



CHAMPIONS.

SKILLS TO THRIVE

 **Public School District**

Non-Price Proposal

**Operation and Management of Before School and
After School Programming for Primary Students**

 **Area Manager**


5005 Meadows Road, Suite 200
Lake Oswego, OR 97035
503-872-1300

Prepared in collaboration with:



With support from:



Prepared by:

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A. Cover Letter/Letter of Transmittal

Our Cover Letter can be found on the following page.

[Redacted]

Dear [Redacted] and [Redacted],

[Redacted] is clearly a strong advocate [Redacted] learning that extends beyond the school [Redacted] and that is reflected in your [Redacted] designed RFP for [Redacted] and Management of the Before School and After School Structured Program for Primary Students. [Redacted] is a district where **quality counts**. We've gotten to know you over the past three years, and we believe that you want to offer your students and [Redacted] an experience that is fun, that will build a deeper sense of community, and that will support your own educational goals.

Coming off the pandemic, your students and families were reeling. They needed **stability, a sense of normalcy, and reliable care**. You went searching for a before and after school provider who could care for your students the way you had when you were running your programs yourselves. You wanted programs that supported educational quality, valued equitable access for struggling students, and would bring the stability all your families craved.

You found Champions. In the past three years, we have supported your educational objectives in each of your schools, consistent with **our philosophy of embracing our clients' goals**. Transitions are hard for everyone, and your students and families have been through enough change. Selecting Champions means selecting consistency for your families. As their roots have deepened, your Champions programs have grown in quality. When consistency is backed by a commitment to quality and true partnership for your schools, it's clear that selecting Champions is a decision your schools and families will love. See **Attachment A** for letters from your grateful families.

We've been champions of [Redacted] students since 2021. And we are honored to submit our proposal to remain champions of [Redacted]. As the nation's largest private provider of extended learning programs and a [Redacted] of the **KinderCare Learning Companies** family of brands, we serve before and after school programs [Redacted] **50,000 children in nearly 1,000 schools, partnering with over 245 school districts**. Many of these districts are at least 8 schools in size, similar in scope to [Redacted]. With this expertise, as your experience with us has shown, we are more than able to meet the requirements of the RFP.

We acknowledge receipt of all addenda. We specialize in [Redacted] that are tailored to the needs of Weymouth's schools, but worry-free for you – customized programs with a turnkey feel. **Before school. After school. All day. All year. We are champions of you.**

With gratitude,

[Redacted], Area Manager
Point of Contact

[Redacted] Regional Director

[Redacted]



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B. Executive Summary

seeks an learning provider that truly extends the learning day. In the past three years, Champions has been here to grow alongside you. Your families need care, and we are solving that problem for more of your families than ever before – and we are solving the childcare problem for more families every year. We know that has the highest-need population in the district, and we are there for those families. We have **tripled capacity at Champions program**, and we are working to license additional space to expand there again. We have expanded capacity at seven of your eight schools, by **50-300%**, because your families simply have a need for care, and we are here to meet it. We have plans to expand further at three schools:

Not only that, but we are solving your families' needs for summer care too. Through the Champions Summer Experience, we were a safe place for 231 of your students this past summer, serving nearly 100 families. More than offering **safe and reliable summer care**, we worked to **prevent “summer slip”** by offering challenging hands-on learning that was still fun, including for your most vulnerable students. You took a chance giving us summer programs, and we hope that you believe that you made a good choice.

Staffing for Success

At Champions, the excellence of our staff is always on our minds. In the past few years, staffing has been the number one challenge to solve for every organization. In education, school districts and before and after school providers are challenged to find quality people like never before. We're determined to give your students the very best people we can find. We are proud that **15 staff remained at your schools to join Champions in 2021**, and four out of eight Site Directors are alums.

We invest our care and resources into key initiatives that put your students in the best possible hands:

- **A culture of engagement:** We are very proud of our culture of engagement. Every year, we partner with data scientists at Gallup to measure the emotional connections our educators feel to our organization, and that your families feel to our programs. The results are in, and our employees and families are highly engaged. This includes our people who used to be your people! Former staff have stayed with us, and they are providing continuity of care for your students. We're a **Gallup Exceptional Workplace** seven years running.
- **Staffing strategies that mean reliability:** Exceptional workplaces result in reliable care for your families. You wouldn't know this from your experience with Champions, but all over the country, before and after school programs are struggling to stay open because of staffing issues. When a program can't hire enough staff, a teacher unexpectedly calling out sick means childcare is simply cancelled. Families get a call at 6:45 in the morning saying there is no childcare at 7:00 a.m. There are a lot of providers out there who don't treat their staff like the professionals they are, and those providers have high turnover and unreliable operations. In an industry plagued with unexpected program closures that lead to inequity between schools, problems for families and for kids, and complaints for administrators, **Champions reduces turnover through competitive wages and benefits starting at 25 hours per week**. The staff we inherited from your legacy programs have liked our benefits. They have stayed with us, and, more importantly, they've stayed with your kids.

They [redacted] here every day, and we open as expected every day. **We invest in our people, so they will be there for your families.**

- **Training, professional development, and support:** People who feel good at their jobs stay at their jobs. We want our educators to feel effective, supported, and nurtured. We invest extraordinary resources in training, and in supports like our **Inclusion Services** behavior experts to support staff in the field. Our **corporation accreditation from Cognia** is external validation that our strategies are working.

Workforce stability is on everyone’s mind – your district’s workforce, and the diverse workplaces that make up your community. We are ready to help address all of your community’s care needs.

Cognia™ Accreditation



National standards matter and help take the guesswork out of selecting an expanded learning and care provider. We are proud to be the largest extended learning provider to receive [Cognia corporation accreditation](#) (formerly AdvancED®). Cognia is the largest education improvement organization in the world. **When quality among education partners can vary widely, accreditation is proof that we meet exacting standards for educational and operational excellence.**

A Powerful Culture of Engagement

“Working with the Champions program and staff has been a breeze - they are flexible, accessible, and are truly invested in our students and community. To be honest, this letter only begins to touch on the wonderful contributions and positive impact that Champions has had to [redacted] families. Let me be clear in my endorsement for the program. When the COVID-19 virus was at its peak, I turned to Champions for my own first grade student. In the midst of a pandemic, his days were filled with new friendships, outdoor play, inquiry based learning, sports, projects, and so much more. [W]hat an asset Champions has been to the [redacted] community and to my own family.”

- [redacted], *Principal*, [redacted], [redacted] and [redacted] *Elementary Parent*

We are a respected and valued part of your community. Your Area Manager, [redacted], lives in [redacted] and her kids went to the very schools we serve. She [redacted] because she is, and has been, part of your community. [redacted] has worked hand in glove with the [redacted] **Wraparound Center**, helping to provide care for the students who need the arms [redacted] the community around them the most. [redacted] first professional priority is [redacted] and she shows you that every day. And you see Champions staff at your band performances, your [redacted] festivals, and your parent organization events. Your families can’t imagine a world without Champions. We hope they don’t have to.

