, EVERYDAY LABS**

Led a part-time Family Support Team of 10+ members, providing excellent customer service and resolving inquiries and concerns.

Communicated with households via email and phone calls, addressing questions and comments on the Paper Nudge.

Played a key role in building, designing, and programming our product, ensuring its effectiveness.

Oversaw the end-to-end quality assurance (QA) process, ensuring product excellence and customer satisfaction.

### NOVEMBER 2017 – AUGUST 2018

#### **COMMUNITY AND PROJECT SUCCESS COORDINATOR, EVERYDAY LABS**

Communicated with households via email and phone calls, providing support and addressing questions or concerns.

Conducted spot-checks on paper nudges, ensuring their quality before delivering the product.

APRIL 2022 – PRESENT

**SOCCER COACH**, FC BAY AREA

Effectively communicate with youth players on the importance of teamwork and personal development.

Guide and teach players to become the best version of themselves both on and off the field.

Emphasize the value of building trust among teammates and fostering a positive team dynamic.

## EDUCATION

MAY 2017

**BA CRIMINAL JUSTICE**, SAN FRANCISCO STATE UNIVERSITY

JUNE 2013

**HIGH SCHOOL DIPLOMA**, CONCORD HIGH SCHOOL

## SKILLS

- Fluent in Spanish
- Competent Written & Oral Communication
- Analytical and Quantitative problem solver
- Strong computer and technical skills
- Customer Service
- Problem solving
- Leadership
- Ability to prioritize
- Teamwork



# BREANA PARTIDA

xxbreananicole@gmail.com | 925-522-1071 | Sacramento, CA 95818

## Skills

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- Collaboration
- Friendly, positive attitude
- Organizational skills
- Team management
- People skills
- Relationship building
- Conflict resolution
- Community resources

## Experience

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EveryDay Labs | Redwood City, CA

### Family Support Director

07/2021 - Current

- Recruited and hired talented professionals with drive and dynamic skills to build success within organization.
- Responded to inbound calls and interacted with families to provide school, district, and community resources.
- Liaised with client facing program managers to address current call trends and find appropriate resources.

EveryDay Labs | Redwood City, CA

### Family Support Manager

08/2019 - 07/2021

- Evaluated call trends by tracking and modeling key metrics.
- Demonstrated excellent communication skills in de-escalating and escalating inbound calls to district lead.
- Motivated and promoted team employees from within for key leadership roles.
- Created process improvements, including gathering additional district resources needed based on household requests.
- Led team of 20, to provide school and district resources to families

Behavioral Health Works, Inc | San Leandro, CA

### ABA Behavior Therapist

06/2019 - 12/2019

- Performed behavioral interventions to teach communication, social and daily living skills and reduce problematic behaviors in home, community and school settings.
- Delivered individualized treatment for children diagnosed with autism spectrum disorders or other behavioral and social challenges using applied behavior analysis principles.
- Assembled, maintained and analyzed data gathered during student sessions, completed daily treatment logs and consistently submitted timely written and verbal progress reports.
- Treated and improved reading and academic skills and adaptive learning skills, including fine motor dexterity, hygiene, grooming, domestic capabilities, punctuality and job competence.
- Identified and analyzed delays in student progression toward set goals and implemented, in collaboration with other team members, optimum changes to stimulate student success.

## Education

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Holy Names University | Oakland, CA

**Psychology** - 4 Years of Coursework

- Student Athlete
- Volunteered at Oakland Catholic Worker

# Emma Rae Myers

Emyers5941@gmail.com

Austin, TX 78704

512.636.3850

## PROFESSIONAL SUMMARY

Business-minded and highly analytical engineer with 6 years' experience with proven expertise in producing custom attendance interventions for multiple large districts with over 90,000 students each which reduced chronic absenteeism by 10-15% districtwide

## PROGRAMMING SKILLS

Language	Competency	Application	Libraries
Python	Intermediate	Data Engineering, Machine Learning	Pandas, Numpy, PyTorch, TensorFlow, Scikit-Learn, Keras, XGBoost
SQL, NoSQL	Intermediate	Data Manipulation, Data Retrieval	Postgre SQL, Cassandra, MongoDB
R	Beginner	Data Mining, Visualization	Ggplot2, tidyr, knitr, dplyr

## EDUCATION

**Northwestern University, School of Professional Studies**

Evanston, IL

**Master of Science in Data Science, Artificial Intelligence Specialization**

Mar 2020

**GPA:** 3.92 / 4.00

**Relevant Coursework:** Applied Statistics, Database Systems, Linear Algebra, Machine Learning, Natural Language Processing, Artificial Intelligence & Deep Learning, Data Visualization (Tableau)

**Northwestern University, McCormick School of Engineering and Applied Science**

Evanston, IL

**Bachelor of Science:** Industrial Engineering, Economics

June 2016

**Minor:** Business Institutions; **Certificate:** Leadership

**Concentrations:** General Business Management, Industrial Behaviors Sciences

**Leadership:** Undergraduate Economics Society President, Investment Management Group Executive Board, Panhellenic Association, Club Tennis, Society of Women Engineers

## PROFESSIONAL EXPERIENCE

### Everyday Labs

*Senior Data Engineer*

July 2021 - Present

- Build out reporting process to be able to accurately report the impact of our program as well as family resources, contact information, and attendance trends to district leadership and principals
- Develop and scale truancy program to systematically produce notice of truancy reports through centralized pipelines, which reduces manual errors, decreases report generation time, and reduces workload on districts
- Construct impact analysis model based on randomized controlled trials (RCTs) findings to be able to report value of learning time saved due to attendance nudges for each district

*Data Engineer*

October 2020 – July 2021

- Served as the primary data engineer for 11 districts ranging in size from 2,000 to 179,000 students by completing data analysis that produced personalized outreach in the home language of each student and household
- Produced year over year analysis in Tableau for a district of 42,000 students to identify actionable class trends

### JPMorgan Chase & Co.

*Infrastructure Developer (Associate)*

January 2019 – October 2020

- Furnished executive leadership team with insights, analytics, reports, and recommendations enabling effective strategic planning across all data centers, varying locations, and different product offerings
- Utilized data mining and predictive analytic techniques in Python to forecast capacity requirements by data center by month and create real time graphs in matplotlib to visualize capacity metrics to reduce capacity constraints
- Built out server racks to ensure Cassandra has the infrastructure necessary to maintain and capitalize on JPMC's scale advantage and fulfill capacity demands to ensure delivery against business commitments

*Infrastructure Developer (Analyst), Technology Analyst Program (TAP)*

February 2018 – January 2019

- Identified opportunities to management to streamline operations, deliver efficiencies, and guide decisions by ingesting, analyzing, and visualizing data in Scala in Zeppelin notebooks
- Reduced capacity constraints and costs to business by predicting capacity requirements, identifying under-utilized and mis-sized nodes to allow for more availability, and building and provisioning servers to fulfill capacity demands

*Software Engineer (Analyst), Technology Analyst Program (TAP)*

July 2016 – February 2018

- Transformed organization of more than 50 individuals from Waterfall to Agile software methodology by implementing ceremonies and cataloguing artifacts using Atlassian tools to reduce production defects
- Built and maintained responsive capacity planning tools to provide insights for upper management
- Streamlined daily status and defect triage meetings that were previously led by VP-level persons to sustain progress, achieve objectives, and facilitate communication between the business and technology teams
- Oversaw three interns in debugging and refactoring record retention java program