We sincerely look forward to partnering with you to continue your before and after school and summer programs. We want to be a **stabilizing force** for your students and families and be a consistent provider in a time of so much change. Our goal is to help you achieve **your mission**: To create a **supportive learning community that results in high achieving lifelong learners who actively contribute to society.**

C. ██████████ of Operations

Minimum Criteria

Champions satisfies all minimum criteria listed at pages 7-8 of the RFP:

<p>Licensing Program must obtain and hold EEC licensing</p>	<p>Champions holds licenses for all eight programs. See Attachment B.</p>
<p>Staff education Mandatory EEC trainings</p>	<p>Staff have completed all mandatory EEC trainings, and all new hires will complete these upon hire. All staff undergo a minimum of 25 hours of orientation and initial training. All staff undergo a minimum of 25 hours of professional development annually.</p>
<p>Staff experience Follow EEC regulations (7:09; educator Qualifications and Professional Development) regarding educator qualifications</p>	<p>Champions follows EEC regulations regarding educator qualifications and professional development.</p> <p>██████████ Champions has ████████ employees who are Director II qualified for Preschool and Pre-K.</p>
<p>Organization Experience Three years</p>	<p>Champions has 34 years of experience in operation and management of before and after school structured programs for primary students.</p>
<p>Staff to Child Ratio 1:13 per EEC</p>	<p>Champions will follow a 1:13 ratio for school-age students, and, for Preschool and Pre-Kindergarten students, 1:10 for full-day and half-day programs.</p>
<p>Cost per child Fee commensurate with services provided</p>	<p>See our separate Price Proposal.</p>
<p>Sliding Fee Scale (based on income) & Acceptance of MA Child Care Vouchers Allows accessibility for all</p>	<p>See our separate Price Proposal.</p>
<p>Regular Hours of Operation</p>	<p>As we have done for the past three years, Champions will work with you to operate on the hours your families need. This includes the hours stated in the minimum criteria. We will also open one site February and April Vacation weeks. We continue to want to operate summer programs.</p>



<p>Financial Solvency Program revenues sufficient to cover program expenses.</p>	<p>See our separate Price Proposal.</p>
<p>Insurance The Bidder will purchase and maintain an insurance policy; General Comprehensive Liability in the amount of \$1,000,000 for each occurrence and \$3,000,000 in the aggregate; annually, during the contractual agreement period. The Bidder shall file its Certificate of Insurance with the Finance Manager/MCPPO annually.</p>	<p>Champions possesses the required insurance. See our Certificate of Insurance at Section M: General Conditions, #a.</p>
<p>Indemnification Bidder agrees to indemnify the ██████████ and the ██████████ of ██████████ and hold them harmless from ██████████ and all costs of defending any action arising from this bid or this Contractual Agreement.</p>	<p>Champions will gladly agree to indemnification consistent with our current contract.</p>

We will offer a deep dive into how we meet your Comparative Evaluation Criteria as we respond to the Minimum Evaluation Criteria, but for ease of comparison, we offer this summary of how we meet your Comparative Evaluation Criteria:

Comparative Evaluation Criteria

<p>Overall Proposal The proposal is complete, demonstrates a clear understanding of the scope of services to be performed and how the services would be provided in accordance with the System's needs.</p>	<p>We hope you find that our proposal is complete, demonstrates a clear understanding of the scope of services to be performed and how the services would be provided in accordance with the System's needs.</p>
<p>Experience The proposer has 10 or more years of experience providing before and after school structured programs for children that are of similar scope and type specified in the Request of Proposal. Staff have five or more years' experience on average providing structured childcare services.</p>	<p>Champions has 34 years of experience providing before and after school structured programs that are of similar scope and type specified in the RFP. Our Site Directors have an average of 10.2 years' experience providing structured childcare services. 74% have more than 5 years' experience providing structured childcare services. 6 of ██████████ 8 Site Directors have more than ██████████ years' experience, one has 4 years, and one has 3 years. 43% of Champions' staff are former ██████████ staff, a remarkable rate of retention given fluidity in the industry, and turnover trends nationwide in all occupations in the past three years.</p>

<p>Programs ██████████ and Quality The program is extremely well supervised and supported, with a LICSW and is uniformly developmentally appropriate for the age group and consistently addresses individual difference and interests. Staff have been trained in social/emotional learning techniques and children receive consistent practice in social/emotional skills in before and after school programming. The program provides a healthy and secure environment for children.</p>	<p>Over the past three years, you have seen that the Champions program is extremely well-supervised and supported. Your Area Manager, ██████████, is completely dedicated to providing you excellent programming that is headache-free for you. ██████████ has unrestricted, on-call access to the support and insight of a LICSW. We employ experts with Master's degrees in education to ensure the programs are uniformly developmentally appropriate for our age groups and consistently address individual difference and interests. Our staff receive monthly and annual training in SEL, and students receive daily practice in SEL skills, both before and after school, and all summer long. We have demonstrated for three years that our programs provide a healthy and secure environment for children, and our Family Engagement scores reflect strong family satisfaction with health and security.</p>
<p>Effectiveness and Quality of Program <i>Administration and Support</i> The administrative program provides excellent oversight and supervision of the educational program, consistently evaluates the quality and effectiveness of the educational program on an ongoing basis, provides safe, timely and reliable transportation for students (if needed), offers a generous amount of scholarships for students and consistently enrolls/registers students on an efficient and accurate basis. Preference will be given to a bidder whose staff is trained in social/emotional learning programs so that children receive consistent practice of social/emotional skills in before and after school programming.</p>	<p>Your Area Manager, ██████████, provides excellent oversight and supervision of the educational program. She consistently evaluates the quality and effectiveness of the educational program on an ongoing basis. We do not provide transportation, as we have the resources to operate on-site at each school, and we hope to continue this level of service. See our Price Proposal for a discussion of the generous amount of scholarships we offer your students. We consistently enroll and register students on an efficient and accurate basis using a computer-based system, which we can supplement with in-person enrollment events with one-on-one assistance for families with barriers to technology access. Our staff is trained monthly and annually in social/emotional learning programs. Children receive daily practice of social/emotional skills in before and after school programming, using an evidence-based SEL program designated as a CASEL SElect program by the nation's top evaluator of evidence-based SEL programs, the Collaborative for Academic, Social, and Emotional Learning (CASEL).</p>

19. Evaluation Criteria**Bidder Requirements**

- ***A cover letter describing your organization, articulating your program’s prior experience at providing programming of similar type and scope, and explaining your philosophy of before or after school structured programs for primary school students.***

See our Letter of Transmittal at the start of this document.

- ***A copy of your license to operate a school-age childcare program from the Department of Early Education and Care.***

See Attachment B for all our operating licenses from the EEC.

- ***A description of how educational, social, parental, and community involvement will be maintained.***

“Before school started, having my son at the Champions program each day after school was one of my biggest worries. My son is diagnosed ASD and has life-threatening food allergies. He was entering Kindergarten and this was his first time at the Hamilton School. It was also his first time in an after school program. Courtney was so welcoming and open to learning about my son and his disabilities. She talked with me for quite some time and never made me feel like a bother. She got to meet my son and he liked her instantly. When I walked away I felt a sense of ease that everything would be alright.

Since school started, I get to see on a daily basis how this program enriches my son. He has built friendships with the other children and staff. Each day that I pick him up, I see how he interacts with everyone and it just makes me so happy. I can tell that the staff have taken the time to truly get to know my son. They know his personality and allow it to shine during his time there. It also warmed my heart to see the way the staff and students show such concern for my son’s well being. I am so grateful to have this program, and especially this staff! They are amazing!”

- [redacted], [redacted] parent

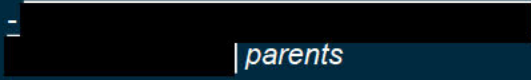
Champions is dedicated to educational, social, parental, and community involvement at every level. Your building-level staff get involved with your schools, your Area Manager partners with district administration, and our organization provides resources to loop your families in to the educational experiences students are having in your programs every day.

Family Communication

We are honored to be a bridge between home and school, and view family communication as central to our mission. We routinely distribute program information to our school and district partners and families, including:

- **Family Communication Board** area, which ensures clear communication as families drop off and pick up their children. This area contains all the information families need to stay up to date about their Champions program, including: activity plan, newsletter, staff profiles, daily schedules, snack menus, current marketing brochures, registration information, hours of operation, fees, website information, and a guest book.
- **Diversity, Equity and Inclusion Resources**, sent via email, posted on social media, and available on our website to support families' efforts to help children understand differences, process national events, and honor observances.
- **Monthly Newsletters** that highlight specific program information and announce special events or enrichment activities.
- **"Champions Clicks,"** our email magazine, offers a variety of posts on topics and ideas to keep children engaged at home as well as school, offering topics such as mindfulness, math skill development, and navigating the COVID-19 pandemic.
- **"What We Are Learning" Postings** that display details of children's daily experiences and communicate to families and staff what occurred at the program that day.
- **Staff Profiles** that include information about each staff member's background and interests, which are used to introduce staff to school administration, parents, and children.
- **Homework Logs** used to support study skills and communicate homework activity to families.
- **Snack Calendars** that detail daily snack options and healthy initiatives.
- **Family Notes** that provide families with an overview of each thematic unit, related book lists, and ideas for continuing the learning at home.
- **Flyers** sent home in backpacks and folders, which are also made available at the school's front desk when we are welcomed to do so.
- **Family Handbooks** that provide an approachable explanation of our policies for families.
- **DiscoverChampions.com**, our website that offers a portal for registration, a description of our programs, ways to connect with us like chat, phone and email, and more.
- **And of course face-to-face during drop-off and pick-up.** We love learning about, and sharing about, every child's day.

"The impact and dedication the Champions program and staff demonstrate in the community are commendable. The leadership and staff are skilled and compassionate in their instruction and supervision of children. They foster creativity, academic support, and character building of the students. The staff excel in their communication with parents, both written and in-person, always keeping us up-to-date. Furthermore, the staff cultivate a sense of belonging and encourage the personal development of its students. Our seven year old speaks so highly of the staff, program, and activities; he enjoys reading new books and participating in sports activities that have been introduced to him by the incredible staff. We are grateful for the incredible Champions staff and program."

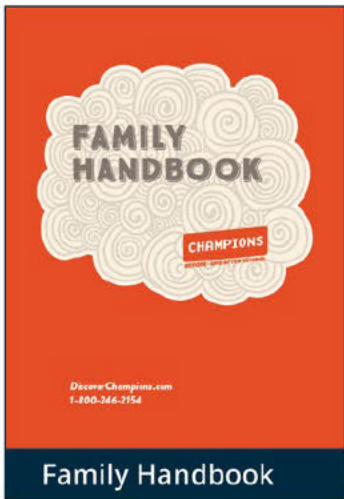
 | parents

CHAMPIONS PROGRAMS & CURRICULUM WHY CHAMPIONS? ABOUT ENROLL NOW My Account

WHO'S READY FOR MORE?
Enroll for the 2023-24 school year!
FIND A LOCATION

We found 4 sites nearby

Champions Website



Date: _____

Unit Theme: _____

Activity: _____

CONTENT AREA FOCUS:

Character Development	Community	Creative Expression	Inclusive Interaction	Inquiry-Based Learning	Literacy
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WHAT WE LEARNED:

CHAMPIONS

“ [redacted] get weekly email updates and reminders about what's going on at the afterschool program, what not to forget about next week, and helpful hints about parenting elementary-aged children. The staff is friendly and easy to work with.”

[redacted] Elementary Champions parent, [redacted] MA

We are rapidly expanding our offerings of materials and resources in languages other than English, and our local teams will help us expand our capacity to further serve [redacted] neighborhoods if awarded the next [redacted]. We already provide enrollment and tuition information in Portuguese, Arabic, and Spanish, and are always working on more multilingual materials.

Family Engagement Events

Champions enthusiastically participates in the regular events held by your parent councils. We love these events, which not only connect Champions programs with our enrolled families, but which also connect us with families who are not yet Champions families. Our programs have joined:

- Open House events
- Ice cream socials
- Back-to-School Nights
- Bingo Nights
- PTO Facebook groups

We contribute snacks, and pitch in doing what we do best – organizing activities that are fun for the kids.

Community Investment

Champions is committed to developing strong links to each school and community that we serve. Our locally hired staff are already experts in your community and can help guide how we can best integrate our programs with our partner schools.

Some examples of past Champions' investments for your schools include:

- Serving as a pickup point for the **Food Pantries Program** over the summer.
- Providing **raffle baskets and prizes** like free summer registration for parent organization fundraisers
- Raising **Uber gift cards** and sharing portable activities for a family in a housing and transportation crisis

And we love showing our school spirit during the day and outside of school. You see us at:

"The staff at [redacted] are amazing. We feel that they have our child's best interest at heart and provide a safe and enriching space for the kids. We like the structure of the centers and the daily routine. [redacted] is always quick to respond to any concerns and is organized and forthcoming with information. [redacted] finds great arts and crafts projects that are more than just cutting and pasting. [redacted] is a sweetheart and patiently listens to the kids stories. [redacted] leads the kids through physical activities and yoga and gives the kids a chance to be the teacher.

As parents, our main concern is that our child is well cared for and in a safe space. We feel confident that Champions provides that for us and would like to continue using them for before/after school care and summer camp."

- [redacted], [redacted] parents



Site Director [redacted] and team packing food for the [redacted] Elementary Backpack Program

- [REDACTED] performances, choir performances, and pep rallies
- Trunk or Treat
- 5th grade graduation

We have also been honored that your community shows us that we are part of your community, too. [REDACTED] has been invited to speak to members of the [REDACTED] High School Junior [REDACTED] about her career at KinderCare and Champions. The Champions team was also invited to a [REDACTED] child's **Adoption Day**. While the student was a foster child, the Champions team had worked closely with him from his first day of placement and his enrollment at school. They are so touched to see that he's come so far, and the invitation made our Site Director and Area Manager feel like part of the family.

Our staff shine before- and after-school, but they contribute during your school days, after hours, and on weekends, too. We involve ourselves with our partner schools, because we are a part of your community.

Service Projects

We know **each neighborhood expresses its character through its schools**, and we are partners in tying the community together. We particularly love service learning projects to rally the community. Such projects teach **persistence** over the long-term as students conceive, plan, and execute to meet their goal. Service projects also cultivate an ethic of **responsibility and empathy** among students. We feel it's important to involve families, schools, and students in determining which service projects to pursue.

Some of our past service projects have included [REDACTED] Food Pantry donation drives, and [REDACTED] Toys for Tots drive in partnership with the [REDACTED] Police Department. We're also writing holiday [REDACTED] to senior living facilities. We also intend to organize Campus Cleanup days.

We are crew, not passengers, and Champions service learning projects cultivate an ethic of **responsibility and empathy** among your students.



Champions citizens pose with food donations collected for the Food Pantry.

Community

We take students into their communities neighborhoods, and we invite the community in. Particularly in the summer, we broaden students' horizons all around Massachusetts, but we bring presenters to our programs for "in-house field trips" too. Past community activities include:

- Farm
- Bowl
- Museum
- Farms
- Zoo
- Wildlife Center presentations

- [REDACTED] Police Department [REDACTED]
- [REDACTED] Fire Department visits
- Magician performances
- Special appearances by Maverick – one of our Site Directors has a mini-horse, Maverick, and she presents on horse care and puts him through his show paces for the kids. Maverick is a huge hit every time.
- Mad Science presentations
- Dragon Foam foam party

• A plan for financing your program which, demonstrates sufficient revenue to cover program expenses.