JPMorgan Chase & Co. Leadership & Honors

*Women on the Move Interactive Network Site Lead:* Host professional women-focused events to drive diverse thinking and seek to challenge the status quo to create positive social change within the firm

*TAP Experience Community Lead:* Manage \$40,000 to organize over 50 events for 300 technology analysts to fulfill firmwide priority to attract, develop and retain the best talent for today and the future

**Honors** JPMorgan Key of Recognition: *Building Lasting Relationship, Exceed Expectations*

**Involvements** Application Security Champion, Force for Good Core Team, Hackathon Participant

Previous Roles:

**UBS Financial Services** (*Geesum Wealth Management Intern*)

June 2014 – September 2015

**Autism Home Support Services** (*Finance Intern*)

January 2015 – March 2015

**Esencial Capital Management** (*Equity Analyst*)

May 2012 – September 2013

## PUBLICATIONS & PROJECTS

*Recursion Cellular Image Classification (2019)*

- Utilized keras and tensorflow in Python to build out a recursive neural network to disentangle biological signal from experimental noise in cellular images to identify genetic perturbations

*Grainger Bin Packing Linear Program (2019)*

- Developed a knapsack/bin packing combinatorial non-deterministic linear program of Grainger products to govern how to optimally pack objects of different volumes and weights into a finite number of containers to minimize the number of bins used, meet demand of different locations, minimize costs, and maximize profits

*Data Center Migration Optimization (2018)*

- Utilized genetic algorithms in Python to determine optimal migration schedule for over 50,000 applications to new data centers over a couple of months by minimizing risk, cost by \$12 M, and project timeline by 1.5 years

*Agile Staffing Model - Hackathon (2017)*

- Built out flexible agile staffing model to identify the right people for specific tasks, facilitate cross collaboration across teams, and deliver high quality products to save the organization \$1.35 M in salaries and benefits

*LeBron James Family Foundation (2016 - 2017)*

- Created application with salesforce CRM database for LeBron James Family Foundation to track students' records, organize program data, and chart students' progress towards scholarship to provide relevant updates to families

*Simulating Directed Transport of Large Vessel Occlusion Strokes in Urban Emergency Medical Services System (2016)*

- Analyzed the current state of large vessel occlusion prediction scale, proposed a set of ideal scale features, and discussed the future of these scales and prehospital neurological emergency response systems, which resulted in 26 - 51% of patients being identified as having large vessel occlusions and 63-84% qualified for triage to a Comprehensive Stroke Center. Identified patients shown to benefit from triage resulting in better outcomes

ADDITIONAL INFORMATION

Core Competencies	Project Management, Agile, Leadership, Decision Analytics, Probability, Statistics
Languages	Spanish (conversational), German (basic)
Interests	Tennis, Traveling, Piano, Reading
Profiles	Kaggle (kaggle.com/emmamyers), Github (github.com/EmmaMyers), LinkedIn (linkedin.com/in/emma-myers-41220a5a)

### **3.8 Description of the Offeror's method for dealing with problems and complaints presented by VDOE and LEA employees detailing at what point the problem would escalate to the next level of supervision/management**

Our dedicated Customer Success Manager (CSM) serves as the primary point of contact for VDOE and LEA employees, supporting onboarding, delivering bi-annual impact reports, and ensuring smooth program implementation. The CSM promptly addresses routine inquiries and resolves issues, while more complex concerns are escalated based on their nature: data-related issues are directed to our Data Team, technical or system issues go to our Engineering Team, and larger operational challenges are escalated to our SVP of Operations. Each escalation level includes a defined response timeline to ensure prompt and effective resolution. In addition, we maintain a support inbox that division staff can reach via email or through a chat feature built into the platform. Our team monitors this inbox to provide timely support around platform usage or addressing other issues or questions. This ensures that staff questions are not directed solely towards division leadership and creating additional burden for them.

For high-priority or unresolved issues, additional escalation steps involve our senior management, with continuous updates provided to VDOE and LEA contacts. After resolving each issue, the CSM follows up to confirm satisfaction and gather feedback, fostering proactive improvements and reinforcing our commitment to supporting VDOE and LEA teams in improving attendance outcomes.

## 4. Statement of Needs

### 4.1 Furnish all labor, services, and resources to the VDOE and identified LEAs for the purpose of attendance recovery to students identified by school staff due to disengagement, chronic absenteeism, or academic barriers.

EveryDay Labs is equipped to provide the labor, services, and resources necessary to support attendance recovery efforts for the VDOE and participating LEAs. Through a multi-channel outreach strategy we engage families to address the underlying causes of disengagement and chronic absenteeism. Our interventions are tailored to meet each student's needs and are adjusted based on school structure, ensuring a personalized approach for students facing academic and attendance barriers.

To maximize impact, we monitor attendance, engagement, and achievement data, making timely adjustments as needed to drive positive outcomes. EveryDay Labs partners closely with students' support networks, including parents, school staff, and community organizations, to build a strong foundation for sustained attendance improvements across Virginia.

### 4.2 Use messaging consistent with the VDOE strategy to recruit LEAs through webinar presentations and informational fliers.

EveryDay Labs will utilize messaging aligned with the VDOE's strategic goals to recruit LEAs effectively through informative and engaging webinar presentations and informational fliers. Our recruitment approach emphasizes the importance of reducing chronic absenteeism and re-engaging students, reflecting VDOE's commitment to improving attendance and academic outcomes statewide.

In our webinars, we will highlight how EveryDay Labs' evidence-based attendance recovery methods can support LEAs in addressing barriers such as transportation, mental health, and family engagement. Our informational fliers will underscore the benefits of partnering with us, detailing the personalized outreach and support we provide, as well as success metrics from similar initiatives.

### 4.3 Provide documentation that parent/guardian approval is received prior to any outreach.

Because EveryDay Labs does not communicate directly with students, no parent permission is required for attendance outreach. Instead, families have the option to opt out, with opt-out rates consistently low. During our initial communication, families are invited to opt out via text or by contacting our Family Support Team. They can also opt out of receiving attendance nudges at any time throughout the year. In the 2023-2024 school year, fewer than 1% of families opt-out of mailings and fewer than 4% opt out of text, resulting in over 96% of eligible families receiving the intervention. Division staff also have the option to opt students out of communications from within the platform.

Our opt-out approach (rather than opt-in) helps ensure equitable access to our services. Research demonstrates that opt-in models often increase inequities, as families with greater resources are more likely to opt in than their peers. For example, a study published in May 2020<sup>4</sup> found that only 11% of families completed an opt-in process to receive key communications. In contrast, opt-out processes typically allow over 95% of families to receive essential communications and interventions, supporting a broader impact across communities.

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<sup>4</sup> Bergman, P., Lasky-Fink, J., & Rogers, T. (2020). Simplification and defaults affect adoption and impact of technology, but decision-makers do not realize it. *Organizational Behavior and Human Decision Processes*, 158, 66–79.



#### **4.4 Provide multiple methods of outreach to re-engage students and families including in-person meetings, virtual meetings, print, email, phone, and text messaging communication.**

EveryDay Labs employs a multi-channel approach to engage students and families, including print and text messaging, to provide crucial attendance information and encourage re-engagement. Our messaging includes guidance on how families can set up in-person or virtual meetings, as we find these meetings are most productive when conducted directly with school staff who know the students' needs best.