See our response in our Price Proposal

• A detailed plan to evaluate the program's quality and effectiveness.

Champions organizes at all levels of our operations to evaluate program quality and effectiveness. We engage a continuous quality improvement approach that is structured and rigorous – and is third-party verified by our Cognia accreditation. Below we will offer a glimpse of the assessments that illustrate the effectiveness of Champions' curriculum and framework. However, we will provide a more in-depth look at our quality improvement process in our response at I. Quality and Safety.

Assessment

We ensure our curriculum and approach to child care is effective by assessing children's progress as they learn and grow at our programs. Champions staff use the results of each assessment to adjust instruction and activities for children, meeting them where they are and ensuring every child grows and develops in our programs.

Our staff use observation, documentation, and other forms of enhanced assessment tools to promote child development and share our insights with [REDACTED] and children's families. Here's how we do it:

1. Champions uses a **comprehensive student survey** designed to help us understand how each child is progressing in developmental areas highlighted in our curriculum, and then use these results to help children build meaningful improvements. These assessments help us meet our goal of **supporting each child's learning journey** and aiding our partners in helping children exceed in their classrooms.
2. With a focus on child voice and choice in our curriculum, we also encourage students to work toward their own progress by **setting personal learning goals** at the beginning of the year, and then reviewing the progress they made at the end of the year with the students.

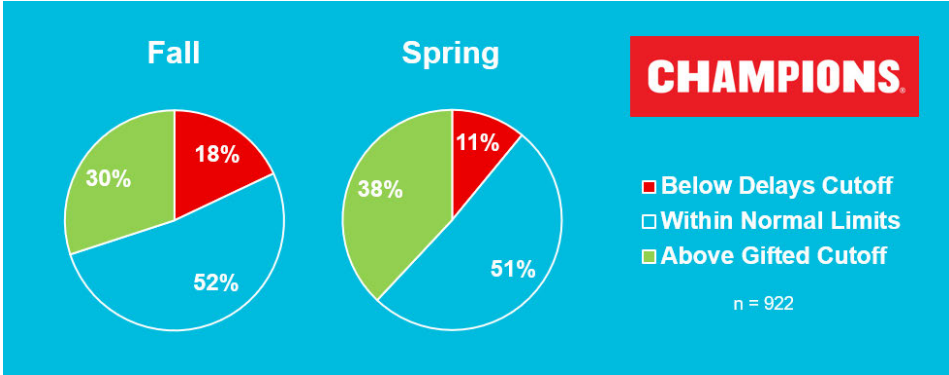
3. We want to include families in our programs so they can become partners in their child’s learning journey—that’s why we have children **create portfolios showing their accomplishments** over the year, which we share with families.

Developmental Assessment: BRIGANCE

For children up to age 7 in select markets, the BRIGANCE developmental screening provides an overview of a child’s development in multiple areas: **physical development, language development, academic and cognitive development (early literacy and math skills), and social-emotional development.** The results show us whether a child is on track, behind, or ahead compared to the average child in his or her age group.

If a child falls below the average or shows red flags for delayed development, this triggers a conversation between program staff and parents, who may choose to consult further with a pediatrician or community early intervention professional.

Here’s a snapshot of our most recent BRIGANCE data, compiled from the 90 programs using this assessment system:



Students performing at a level of "below delays" reduced by 7% by spring after their first year with Champions, while students above gifted increased by 8%. Our BRIGANCE assessments for children up to first grade show that **KinderCare and Champions children excel at a level of 1.5 months above the norm by the end of fall and are 4 months ahead in the spring!**

Your students won’t just have a safe place to come to after the bell rings—they’ll continue expanding their skills that your teachers already work so hard to help them cultivate.

See more at I. Quality and Safety.

- **A description of your plan relative to the health, safety and nutrition of students, including: procedures to monitor children's arrival and follow up on children who do not arrive.**

Champions has healthy safety practices developed with KinderCare's expertise in 54 years of caring for millions of children. We will outline our supervision practices here, and we will provide more information in our response at I. Quality and Safety.

Child Supervision

A staff member's first responsibility is to protect each child's well-being in our programs. Staff are meticulously trained to implement the following:

- Children are checked in on a Child Supervision Record upon arrival
- Name-to-face attendance is taken **every 30 minutes** and before and after transitions from one area to another (like moving from the cafeteria to the playground).
- Staff position themselves strategically to maximize supervision in the program, facing and keeping eyes on children.
- Staff monitor for any unfamiliar adults or children.
- Doors to the program remain locked and are opened only by staff.
- **Children are never left unattended.**
- State-mandated ratios are maintained at all times.

In the afternoon, the staff member will have a Child Supervision Record, sign in/sign out binder, and computer to begin the attendance process, which is maintained throughout the remainder of the day (see more detail below). As discussed below, the family or other authorized adult will sign the child out at the end of the day.

If a child does not arrive as expected in either the morning or afternoon, a staff member will contact responsible adults such as parents and teachers and staff until safety is verified. Our teams are equipped with dedicated cell phones to facilitate communication with families and Public School District staff.

Drop-off Policies

Families arrange drop-off for their children in the morning. Families are greeted by a Champions team member, who will facilitate signing the child in on:

1. The paper Child Supervision Record, and
2. The program's laptop, or, if not available,
3. The family sign in/sign out binder.

Champions staff will sign the child out to school.

Pick-up Policies

We use strict sign-in and sign-out procedures with our computer-based system to ensure that every child in our care is accounted for. When parents enroll their children in Champions, they are asked to provide a list of adults authorized to pick up their children and are informed when pick-ups are scheduled.

- Children participating in Champions programs are **only allowed to be picked up by authorized adults.**

- We also **check photo IDs** to verify identity against the authorized pick-up list.
- The authorized adult calls the program’s cell phone or uses a doorbell.
- The authorized adult logs into our computer-based system with a unique code.
- No unauthorized adults are permitted in the program.
- If children leave our program and return, they must be re-signed in and out by an authorized adult.

Snacks

Champions follows our commitment to encouraging and demonstrating a healthy lifestyle for children in our care, through Partnership for a Healthy America (PHA) to raise health and wellness awareness in our nation's youth by employing practices that help solve childhood obesity. Our Grow Happy initiative helps families and children lead healthier lives. Grow Happy was designed to encourage families to set their own attainable--yet potentially life changing--healthy goals. To support this, we provide a number of tools that help our families, communities, and clients get involved.

We manage all aspects of provision of food and beverages without involvement from our partner schools. Food is provided by a vendor, typically U.S. Foods, which brings food and beverages that we store on-site. U.S. Foods provides a limited list of food options that can be selected. These options align with nutrition guidelines and have been thoroughly vetted for allergens.

We store dry goods with our materials and equipment in our storage space, and perishables in refrigerators provided by Champions, which also fit in our storage space.

Below is a typical menu of snacks which contribute to a healthy lifestyle for our children:

CHAMPIONS SCHOOL-AGE SNACK MENU				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Whole-Grain Bagel Cream Cheese Fruit Cup	Fresh Apples Yogurt	Whole-Grain Cheddar Goldfish Fresh Bananas	Granola Bar 1% Low Fat Milk	Baked Chips Salsa Cheese Stick
Fresh Carrot Sticks Pita Chips Hummus	Wheat Crackers Cheddar Cheese	Fruit Cup Nutri-Grain Bar	Cheddar Popcorn Fresh Bananas	Whole-Grain Cereal 1% Low Fat Milk

See more on safety at I. Quality and Safety.

- ***A description of your procedures for student enrollment and registration.***

All children are warmly welcomed into Champions. Champions' admissions policies and procedures are designed to simplify the admissions process while ensuring that we and school administrators have all of the necessary information to keep children safe and secure. Our introductory processes include:

- In-person or virtual walk-throughs
- Parent Information Nights
- Open House Events
- Tabling at school events
- Enrollment events where we have populations that need additional support (immigrant families, families without internet access, etc.)

At these events and/or online, the family can:

- Obtain information regarding program hours and pricing
- Enroll 24/7 using our online account management tool
- Monitor their status on the wait list online (although wait lists are rare).

After creating an online account, the family can select the program

that meets their needs. During the enrollment process, parents are prompted to ask specific questions about:

- Their child's special food requirements
- Allergies
- Required medications
- Previous child care experience

Emergency contact information, etc. Once enrollment is complete, the child can begin the program within 48 hours, which allows time to ensure that all paperwork is available on-site and for staff to prepare a warm, welcoming experience for each child. Parents complete an Emergency Information Card, which is maintained on-site, and includes:

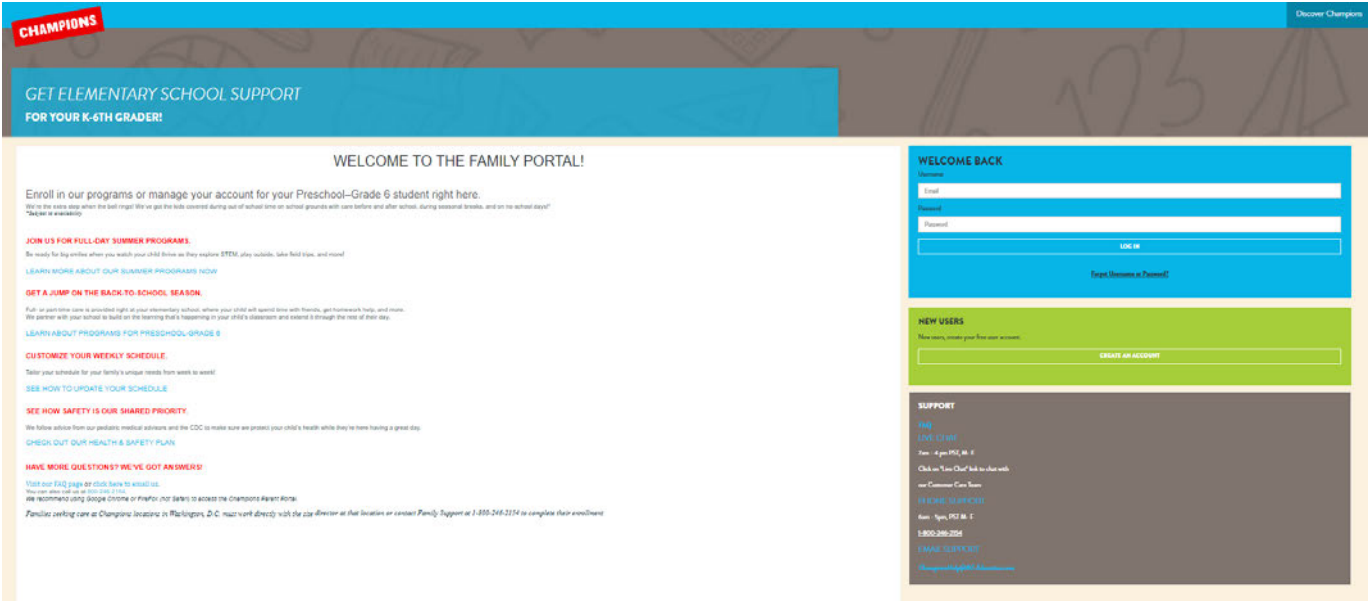
- A list of emergency contacts
- Any health problems
- Directions for care in case of an emergency.

During enrollment, families can set up automatic payments. Families also have the ability to tailor their schedule to meet personal situations. They may switch their schedule weekly to reflect the actual days they will utilize the program and are billed accordingly. Parents can customize this schedule as far in advance as they prefer. For children with food requirements, allergies, required medication, disabilities,

"We have had a great experience with Champions over the past few months. The staff have been wonderful. They have modeled safe, empathetic and exemplary caretaking. I have witnessed the staff model global awareness and great intuition to the needs of the children. I have seen and experienced the positive connections that have been made at the program. The staff have creative, enriching and fun activities, they always have the children engaged. The feeling of diversity and inclusiveness is present, along with a sense of community. My son has developed healthy relationships with other children and staff over these past few months. He is making friends and more importantly, he is enjoying being a six-year-old. We look forward to continuing our relationship with the Champions program in the future. Thank you for considering our support to renew the contract."

- [REDACTED] and [REDACTED]
parents

etc., work directly with our internal Inclusion Services team to ensure we have the proper tools and training to support each child's individual needs.



• Detailed information regarding the minimum number of enrolled children necessary to allow for the opening of a site.

Your Champions programs are frankly thriving. We do not see a need at this time to set a minimum number of enrollments, because every school has a flourishing program with strong enrollment numbers. In the unlikely event that attendance declines, we will work with school and district administration to partner on how we can return the program to former levels. This will include vigorous action to ensure we have exhausted all reasonable efforts to grow the program.

• The tuition/fee schedule for the Contractual Agreement term.

See our separate Price Proposal.

• A sample monthly enrollment report.

Here is a sample weekly enrollment report:

Champions Before School week of (Sample)

Childs Name	Monday	Tuesday	Wednesday	Thursday	Friday
Sample Child	1	Off	1	Off	1

A description of sliding fee schedule or any other rate reduction opportunities.

See our separate Price Proposal.

A description of a training plan for staff to include social/emotional learning, trauma, first aid, and CPR.

We cover SEL during orientation and have both recordings and live virtual training with our Sanford Harmony Academy partners throughout the year (see more on Sanford Harmony Academy below):

New Hire Orientation:

- What is SEL – competencies from CASEL, Collaborative for Academic Social and Emotional Learning
- 3 Signature Practices of SEL for Out of School Time Learning from CASEL
- Implementing Sanford Harmony Academy Every Day Practices in Champions
- Introduction to The Pyramid Model - The Pyramid Model

was developed by identifying the evidence-based practices that would:

- Promote the social and emotional outcomes of all children,
- Promote the skill development of children with social, emotional, and behavioral delays to prevent the need for more intensive supports; and
- Intervene effectively when children have persistent challenging behavior.
- Building Positive Relationships with Children
- Keys to Supportive Environments

SEL trainings with Harmony (recordings available on company intranet and live-virtual and in-person trainings on request)

- Harmony Every Day Practices in Champions, integrating Harmony Goals (aka Champions Agreements, Meet Up/Buddy Up strategies)

“Champions has been an important part of our son’s educational experience since he started Kindergarten at [redacted] and her wonderful team helped my son transition to elementary school, and he looks forward to attending the Champions before- and after-school program. He gets upset when we pick him up early! Losing the Champions team members and program would be a difficult experience for the children who have connected with Ms. Maureen and her team. We value [redacted] and her team as educators for our son and the many children that attend [redacted]. It is our hope that they will remain in place at our son’s school to provide consistency and the positivity we experience every morning and afternoon.”