This approach empowers families to connect with school staff for deeper support, while EveryDay Labs continues to provide consistent, data-driven communication to reinforce attendance goals. By coordinating closely with schools, we create a sustainable framework that ensures that families have the information and resources needed to re-engage their students effectively.

#### **4.5 Provide assistance to students and their support teams (parents, school staff, and community partners) through personalized in-person and virtual sessions at least twice monthly regarding individualized tiered attendance strategies such as academic coaching and mentoring support.**

The EveryDay Labs chronic absence nudge intervention is a Tier 1 & 2 solution that is sent on the division's behalf to families of students who are or at risk of becoming chronically absent. The mail and text nudges offer information about their student's attendance, resources to help them get to school more often, and a direct line to connect with the EveryDay Labs Family Support Bot & Family Support Team who provide individualized support to families throughout the year. By freeing staff from administrative tedium, they have more time to deliver tiered interventions to all students, such as academic coaching and mentoring support. Additionally, the EveryDay Labs platform provides essential data intelligence to inform targeted interventions as well as space for streamlined collaboration and family outreach.

Throughout the year, LEA teams will have access to a wide array of professional learning opportunities to support their division's goals for attendance, learning recovery, and family engagement. This includes:

- Guidance for maximizing the MTSS attendance dashboard and best practices for understanding attendance data and leveraging evidence-based improvement strategies at each tier of the MTSS.
- Unlimited access to monthly live professional learning webinars filled with timely and immediately actionable attendance strategies
- Comprehensive library of resources for expert interventions, barrier assessments, and much more.

#### **What Our Partners Say About Our Professional Learning:**

Our professional learning sessions enjoy incredibly high satisfaction rates with an **overall satisfaction rating of 8.9 out of 10**. Here are just a few testimonials from attendees across the country:

"Everything was extremely helpful - in particular, the **staff call script, prompt to plan** ideas, and **team collaboration** time during breakout sessions."

*-Dallas ISD Educator*

“Very helpful, **should be part of all new hire orientation**”

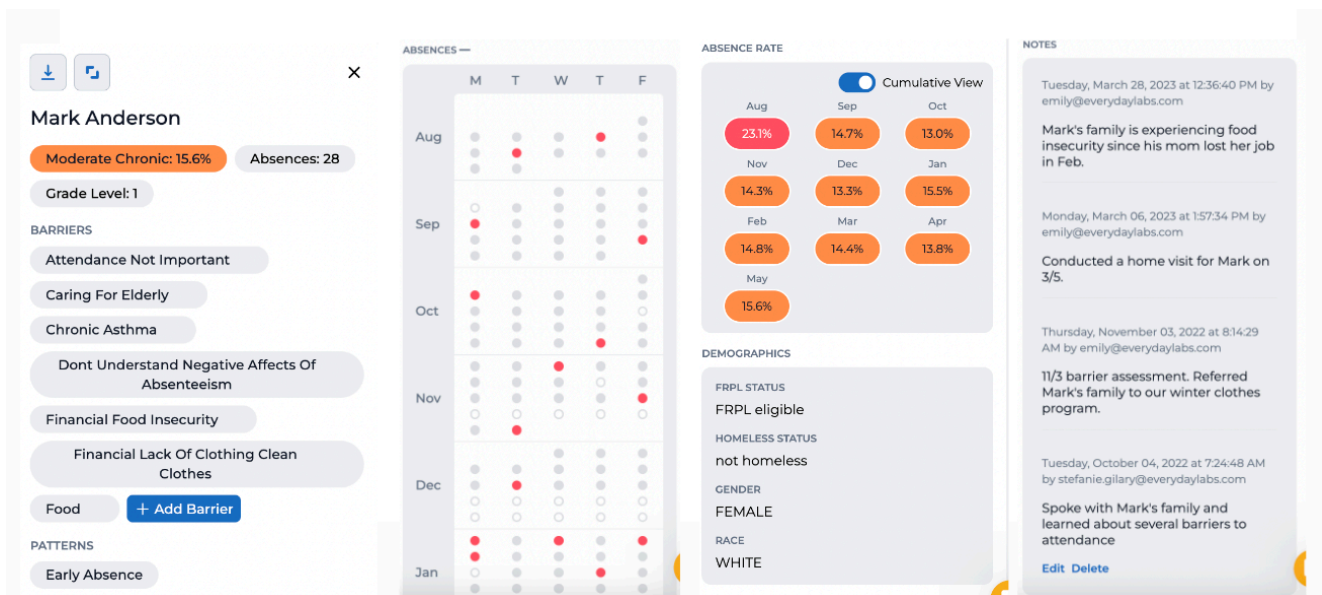
*-Pasadena Unified School division Educator*

“Truly - these sessions have **sparked so much action** and change for me in my role as Attendance lead. This is a subject that is of critical importance and there has been little "development" and collaborative problem-solving on how to do it well at a regional and school level. **I'm so thankful for this opportunity** and for Nola PS prioritizing helping to build our knowledge around what works! **Emily and Sheena have been fabulous leaders** throughout these sessions. Your sessions were always **applicable** and extremely **high quality!** I am very grateful for this learning!”

*- NOLA Public Schools Educator*

**4.6 Provide monthly data or real time reporting, via a secure method, to participating LEAs including specific analysis of data for each student involved in outreach including an analysis of student’s daily attendance data, an analysis of student’s achievement data including grades, a narrative summarizing outreach and intervention activities, next steps for the contractor, the student, and the support team, and monitoring progress and outcomes towards re-engagement and student achievement.**

The EveryDay Labs Platform provides attendance data at the student, school, and division levels, updated nightly, which all LEA educators will have access to. This includes reporting on which students have received the intervention and the ability to click further into the student profile to view an analysis of the student’s daily attendance data. Educators will find absences color-coded by excused and unexcused, barriers to attendance tagged by educators, notes that show the history of outreach and intervention activities.

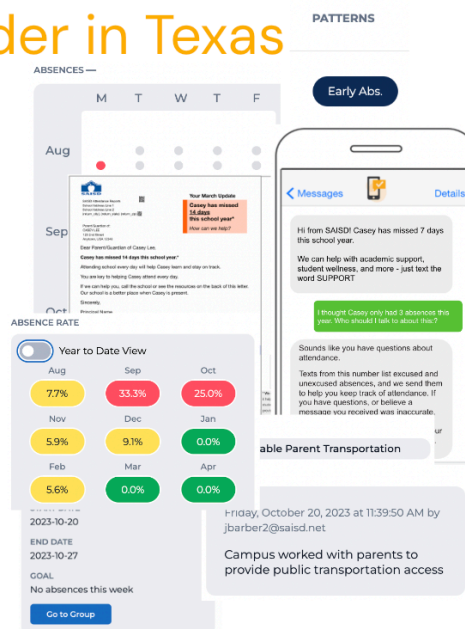


*View in depth details on individual student attendance analysis.*

Biannual reporting to the LEA will include a broader analysis of student attendance improvements, highlights of student success stories, suggested next steps for the partnership between the contractor and support team, and insights on progress of the program. It also includes reporting on how families are engaging with the Family Support Bot and Family Support Team, surfacing important data on common attendance barriers. If the LEA provides student achievement data to EveryDay Labs, this reporting would show an analysis of the correlation between improved attendance and improved academics.

## A Student Story – 3rd grader in Texas

- Chronically absent early in the school year
- Received chronic absence mail nudges:
  - On 9/15 (early intervention) and 2/16
  - Biweekly text nudges starting 10/1
- Asked chatbot for support resources
- Assistant Principal added student to intervention group and scheduled attendance conference
- AP added barrier (transportation) and note to student profile
- Improved attendance in Nov and Dec and perfect attendance in March and April
- On track to finish the year not chronically absent!



*An example of a student success story highlighted in Biannual Reporting*

### 4.7 Provide monthly data or real-time reporting to the VDOE of aggregated, de-identified program metrics by division and school including which divisions and schools are participating, the number of students participating per division and school, the grade levels of participating students in each division and school, outcomes of interventions by division and school, and the number of students reengaged including data trends.

VDOE will have access to the EveryDay Labs platform where they can view aggregated, de-identified program metrics by division and school, including which divisions and schools are participating, the number of students participating per division and school, and the grade levels of participating students in each division and school. They will also be able to view progress on ongoing communications, including which students have received them and ongoing educator outreach. Additionally, they can quickly view via each school's student list which students are trending up or down in attendance.

**4.8 Provide quarterly summary reporting to the SEA to include progress of student re-engagement, chronic absenteeism rates, and student achievement rates for each involved division and school, frequency and outcome of student contacts, communication type and frequency to all relevant stakeholders, an overall summary on the type and frequency of LEA recruitment efforts, number of LEAs who have signed into partnership with the contractor, and number of schools/students impacted by the work.**

EveryDay Labs will provide quarterly summary reporting to the SEA to show how many families re-engaged with the division through our Family Support Bot & Family Support Team, along with chronic absenteeism rates for each involved division and school. This summary reporting will also include insights on communication type and frequency to all relevant stakeholders, and overall summary on the type and frequency of LEA recruitment efforts, including how many LEAs who have signed on to partner with EveryDay Labs, and the number of schools and students who are impacted by the program.

**4.9 Provide final reporting to the SEA to include attendance, re-engagement, and student achievement outcomes of the work completed by the contractor including specific data trends, an analysis of which intervention and re-engagement strategies were most impactful, the number of LEAs, schools, and students involved, and results from student, parent, school leader, and LEA survey responses.**

EveryDay Labs will provide final reporting to the SEA that includes student attendance improvement data trends and attendance intervention efficacy, such as overall absenteeism improvement and how drastically students improved attendance. This can be available by various student demographics including grade, ethnicity, ELL status, homeless status, and FRL status. This reporting will also include insights on the number of LEAs, schools, and students involved, as well as results from any Check-In Surveys administered by EveryDay Labs, along with family conversations with the Family Support Team and the number of resources families connected to via the Family Support Bot.

**4.10 Provide services that are compliant with state and federal requirements relating to accessibility, including the Americans with Disabilities Act and Sections 504 and 508 of the Rehabilitation Act of 1973.**

EveryDay Labs is fully committed to providing services that comply with state and federal accessibility requirements, including the Americans with Disabilities Act and Sections 504 and 508 of the Rehabilitation Act of 1973. Our communication tools, outreach materials, and digital platforms are designed to ensure accessibility for all users, allowing equitable access to information and resources for families and students, including those with disabilities.

We prioritize inclusive design and regularly review our materials and processes to ensure compliance with accessibility standards. By adhering to these requirements, we support all families and students in engaging with our attendance recovery services effectively.

**4.11 Provide a secure environment for content and any hardware and software, including servers, network and data components. Suppliers secure environment shall adhere to NIST 800-53 rev5. Access controls should be designed to limit access to the content in accordance with the principles of least privilege.**

EveryDay Labs operates in a fully cloud-based environment hosted on Amazon Web Services (AWS), a leading cloud service provider recognized for its robust security and compliance with industry standards, including NIST 800-53 rev5.

We utilize NIST 800-53 rev5 to design and maintain our cloud architecture, security policies, and practices, ensuring a secure environment for all content and data.

Our security measures include:

- Access Controls: Strictly enforced role-based permissions ensure access is granted based on the principle of least privilege; only users that need access to student data and other sensitive information have access. We also enforce Multi-factor authentication (MFA), a one user-one account, and strong password policies.
- Encryption: All data is encrypted in transit and at rest using AES-256 encryption.
- Continuous Monitoring: We leverage AWS monitoring tools, such as CloudWatch, to detect and respond to potential threats in real time.
- Secure Configuration Management: AWS services are configured and hardened to follow best practices and compliance requirements.
- By leveraging the inherent security features of AWS and our own rigorous security practices, we ensure the protection of all content in our system.

**4.12 Sign a Virginia Student Data Privacy agreement with each LEA that enters into an agreement.**

EveryDay Labs is committed to protecting student data privacy and ensuring compliance with all applicable regulations. We will sign a Virginia Student Data Privacy Agreement with each LEA that enters into an agreement with us.

Our practices align with industry best standards for data security and privacy, including safeguarding sensitive information through robust security measures and adhering to all state and federal requirements. This commitment reflects our dedication to maintaining the trust of schools, families, and students while delivering impactful attendance recovery services.

**4.13 Understand there is no guarantee on which LEA will utilize this contract.**

EveryDay Labs understands and accepts that there is no guarantee regarding which LEAs will utilize this contract. We are prepared to adapt our operations and outreach efforts to align with the participation levels of interested LEAs.

Our scalable model ensures that we can effectively support any number of LEAs that choose to engage with us, delivering high-quality attendance recovery services regardless of the scope of participation.

## **5. Acceptance of RFP Terms and Conditions**

EveryDay Labs acknowledges receipt of the RFP General and Special Terms and Conditions and affirms our acceptance of these terms as outlined in the solicitation. We confirm that we have thoroughly reviewed the General and Special Terms and Conditions and do not have any exceptions or recommended revisions to propose.

Our organization is committed to adhering to the provisions and requirements as specified in the RFP, and we are prepared to comply fully with all applicable terms throughout the duration of the contract. We appreciate the opportunity to partner with the Virginia Department of Education and are confident in our ability to deliver high-quality attendance recovery services in alignment with the contract's terms and conditions.

## 6. Attachment A - Vendor Data Sheet

Note: The following information is required as part of your response to this proposal. Failure to submit all information requested may result in the purchasing agency requiring prompt submission of missing information and/or giving a lowered evaluation score of the proposal. The vendor must have the capability and capacity in all respects to fully satisfy all of the contractual requirements.

1. Vendor's Primary Contact:

Name: Emily Bailard, CEO of EveryDay Labs, Inc.

Phone: 650-641-9485

2. Years in Business: Indicate the length of time you have been in business providing this type of goods or services:

4 Years      2 Months

3. Vendor Information:

FIN or FEI Number (If Company, Corporation, or Partnership): 47-5353810

4. References: Indicate below a listing of at least three (3) current or recent accounts, either commercial or governmental, that your company is servicing, has serviced, or has provided similar goods and/or services. Include the length of service and the name, address, and telephone number of the point of contact.

A. Company: Richmond Public Schools

Contact: Charles Paige, Director of Family Engagement

Address: 301 N 9th St, Richmond, VA 23219

Phone : 804-780-7710

Email: cpaige2@rvaschools.net

Project: EveryDay Labs has worked with Richmond Public Schools since May of 2023 to provide attendance nudges via mail and text along with EveryDay Pro data dashboard and EveryDay Learning training to school principals and attendance team staff. Over the course of the 23-24 school year 64% of students improved their attendance rate after receiving the intervention and 53% improved by 5 or more percentage points.