- [redacted] parents

- Champions DEI Journey with Inspire (Inspire is the professional development partner to Harmony, over 70 on-demand, self-guided modules, written by National University faculty)
- Inspire modules aligned to Champions Quality Standards

Professional Development Days (PDD):

Additionally, our twice-annual PDD events include SEL training, delving into this topic at least once a year for the past 6 years:

- **Trauma-informed care**
- Challenging behavior at every PDD in 2021 and 2022
- SEL and the Pyramid Model at every PDD for the past 2 years
- Inclusion Services
- Serve and Return (child interactions)
- SEL early learning standards
- Teacher social and emotional well-being
- Building resilience
- Building connections
- Conflict/resolution repair strategies
- Expressing and managing emotions
- Emotional regulation and breathing exercises

Also, every program is equipped with our *Positive Behavior Support Manual*, informed by the groundbreaking Pyramid Model from the Center on the Social and Emotional Foundations for Early Learning. Teams can also call our Inclusion Services team for targeted support for their classroom or specific children. This can include Pyramid Model supports, teaching coping and conflict resolution strategies, inclusive practices, and more.

wants continuity of care for your students, and we do too. We know that teachers who start their careers feeling effective, empowered, and knowledgeable stay with their jobs and stay with your students because they feel successful and valued. That's why we invest heavily in our onboarding. Champions staff undergo 5 intensive days of orientation and initial training. This is a blend of in-person and virtual training. Their onboarding further extends into the next 3+ months of support, mentoring, coaching, and development that we call the First 100 Days for Teachers.

Orientation and Training - First 100 Days for Teachers

Upon hire, employees receive the training they need to make a thriving Champions program. Our orientation and ongoing professional development is among the most extensive and thorough in the industry. **CPR/First Aid training is provided to all new hires.** Training topics are outlined on the next page:



Important: All Virtual Onboarding/ E-Learning courses are located on the [F100D Experience Everything](#) page.

Employee Name: _____
 Employee ID: _____
 Site Number: _____

Before Day 1

Preparing for Your New Teacher

- Connect with your new teacher:
 - ▶ Start Day and Time
 - ▶ What to Expect
 - ▶ What to Wear
- Gather resources and supplies:
 - ▶ [F100D Teacher Workbook](#)
 - ▶ [New Hire Material List](#)
 - ▶ [Code of Ethics](#)
 - ▶ [Employee Handbook](#)
 - ▶ [Staff File Checklist](#)
 - ▶ State Specific Training Materials
 - ▶ Validate completion of required background check (Champions/Client/Licensing)

Day 1

- #### Welcome!
- In the Site:**
- Meet & Greet the New Teacher
 - Complete New Hire Paperwork
 - ▶ I-9
 - ADP eTime
 - Pay Practices
 - Total Rewards & Benefits
 - Site Tour
 - Team Introductions
 - Meal/Break Standards
 - Site/School Badge (if applicable)
 - Introduce teacher to Client
- Virtual Onboarding/E-Learning**
- Virtual Welcome (Monday WebEX)
 - ▶ Our Four Pillars
 - ▶ Employee Engagement & Q12s
 - ▶ Our DEI Journey
 - [Mandatory Reporter](#)
 - State Specific Trainings

Day 2

- #### Values & Beliefs
- In the Site:**
- Meet & Greet New Teacher
 - Set Teacher up for Training
- Virtual Onboarding/ E-Learning**
- [Part 1](#)
 - ▶ Welcome to Champions
 - ▶ Our Company History (Heritage Video)
 - ▶ SET & Professionalism
 - ▶ Our Culture of Engagement
 - ▶ Our Service Values Deep Dive
- In the Site:**
- Site Introduction
 - Daily Schedule and Routines
 - Intro Snack/Meal Intro
 - Cleaning Procedures
 - Drop off/Pick up Practices

Day 3

- #### Educational Excellence
- In the Site:**
- Meet & Greet New Teacher
 - Set Teacher up for Training
- Virtual Onboarding/ E-Learning**
- [Part 2](#)
 - ▶ SET & Curriculum
 - ▶ Teacher Interactions
 - ▶ Developmental Domains
 - ▶ Content Focus Areas
 - ▶ Program Environment
- In the Site:**
- Community and Group Time
 - Interest Areas
 - Introduction to Curriculum

Day 4

- #### Inclusion
- In the Site:**
- Meet & Greet New Teacher
 - Set Teacher up for Training
- Virtual Onboarding/ E-Learning**
- [Part 3](#)
 - ▶ SET & Environment
 - ▶ SET & Relationships
 - ▶ Inclusion Connections
 - ▶ The Three Things
 - ▶ Relationships Among Children
 - ▶ Every Child Deserves a Champion
- In the Site:**
- Supportive Learning Environments
 - Navigating Challenging Behaviors
 - [Inclusion Connection](#) Exploration

Day 5

- #### Health & Safety
- In the Site:**
- Meet & Greet New Teacher
 - Set Teacher up for Training
- Virtual Onboarding/ E-Learning**
- [Part 4](#)
 - ▶ Safe Sleep Practices
 - ▶ Universal Precautions
 - ▶ PPE
 - ▶ Diabetes Training Medication
 - ▶ Allergy Policy
 - ▶ Supervision & CSR
 - ▶ Incident & Accident Reporting
- In the Site:**
- Engaging Transitions
 - Practice completing the CSR
 - Sign In/Sign Out
 - First Aid Kit
 - Cleaning Supplies

Additional State Mandated Training:

<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____

- ***Must attach three current, signed and dated references, which attest to the quality of the program and ability to meet the scope of services. The System reserves the right to contact any and all references provided.***

See our References at F. Client References.

- ***A description of the program structure and content to include; homework/academic support, enrichment and recreational activities.***

See a comprehensive description of our program structure and content at E. Before and After School Program.

- ***Hours of operation.***

We will continue to operate during the hours specified.

- ***A description of staffing model including all staff; program supervision, management and support, as well as staff qualification requirements.***

██████████ Area Manager, ██████████, is your direct liaison for any concerns about program operation and administration or financial concerns. ██████████ approach is low-friction – she appreciates that ██████████ administrators are very busy, and knows how to keep programs running smoothly without bothering administration. She gives you the information you need when you need it, without requiring frequent input.

Each of our out-of-school-time program programs is managed by a Site Director, who will maintain the day-to-day administrative and operational aspects of the program. This individual exercises daily ownership of the program, keeping everything functioning smoothly. Site Teachers and Site Assistants are the staff responsible for implementing our programming and supervising children.

Site Directors and staff are selected from the local talent in your neighborhoods. As we listen and learn to understand your priorities, we use these goals to inform our selection to staff these critical roles. We hire **educators who are also your employees**, strengthening the relationship between our programs and your schools, and enhancing continuity of care. Hiring **bilingual** employees is also a priority for us.