Dates of Service: May 2023 - Present

\$ Value: \$140,376.04 per year

- B. Company: Portsmouth Public Schools  
Contact: Angela Flowers, Ed.D. Coordinator of Student Services  
Address: 801 Crawford Street, Portsmouth, VA 23704  
Phone : 757-393-8354, ext. 03136  
Email: angela.flowers@portsk12.com

Project: EveryDay Labs has worked with Portsmouth Public Schools since July of 2023 to provide attendance nudges via mail and text along with EveryDay Pro data dashboard and EveryDay Learning training to school principals and attendance team staff. Over the course of the 23-24 school year 70% of students improved their attendance rate after receiving the intervention and 52% improved by 5 or more percentage points.

Dates of Service: July 2023 - Present

\$ Value: \$89,226.00 per year

- C. Company: Virginia Beach City Public Schools  
Contact: Robert Jamison, Director of Student Services  
Address: 2512 George Mason Drive, Virginia Beach, VA 23456  
Phone : (757)263-1980  
Email: robert.jamison@vbschools.com

Project: EveryDay Labs has worked with Virginia Beach City Public Schools since January of 2024 to provide attendance nudges via mail and text along with EveryDay Pro data dashboard and EveryDay Learning training to school principals and attendance team staff. Over the course of the 23-24 school year 74% of students improved their attendance rate after receiving the intervention and 60% improved by 5 or more percentage points.

Dates of Service: January 2024 - Present

\$ Value: \$389,000.00 per year



## 7. ATTACHMENT B: SMALL BUSINESS SUBCONTRACTING PLAN

***NOTE: This information can be captured using this template or using the sourcing tools available in eVA.***

It is the goal of the Commonwealth that over 42% of its purchases be made from small businesses. All potential offerors are required to return this document with their response.

**Small Business:** "Small business (including micro)" means a business which holds a certification as such by the Virginia Department of Small Business and Supplier Diversity (DSBSD) on the due date for proposals. This shall also include DSBSD-certified women- owned and minority-owned businesses and businesses with DSBSD service disabled veteran owned status when they also hold a DSBSD certification as a small business on the proposal due date. Currently, DSBSD offers small business certification and micro business designation to firms that qualify.

Certification applications are available through DSBSD online at [www.SBSD.virginia.gov](http://www.SBSD.virginia.gov) (Customer Service).

**Offeror Name:** EveryDay Labs, Inc.

**Preparer Name:** Emily Bailard **Date:** 11/20/2024

**Who will be doing the work:** ☒ **I plan to use subcontractors** ☐ **I plan to complete all work**

### Instructions

- A. If you are certified by the DSBSD as a micro/small business, complete only Section A of this form.
- B. If you are not a DSBSD-certified small business, complete Section B of this form. For the offeror to receive credit for the small business subcontracting plan evaluation criteria, the offeror shall identify the portions of the contract that will be subcontracted to DSBSD-certified small business for the initial contract period the initial contract period in Section B.

Offerors which are small businesses themselves will receive the maximum available points for the small business participation plan evaluation criterion, and do not have any further subcontracting requirements.

Offerors which are not certified small businesses will be assigned points based on proposed expenditures with DSBSD-certified small businesses for the initial contract period in relation to the offeror's total price for the initial contract period.

Points will be assigned based on each offeror's proposed subcontracting expenditures with DSBSD-certified small businesses for the initial contract period as indicated in Section B in relation to the offeror's total price.

### Section A

If your firm is certified by the DSBSD provide your certification number and the date of certification.

Certification number: \_\_\_\_\_ Certification Date: \_\_\_\_\_

### Section B

If the "I plan to use subcontractors box is checked," populate the requested information below, per subcontractor to show your firm's plans for utilization of DSBSD-certified small businesses in the performance of this contract for the initial contract period in relation to the offeror's total price for the initial contract period. Certified small businesses include but are not limited to DSBSD-certified women-owned and minority-owned businesses and businesses with DSBSD service disabled veteran-owned status that have also received the DSBSD small business certification. Include plans to utilize small businesses as part of joint ventures, partnerships, subcontractors, suppliers, etc. It is important to note that these proposed participation will be incorporated into the subsequent contract and will be a requirement of the contract. Failure to obtain the proposed participation dollar value or percentages may result in breach of the contract.

**B. Plans for Utilization of DSBSD-Certified Small Businesses for this Procurement****Subcontract #1**

Company Name: Moonlight BPO SBSD Cert #: \_\_\_\_\_  
 Contact Name: Ellen Koch SBSD Certification: \_\_\_\_\_  
 Contact Phone: 541-382-8402 Contact Email: ellen@moonlightbpo.com  
 Value % or \$ (Initial Term): 11% Contact Address: 2463 NE 4th St Suite 100, Bend, OR 97701  
 Description of Work: Printing and mailing services

**Subcontract #2**

Company Name: \_\_\_\_\_ SBSD Cert #: \_\_\_\_\_  
 Contact Name: \_\_\_\_\_ SBSD Certification: \_\_\_\_\_  
 Contact Phone: \_\_\_\_\_ Contact Email: \_\_\_\_\_  
 Value % or \$ (Initial Term): \_\_\_\_\_ Contact Address: \_\_\_\_\_  
 Description of Work: \_\_\_\_\_

**Subcontract #3**

Company Name: \_\_\_\_\_ SBSD Cert #: \_\_\_\_\_  
 Contact Name: \_\_\_\_\_ SBSD Certification: \_\_\_\_\_  
 Contact Phone: \_\_\_\_\_ Contact Email: \_\_\_\_\_  
 Value % or \$ (Initial Term): \_\_\_\_\_ Contact Address: \_\_\_\_\_  
 Description of Work: \_\_\_\_\_

**Subcontract #4**

Company Name: \_\_\_\_\_ SBSD Cert #: \_\_\_\_\_  
 Contact Name: \_\_\_\_\_ SBSD Certification: \_\_\_\_\_  
 Contact Phone: \_\_\_\_\_ Contact Email: \_\_\_\_\_  
 Value % or \$ (Initial Term): \_\_\_\_\_ Contact Address: \_\_\_\_\_  
 Description of Work: \_\_\_\_\_

**Subcontract #5**

Company Name: \_\_\_\_\_ SBSD Cert #: \_\_\_\_\_  
 Contact Name: \_\_\_\_\_ SBSD Certification: \_\_\_\_\_  
 Contact Phone: \_\_\_\_\_ Contact Email: \_\_\_\_\_  
 Value % or \$ (Initial Term): \_\_\_\_\_ Contact Address: \_\_\_\_\_  
 Description of Work: \_\_\_\_\_



EveryDay Labs, Inc.  
303 Twin Dolphin Drive, Suite 600  
Redwood City, CA 94065

### **Certifications in Support of This Contract**

Everyday Labs and our subcontractor, Moonlight BPO, hold certifications that demonstrate our commitment to small business participation and supplier diversity, aligning with the Commonwealth of Virginia's goals for inclusion and representation.

#### **Everyday Labs**

Everyday Labs is federally recognized as a small business under the U.S. Small Business Administration (SBA) standards. Our designation underscores our agility, innovation, and capacity to deliver impactful services tailored to address critical needs such as attendance recovery. While Everyday Labs is not currently certified with the Virginia Department of Small Business and Supplier Diversity (DSBSD), we bring the expertise, qualifications, and scalable solutions necessary to support this contract.

#### **Moonlight BPO**

Moonlight BPO, our subcontractor, is a woman-owned business certified by the Women's Business Enterprise National Council (WBENC), the nation's leading advocate for women-owned businesses. This certification attests to Moonlight BPO's commitment to operational excellence and supplier diversity. Although Moonlight BPO is not registered with the DSBSD, its WBENC certification aligns with the spirit of the Commonwealth's initiative to engage diverse suppliers in state contracts.

The certifications held by Everyday Labs and Moonlight BPO demonstrate our collective qualifications and our shared dedication to supporting the Commonwealth's goals for diverse and inclusive contracting. We are confident in our ability to provide exceptional attendance recovery services while embodying the values of innovation, equity, and supplier diversity.



# EVERYDAY LABS INC

Unique Entity ID <b>J1ASM3EDZHK8</b>	CAGE / NCAGE <b>7VTA2</b>	Purpose of Registration <b>All Awards</b>
Registration Status <b>Active Registration</b>	Expiration Date <b>Apr 23, 2025</b>	
Physical Address <b>303 Twin Dolphin DR STE 600 Redwood City, California 94065-1422 United States</b>	Mailing Address <b>303 Twin Dolphin DR STE 600 Redwood City, California 94065-1422 United States</b>	

## Business Information

Doing Business as <b>(blank)</b>	Division Name <b>(blank)</b>	Division Number <b>(blank)</b>
Congressional District <b>California 15</b>	State / Country of Incorporation <b>Delaware / United States</b>	URL <b>https://www.everydaylabs.com/</b>

## Registration Dates

Activation Date <b>May 3, 2024</b>	Submission Date <b>Apr 23, 2024</b>	Initial Registration Date <b>May 22, 2017</b>
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## Entity Dates

Entity Start Date <b>Sep 16, 2015</b>	Fiscal Year End Close Date <b>Jun 30</b>
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## Immediate Owner

CAGE <b>(blank)</b>	Legal Business Name <b>(blank)</b>
------------------------	---------------------------------------

## Highest Level Owner

CAGE <b>(blank)</b>	Legal Business Name <b>(blank)</b>
------------------------	---------------------------------------

## Executive Compensation

In your business or organization's preceding completed fiscal year, did your business or organization (the legal entity to which this specific SAM record, represented by a Unique Entity ID, belongs) receive both of the following: 1. 80 percent or more of your annual gross revenues in U.S. federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements and 2. \$25,000,000 or more in annual gross revenues from U.S. federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements?

**No**

Does the public have access to information about the compensation of the senior executives in your business or organization (the legal entity to which this specific SAM record, represented by a Unique Entity ID, belongs) through periodic reports filed under section 13(a) or 15(d) of the Securities Exchange Act of 1934 (15 U.S.C. 78m(a), 78o(d)) or section 6104 of the Internal Revenue Code of 1986?

**Not Selected**

## Proceedings Questions

Is your business or organization, as represented by the Unique Entity ID on this entity registration, responding to a Federal procurement opportunity that contains the provision at FAR 52.209-7, subject to the clause in FAR 52.209-9 in a current Federal contract, or applying for a Federal grant opportunity which contains the award term and condition described in 2 C.F.R. 200 Appendix XII?

**No**

Does your business or organization, as represented by the Unique Entity ID on this specific SAM record, have current active Federal contracts and/or grants with total value (including any exercised/unexercised options) greater than \$10,000,000?

**Not Selected**

Within the last five years, had the business or organization (represented by the Unique Entity ID on this specific SAM record) and/or any of its principals, in connection with the award to or performance by the business or organization of a Federal contract or grant, been the subject of a Federal or State (1) criminal proceeding resulting in a conviction or other acknowledgment of fault; (2) civil proceeding resulting in a finding of fault with a monetary fine, penalty, reimbursement, restitution, and/or damages greater than \$5,000, or other acknowledgment of fault; and/or (3) administrative proceeding resulting in a finding of fault with either a monetary fine or penalty greater than \$5,000 or reimbursement, restitution, or damages greater than \$100,000, or other acknowledgment of fault?

**Not Selected**

REQ1443773

EveryDay Labs, Inc.

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Exclusion Summary

Active Exclusions Records?

No

SAM Search Authorization

I authorize my entity's non-sensitive information to be displayed in SAM public search results:

Yes

Entity Types

Business Types

Entity Structure

Corporate Entity (Not Tax Exempt)

Profit Structure

For Profit Organization

Entity Type

Business or Organization

Organization Factors

(blank)

Socio-Economic Types

Check the registrant's Reps & Certs, if present, under FAR 52.212-3 or FAR 52.219-1 to determine if the entity is an SBA-certified HUBZone small business concern. Additional small business information may be found in the SBA's Dynamic Small Business Search if the entity completed the SBA supplemental pages during registration.

Financial Information

Accepts Credit Card Payments

No

Debt Subject To Offset

No

EFT Indicator

0000

CAGE Code

7VTA2

Electronic Funds Transfer

Account Type

Checking

Routing Number

\*\*\*\*\*22

Lock Box Number

(blank)

Financial Institution

COMERICA BANK CALIFORNIA

Account Number

\*\*\*\*\*20

Automated Clearing House

Phone (U.S.)

6506419485

Email

contracts@everydaylabs.com

Phone (non-U.S.)

(blank)

Fax

(blank)

Remittance Address

EveryDay Labs Inc

303 Twin Dolphin Drive

Suite 600

Redwood City, California 94065

United States

Taxpayer Information

EIN

\*\*\*\*\*3810

Type of Tax

Applicable Federal Tax

Taxpayer Name

EveryDay Labs Inc

Tax Year (Most Recent Tax Year)

2023

Name/Title of Individual Executing Consent

Ceo

TIN Consent Date

Apr 23, 2024

Address

303 Twin Dolphin Drive

Redwood City, California 94065

Signature

Emily Bailard

Points of Contact

Accounts Receivable POC



Emily Bailard, Chief Executive Officer

ar@everydaylabs.com

REG1443773

EveryDay Labs, Inc.

6506419485

Electronic Business		
		
Emily Bailard, Chief Executive Officer	303 Twin Dolphin Drive	
contracts@everydaylabs.com	Redwood City, California 94065	
6506419485	United States	

Government Business		
		
Emily Bailard, CEO	303 Twin Dolphin Drive	
emily@everydaylabs.com	Redwood City, California 94065	
2036456917	United States	

Service Classifications

NAICS Codes		
Primary	NAICS Codes	NAICS Title
Yes	611710	Educational Support Services

Size Metrics

IGT Size Metrics		
Annual Revenue (from all IGTs)		
(blank)		

Worldwide		
Annual Receipts (in accordance with 13 CFR 121)	Number of Employees (in accordance with 13 CFR 121)	
\$5,254,443.00	27	

Location		
Annual Receipts (in accordance with 13 CFR 121)	Number of Employees (in accordance with 13 CFR 121)	
(blank)	(blank)	

Industry-Specific		
Barrels Capacity	Megawatt Hours	Total Assets
(blank)	(blank)	(blank)

Electronic Data Interchange (EDI) Information

This entity did not enter the EDI information		
---	--	--

Disaster Response

This entity does not appear in the disaster response registry.		
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# FAR Report



## EVERYDAY LABS INC

Unique Entity ID <b>J1ASM3EDZHK8</b>	Certification Validity From: <b>Tue Apr 23 12:57:54 EDT 2024</b>	Purpose of Registration <b>All Awards</b>
CAGE/NCAGE <b>7VTA2</b>	Certification Validity To: <b>Wed Apr 23 12:57:54 EDT 2025</b>	

### CERTIFICATION

I have read each of the FAR and DFARS provisions presented on this page. By submitting this certification, I, **Emily Bailard**, am attesting to the accuracy of the representations and certifications contained herein, including the entire NAICS table. I understand that I may be subject to criminal prosecution under Section 1001, Title 18 of the United States Code or civil liability under the False Claims Act if I misrepresent **Everyday Labs Inc** in any of these representations or certifications to the Government.