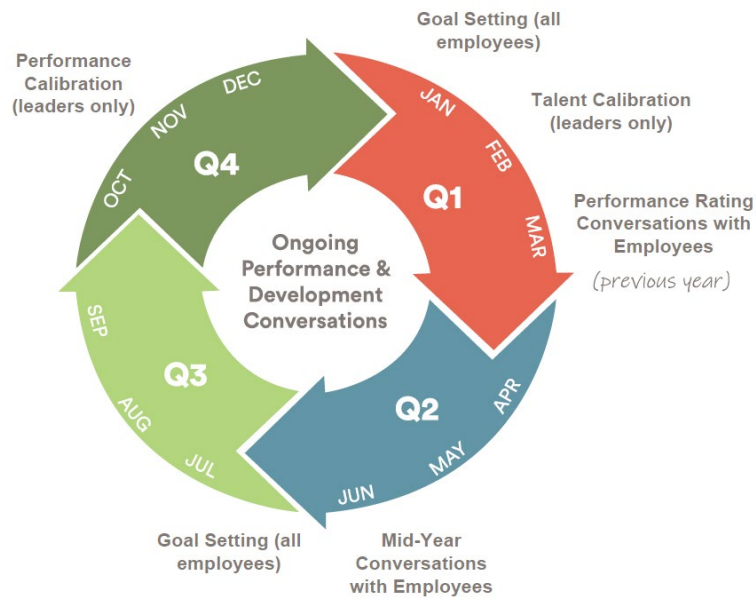
Evaluating Staff

We rigorously implement best practices in school-age education and care, and carefully evaluate our teams to ensure they are consistently delivering on our promises to our school district partners and

Licensing agencies. In addition to complying with regulations and policies, our staff are held accountable to our high standards of quality, verifying that rich educational experiences are part of our everyday practices. Our teams are observed by:

- Site Directors, who provide daily feedback and coaching in-the-moment.
- An Area Manager at least twice per month;
- Regional Directors, who travel to locales in their region regularly;
- Field Coaches, local seasoned educators with expertise on what great teaching looks like; and
- Quality and Accreditation Advisors, specialists in implementing quality programming.

Continual Coaching: Our Site Directors and Area Managers are coached on how to manage the staff working in the program. As a result, they are well-equipped to identify opportune times to have in-the-moment coaching conversations to help staff develop their skills and job performance, all while helping them feel supported rather than put on the spot.



Mid-Year Performance Reviews: This formal performance management system helps define staff effectiveness and provides a framework for teaching standards. Using one-on-one conversations between staff and management, we provide standardized objectives, coaching, growth opportunities, and instruction for our staff. We also establish a foundation for quality instructional practices for our families and clients.

Annual Performance Reviews: Each year, staff sit down with management to discuss what they're doing well and what they need to work on. This fosters a relationship between management and staff that provides the feedback, coaching, and resources that are required to achieve full competency in addition to personal and professional growth. We capture these conversations in the performance evaluation documents.

Staff Roles, Responsibilities, and Qualifications

In every case, we prioritize state-specific requirements. The roles and requirements for program staff who oversee the care and education of your students align with roles and requirements outlined below, but when we hire, candidates typically exceed our minimum requirements.

Site Directors (Site Coordinators) are responsible for all aspects of program operations. They provide daily oversight and mentoring to staff members, as well as daily communication with parents. Our Site Directors work closely with Area Managers to attain the program's enrollment and financial goals, and to implement staff training programs. Your Site Director is the primary day-to-day contact for [REDACTED] Public School District as well as for parents, and is always available to answer questions regarding program operations.

Educational/experience requirements:

- Have a minimum of a Bachelor's Degree in Child Development, Early Childhood Education, Elementary Education, Child Guidance, Human Services, Nursing, Psychology, Physical Education, Recreation, Child Psychology, the Arts, Social Work, Sociology, or Child Care; and have six months of experience working with school age children; or
- Have a Bachelor's Degree in any field or an Associate's Degree in any field of study listed in 606 CMR 7.09(19)(a)3a and have nine months of experience working with school age children; or
- Have a high school diploma or equivalent; and have one year of experience working with school age children

Site Teachers (Group Leaders) implement curriculum by planning developmentally appropriate activities, ensuring the safety and security of all children, communicating with parents, complying with state and local regulations regarding the care of children, and creating and maintaining environments that provide choices and variety that are appropriate to children's developmental potential.

Educational requirements:

- Have a Bachelor's Degree or an Associate's Degree; and have three months of experience working with school age children; or

"From my daughter's very first day of kindergarten, my family and I have valued the structure, discipline, sense of belonging, and sense of fun that Champions personifies. My child's comfort and safety are of utmost importance to me, but at Champions, my child also feels a sense of belonging and fun that I do not take for granted. My daughter will often sit out of physical games that are loud and energetic (not just at Champions, but also in school and other parts of life), and the Champions teachers always incorporate art activities to appeal to varied interests. On two occasions a Champions teacher has asked my daughter to make the 'model' craft that other students will later make, and this has made my daughter feel especially significant. It is clear the Champions teachers understand her interests and sensitivities in the ways they include her as a valued member of the afterschool group. Overall, I highly recommend that the [REDACTED] Schools maintain its partnership with Champions care. I hope to continue working with this team for many years to come."

- [REDACTED], [REDACTED] parent

- Have a high school diploma or equivalent; and have six months of experience working with school age children including three months of supervised experience at a school age child care program; or
- Have nine months of experience with school age children including three months of supervised experience at a school age child care program.
- First Aid, CPR, and state-specific requirements

Site Assistants (Assistant Leaders) support the Site Teachers in providing a high-quality learning environment for children and a great experience for families. Site Assistants cover Site Teachers during breaks and scheduled meetings and fill in as needed during absences or vacations.

Educational requirements:

- At least 16 years of age, work under the direct supervision of a group leader, and either
- Have a high school diploma or equivalent; or
- Be currently enrolled in a high school program or equivalent; or
- 18 years of age or over and work under the general supervision of the group leader.
- First Aid, CPR, and state-specific requirements

Additionally, every successful applicant for working directly with children will:
Demonstrate a facility for positively engaging families and school staff in dialogue about children and the program
Have knowledge and understanding of how children grow and develop
Demonstrate the ability to facilitate children’s activities, create individualized learning experiences, and stimulate ideas
Demonstrate an interest in and a responsibility for ensuring that a child’s day-to-day experiences take place in an environment which promotes growth and learning
Demonstrate an ability to plan and offer developmentally appropriate activities which challenge a child’s curiosity, and provide several alternate activities for children
Be flexible, possess good common sense, and demonstrate an ability to command respect from and listen to children
Have the ability to defuse conflicts between children and help children develop conflict management skills
Have the necessary mindset for serving children with special needs so they are able to provide the appropriate care for the child

Area Managers oversee program implementation and provide leadership to program teams. They serve as the liaison between our programs and the school clients they serve, ensuring that each program is individually tailored to meet the needs of that school’s community. Area Managers also



quickly resolve concerns with families, helping to ensure that Public School District principals never end up mediating disputes or answering questions.

Educational requirements:

- B.A./B.S. degree preferred.
- A minimum of three years multi-site management experience in related areas of education and/or business

Our Area Managers typically far exceed these minimum requirements, and your Area Manager is a shining example of this.

qualifications include nine years of expertise and experience in early education and care and a degree in ECE, in addition to four years with Champions. She is also Director II qualified, and is immediately qualified to operate Preschool and Pre-K programs as she did for many years as a KinderCare Learning Centers Center Director. We are providing her resume to demonstrate the education and experience qualifications you can expect from your Area Manager:

“Champions has provided consistent, positive, fun care for my three children. My children love attending and are disappointed if we pick them up too early. Additionally, they have been extremely supportive and accommodating in last minute situations. The team at is kind, thoughtful, and nurturing. I appreciate the positive impact they have on our family, the school, and the community.”

- parent



[Redacted] • [Redacted] MA • [Redacted] • [Redacted]

Management Specialist

Highly motivated, business-savvy, childcare program manager, with exceptional customer-relation and decision-making skills, strong work ethic, and a professional demeanor who maintains focus on financial success and delivering a quality customer experience.

Key Skills

Financial/Budget Management	Policies & Procedures Development	Marketing Management
Teambuilding & Supervision	Curriculum Development	Human Resource Management
Staff Development & Training	Meeting & Event Planning	Community Outreach
EEC Director II Qualified	Project Management	Customer Retention

Experience

KCE/ Champions August 2019 - Present

Area Manager

Successfully manages all aspects of a multi-unit childcare program.

- Partner with local licensing agencies to ensure programs follow all applicable guidelines.
- Forecast enrollment to ensure that there is sufficient building space and licensed capacities for all families.
- Ensure that all sites are implementing programs that meet our quality standards.
- Provide professional development and training for 60 staff members.

ATHENAHEALTH, Belfast, ME February 2014-Present

Manager, Client Support Center

Successfully maintained high statistical results while seeking out and implementing projects

- Develop and manage a team of 15-18 analysts.
- Pinpoint and decrease client friction points by working with several teams, across multiple geographies.
- Identify and resolve workflow gaps to ensure productivity.

ALL SEASON'S FLORIST, Wilmington, MA July 2009 – July 2010

Owner

Owned and supervised a small florist shop with a staff of four.

- Exceeded sales goals for six months.
- Decreased shop expenditures by 15% by renegotiating contracts with vendors
- Created a successful marketing campaign.
- Created a quality control program to ensure product exceeded competition standards.

KINDERCARE LEARNING CENTER, Braintree, MA September 1994 – January 2005

Center Director

Promoted from Teacher to Center Director in September 1999, I successfully provided a safe environment for 85 students six weeks to ten years of age while implementing programs and initiatives for a licensed national early education center.

- Received multiple recognition for achieving budgetary goals while maintaining a thriving educational program.
- Successfully maintaining full enrollment
- Obtained accreditation by the National Association for the Education of Young Children
- Maintaining proper licensing for the Commonwealth of Massachusetts as well as each child

Education

QUINCY COMMUNITY COLLEGE, Quincy, MA 1998

Early Childhood Education

• Proposed staff-to-child ratios must meet EEC requirements. Also include the maximum number of children that can be accommodated by your program at each school.

Our maximum enrollment is limited only by the amount of licensable space provided by the school. In the event of reaching maximum capacity of the [redacted] provided, we are working with the school to expand into more space. We hire to expand capacity in advance of programs becoming full as long as we have space, so we both meet ratio requirements and avoid a waitlist in cases where we still have capacity to grow. We work with each school, and we always find a solution. We have not run out of space yet!

“Champions has been an incredible support to my family. We love our Champions site and trust them fully to keep our son safe and offer him unique enrichment opportunities we don’t often have available at home and at school. Our son loves his Champions teachers and it’s often difficult to get him to leave to go home! Our son’s confidence has blossomed, and Champions has allowed him to interact with students older and younger than him. His social skills have grown, and he’s made friends with new kids and explored new and interesting activities. He loves going to Champions and we love sending him there. I wholeheartedly believe that Champions should continue their contract with [redacted] Public Schools. The staff at our Champions site have become trusted members of our family and we’re grateful to them for everything they do.”

- [redacted], [redacted] parent

As mentioned in our Executive Summary, we have tripled the maximum number of children that can be accommodated at [redacted] we have doubled capacity at two other schools, and we have increased capacity by a minimum of 50% at nearly all schools. We have further plans to license space, to increase capacity further at three more schools, including [redacted]

• A description of how the program will communicate with each school’s office staff to inform who is expected in attendance daily.

Each week, we send a copy of the contracted schedules to school administration. On a daily basis, our Site Director checks in with the front office to check attendance to see if any Champions kids have left for the day. If a student will not attend, the Site Director informs our teaching staff.

• Must describe how the program will ensure that the needs of all students are met.

We care for children of all abilities and backgrounds, and children with exceptionalities are welcomed warmly into our programs. In our inclusive programs, we have cared for children of every variety. We

emphasize consistent, predictable routines that help children self-regulate. Our curriculum is written with a range of abilities in mind, and suggestions for differentiating instruction appear with each lesson plan.

When families enroll, we seek to understand the child's strengths and areas where they may need additional support (e.g., a child with speech delays may need support with communication, or a child may need extra social or emotional support after their parent's divorce). It is our mission to understand:

- Upon enrollment – where might the child need additional support?
- When challenging behavior arises – how can we work as a team?
- When outside resources are needed – how can we help connect families with further help?

We work closely with families and schools to develop support plans that are consistent with supports being used both at home and at school.

Inclusion Services

At Champions, we believe a welcoming, inclusive atmosphere for everyone gives children a safe place to learn and to explore what makes each of us alike and different. Including all children in our classrooms enhances children's understanding of the world around them! We embrace the philosophy of inclusion, and we want families to feel it from the first day they walk through our doors to the day their child moves on to their next educational experience. Every family's needs are different! Whether learning a few words in a child's home language to help them learn English or adjusting our environment to include an accommodation for a disability,

"I want to say how amazing Champions really is and the impact it has made on my son. This is my son's third year with Champions, and the impact that the staff has made on my son speaks volumes. My son is autistic. When he first entered Champions he struggled socially. He would play by himself, he did not know how to express his feelings, and he would only eat very limited options. Since then, due to the unconditional support from the staff here at [REDACTED] Champions, my son is excited to come here every day. He is not afraid any more to try new things, such as food and being a part of fun activities, and to play with his friends. It is honestly night and day from his first day until now. The staff communicate with me daily and we always work together. My son has completely excelled since he first walked through those doors. I will be forever grateful for our Champions family."

- [REDACTED], [REDACTED] parent

We are committed to supporting the individual and unique needs of every child. Champions embraces inclusive program participation and supports our educators through training and consultation with our in-house **Inclusion Services** team.

Our innovative Inclusion Services team will provide Weymouth Public School [REDACTED] students and staff with a broad spectrum of assistance and support, including:

- Positive Behavior Support interventions.
- Recommendations on teaching strategies and guidance on differentiating instruction.
- Guidance on how to make specific types of accommodations.
- Anti-bias activities and tips on guiding children through difficult conversations.

- Strategies to support English Language Learners.
- Ideas to help foster children recover from trauma.
- Ideas to provide welcoming and support for children experiencing housing instability.
- Techniques for enhancing social-emotional learning.
- De-escalation strategies and crisis management.
- Individualized tools that support children with exceptionalities, such as scripted stories and visual supports.
- Helping program staff facilitate partnerships with families and outside experts, such as IEP teams, classroom teachers, and school counselors.
- Referrals to community resources.

When a child needs more support than the staff knows how to provide, our staff know where to turn for help. Our Inclusion Services team is just a phone call or email away to offer advice, support, strategies, and techniques to help children for a variety of social or emotional challenges and behaviors. This level of support helps our staff understand our organization is there to support them through some of teaching's toughest challenges, and uplifts their ability to, in turn, be there for the children who need their engagement and compassion the most. Because our staff have a resource they can turn to, we can actively combat compassion fatigue by giving our educators new ideas and new hope.

Inclusion is part of who we are, and we see engaging the children and families who need us most as central to who we are as an organization, so we offer a level of support that is extraordinary in our industry. Where other providers may view accommodation through the lens of legal minimums, we see the requirements of our special needs children as an opportunity to show our commitment to industry-leading levels of intervention. To Champions, every child matters.

Break Box