By maintaining an active entity registration in SAM, the entity complied with requirements to report proceedings data in accordance with:

- FAR 52.209-7 Information Regarding Responsibility Matters and with requirements to report executive compensation data in accordance with
- FAR 52.204-10 Reporting Executive Compensation and First-Tier Subcontract Awards.

### READ ONLY PROVISIONS

**FAR 52.203-11**  
Sep 2007

**Certification and Disclosure Regarding Payments to Influence Certain Federal Transactions**

(a) Definitions. As used in this provision-"Lobbying contact" has the meaning provided at 2 U.S.C. 1602(8). The terms "agency," "influencing or attempting to influence," "officer or employee of an agency," "person," "reasonable compensation," and "regularly employed" are defined in the FAR clause of this solicitation entitled "Limitation on Payments to Influence Certain Federal Transactions"(52.203-12).

(b) Prohibition. The prohibition and exceptions contained in the FAR clause of this solicitation entitled "Limitation on Payments to Influence Certain Federal Transactions" (52.203-12) are hereby

(b) If the offeror or respondent checks "intends" in paragraph (a) of this provision, it shall insert in the following spaces the required information:

Name and Address of Owner and Operator of the Plant or Facility if  
Other than Bidder

**(End of Provision)**

**FAR 52.219-1**

MAR 2023

**Small Business Program Representations**

The NAICS Codes you selected on the Goods and Services page of this registration are listed in the table under 52.219-1(c). Those NAICS Codes for which you are identified as small serve to complete the small business concern representation in 52.219-1(c)(1).

You are certifying to your size status for all the NAICS codes in the table. Please review it carefully. The Y/N answers are located in the "Small Business?" column. A "Y" indicates "Small" and "N" indicates "Other than Small." This status is derived from the SBA's size standards based on the size metrics you entered.

(a) Definitions. As used in this provision-

"Economically disadvantaged women owned small business (EDWOSB) concern" means a small business concern that is at least 51 percent directly and unconditionally owned by, and the management and daily business operations of which are controlled by, one or more women who are citizens of the United States and who are economically disadvantaged in accordance with 13 CFR part 127, and the concern is certified by SBA or an approved third-party certifier in accordance with 13 CFR 127.300. It automatically qualifies as a women-owned small business concern eligible under the WOSB Program.

"Service-disabled veteran-owned small business concern"

(1) Means a small business concern-

(i) Not less than 51 percent of which is owned by one or more service-disabled veterans or, in the case of any publicly owned business, not less than 51 percent of the stock of which is owned by one or more service-disabled veterans; and

(ii) The management and daily business operations of which are controlled by one or more service-disabled veterans or, in the case of a service-disabled veteran with permanent and severe disability, the spouse or permanent caregiver of such veteran.

(2) "Service-disabled veteran" means a veteran, as



defined in 38 U.S.C. 101(2), with a disability that is service-connected, as defined in 38 U.S.C. 101(16).

"Small business concern"

(1) Means a concern, including its affiliates, that is independently owned and operated, not dominant in its field of operation, and qualified as a small business under the criteria in 13 CFR part 121 and the size standard in paragraph (b) of this provision.

(2) Affiliates as used in this definition, means business concerns, one of whom directly or indirectly controls or has the power to control the others, or a third party or parties control or have the power to control the others. In determining whether affiliation exists, consideration is given to all appropriate factors including common ownership, common management, and contractual relationships. SBA determines affiliation based on the factors set forth at 13 CFR 121.103.

"Small disadvantaged business concern," consistent with 13 CFR 124.1002, means a small business concern under the size standard applicable to the acquisition, that

(1) Is at least 51 percent unconditionally and directly owned (as defined at 13 CFR 124.105) by-

(i) One or more socially disadvantaged (as defined at 13 CFR 124.103) and economically disadvantaged (as defined at 13 CFR 124.104) individuals who are citizens of the United States, and

(ii) Each individual claiming economic disadvantage has a net worth not exceeding \$750,000 after taking into account the applicable exclusions set forth at 13 CFR 124.104(c)(2); and

(2) The management and daily business operations of which are controlled (as defined at 13 CFR 124.106) by individuals who meet the criteria in paragraphs (1)(i) and (ii) of this definition.

"Veteran-owned small business concern" means a small business concern-

(1) Not less than 51 percent of which is owned by one or more veterans (as defined at 38 U.S.C. 101(2)) or, in the case of any publicly owned business, not less than 51 percent of the stock of which is owned by one or more veterans; and

(2) The management and daily business operations of

which are controlled by one or more veterans.

"Women-owned small business concern" means a small business concern-

- (1) That is at least 51 percent owned by one or more women; or, in the case of any publicly owned business, at least 51 percent of the stock of which is owned by one or more women; and
- (2) Whose management and daily business operations are controlled by one or more women.

"Women-owned small business (WOSB) concern eligible under the WOSB Program" (in accordance with 13 CFR part 127) means a small business concern that is at least 51 percent directly and unconditionally owned by, and the management and daily business operations of which are controlled by, one or more women who are citizens of the United States, and the concern is certified by SBA or an approved third-party certifier in accordance with 13 CFR 127.300.

(b)

(1) The North American Industry Classification System (NAICS) code for this acquisition is See Note.\*

(2) The small business size standard is See Note.

(3) The small business size standard for a concern that submits an offer, other than on a construction or service acquisition, but proposes to furnish an end item that it did not itself manufacture, process, or produce (i.e., nonmanufacturer), is 500 employees, or 150 employees for information technology value-added resellers under NAICS code 541519, if the acquisition-

- (i) Is set aside for small business and has a value above the simplified acquisition threshold;
- (ii) Uses the HUBZone price evaluation preference regardless of dollar value, unless the offeror waives the price evaluation preference; or
- (iii) Is an 8(a), HUBZone, service-disabled veteran-owned, economically disadvantaged women-owned, or women-owned small business set-aside or sole-source award regardless of dollar value.

(c) Representations

NAICS Code	Name	NAICS Exception	Size Standard	Small Business
611710	Educational Support Services		\$24,000,000	Y

- (1) The offeror represents as part of its offer that-
- (i) It ☒ **IS** a small business concern; or

(ii) It ☒ **IS NOT** a small business joint venture that complies with the requirements of 13 CFR 121.103(h) and 13 CFR 125.8(a) and (b). [The offeror shall enter the name and unique entity identifier of each party to the joint venture: \_\_\_\_.]
- (2) [Complete only if the offeror represented itself as a small business concern in paragraph (c)(1) of this provision.] The offeror represents, that it ☒ **IS NOT** a small disadvantaged business concern as defined in 13 CFR 124.1002.
- (3) [Complete only if the offeror represented itself as a small business concern in paragraph (c)(1) of this provision.] The offeror represents as part of its offer that it ☒ **IS NOT** a women-owned small business concern. (See Below)
- (4) Women-owned small business (WOSB) joint venture eligible under the WOSB Program. The offeror represents as part of its offer that it ☒ **IS NOT** a joint venture that complies with the requirements of 13 CFR 127.506(a) through (c). [The offeror shall enter the name and unique entity identifier of each party to the joint venture: \_\_\_\_.]
- (5) Economically disadvantaged women-owned small business (EDWOSB) joint venture. The offeror represents as part of its offer that it ☒ **IS NOT** a joint venture that complies with the requirements of 13 CFR 127.506(a) through (c). [ The offeror shall enter the name and unique entity identifier of each party to the joint venture: \_\_\_\_.]
- (6) [Complete only if the offeror represented itself as a small business concern in paragraph (c)(1) of this provision.] The offeror represents as part of its offer that it ☒ **IS NOT** a veteran-owned small business concern.
- (7) [Complete only if the offeror represented itself as a veteran-owned small business concern in paragraph (c)(6) of this provision.] The offeror represents as part of its offer that-
- (i) It ☐ is, ☐ is not a service-disabled veteran-owned

EveryDay Labs, Inc.



WOMEN'S BUSINESS ENTERPRISE  
NATIONAL COUNCIL

JOIN FORCES. SUCCEED TOGETHER.

hereby grants

# National Women's Business Enterprise Certification

to

Moonlight BPO, LLC

who has successfully met WBENC's standards as a Women's Business Enterprise (WBE).  
This certification affirms the business is woman-owned, operated and controlled and is valid through the date herein.

Certification Granted: May 28, 2021

Expiration Date: May 31, 2025

WBENC National Certification Number: WBE2101291

WBENC National WBE Certification was processed and validated by Women's  
Business Enterprise Council - Pacific, a WBENC Regional Partner Organization.

Authorized by Janice Greene, PhD, President &  
CEO Women's Business Enterprise Council -  
Pacific

**WBENC**PACIFIC  
WOMEN'S BUSINESS ENTERPRISE COUNCIL  
JOIN FORCES. SUCCEED TOGETHER.

NAICS: 541860, 323111, 561499  
UNSPSC: 14111500, 44121503, 80141800, 80161501



## 8. ATTACHMENT C: STATE CORPORATION COMMISSION FORM

### Virginia State Corporation Commission (SCC) registration information.

EveryDay Labs, Inc.

The Offeror: \_\_\_\_\_

<b>X</b>	is a corporation or other business entity with the following SCC identification number: <u>11390808</u>
	is not a corporation, limited liability company, limited partnership, registered limited liability partnership, or business trust
	is an out-of-state business entity that does not regularly and continuously maintain as part of its ordinary and customary business any employees, agents, offices, facilities, or inventories in Virginia (not counting any employees or agents in Virginia who merely solicit orders that require acceptance outside Virginia before they become contracts, and not counting any incidental presence of the offeror in Virginia that is needed in order to assemble, maintain, and repair goods in accordance with the contracts by which such goods were sold and shipped into Virginia from offeror's out-of-state location)
	is an out-of-state business entity that is including with this proposal an opinion of legal counsel which accurately and completely discloses the undersigned offeror's current contacts with Virginia and describes why those contacts do not constitute the transaction of business in Virginia within the meaning of § 13.1-757 or other similar provisions in Titles 13.1 or 50 of the Code of Virginia.
	<b>**NOTE** &gt;&gt; Check the following box if you have not completed any of the foregoing options but currently have pending before the SCC an application for authority to transact business in the Commonwealth of Virginia and wish to be considered for a waiver to allow you to submit the SCC identification number after the due date for proposals (the Commonwealth reserves the right to determine in its sole discretion whether to allow such waiver): ☐</b>

9. ATTACHMENT D: PROPRIETARY/CONFIDENTIAL INFORMATION IDENTIFICATION

Trade secrets or proprietary information submitted by an Offeror shall not be subject to public disclosure under the Virginia Freedom of Information Act; however, the Offeror must invoke the protections of § 2.2-4342F of the Code of Virginia, in writing, either before or at the time the data or other material is submitted. The written notice must specifically identify the data or materials to be protected including the section of the proposal in which it is contained, as well as the page numbers, and must state the reasons why protection is necessary. The proprietary or trade secret material submitted must be identified by some distinct method such as highlighting or underlining and must indicate only the specific words, figures, or paragraphs that constitute trade secret or proprietary information. In addition, a summary of proprietary information submitted shall be submitted on this form. The classification of an entire proposal document, line item prices, and/or total proposal prices as proprietary or trade secrets is not acceptable. If, after being given reasonable time, the Offeror refuses to withdraw such a classification designation, the proposal will be rejected.

Name of Firm/Offeror: EveryDay Labs, Inc., invokes the protections of § 2.2-4342F of the Code of Virginia for the following portions of my proposal submitted on 11/21/2024 (Date).

Signature: 

Title: CEO

DATA/MATERIAL TO BE PROTECTED	SECTION # & PAGE #	REASON WHY PROTECTION IS NECESSARY
None		

## 10. ATTACHMENT E: PRICING SCHEDULE

### PRICING/FEE SCHEDULE:

RFP#: REQ1443773				
QTY	UOM	DESCRIPTION	UNIT PRICE	TOTAL COSTS
25,000	Per Engaged Student	Student Attendance Recovery Services	\$ 6.75*	\$168,750.00
TOTAL COSTS				\$168,750.00
<b>*District enrollment based discount applied. List price is \$7.50 per student.</b> <b>10,000-24,999 students - 5% Discount</b> <b>25,000-49,999 students - 10% Discount</b> <b>50,000-99,999 students - 20% Discount</b> <b>100,000-149,000 students - 25% Discount</b> <b>150,000+ students - 30% Discount</b> <b>There is a minimum contract value of \$40,000</b>				

Definition of “Per Engaged Student” – A student who has *received/participated* in receiving services.

**NOTE: QUANTITIES:** *Quantities set forth in this solicitation are estimates only, and the contractor shall supply at proposed unit prices actual quantities as ordered, regardless of whether such total quantities are more or less than those shown.*



# COMMONWEALTH of VIRGINIA

Emily Anne Guillicson, M.Ed. J.D.  
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION  
P.O. BOX 2120  
RICHMOND, VA 23218-2120

Office: (804) 225-2057  
Fax: (804) 371-2099

## CONTRACT MODIFICATION

Date: April 24, 2025  
Contract Number: 201-SQS-25-001  
eVA CTR# CTR038412  
Modification Number: 01  
Contractor: EveryDay Labs, Inc.  
Commodity Description: Attendance Recovery


This Supplemental Agreement is entered into pursuant to the provision of the basic contract and any contract modifications.

Reference page 1, Section I. Statement of Needs, Paragraph 9: Delete and replace in its entirety with

“Provide final reporting to the SEA to include:

- Attendance, re-engagement, and student achievement outcomes of the work completed by the contractor including specific data trends,
- An analysis of which intervention and reengagement strategies were most impactful,
- Identify clear actions divisions could take to replicate and scale these best practices to address chronic absenteeism in their own divisions, including but not limited to identification of key leads at exemplary divisions that educators could learn from and follow-up with questions, the number of LEAs, schools, and
- Students involved, and results from student, parent, school leader, and LEA survey responses.

Except for the changes provided herein, all other terms and conditions of this contract remain unchanged and in full force and effect.

CONTRACTOR: EveryDay Labs Inc	PURCHASING AGENCY: Virginia Department of Education
BY: 	BY:
PRINTED NAME: Emily Bailard	PRINTED NAME:
TITLE: Chief Executive Officer	TITLE:
DATE: 4/27/2025	DATE: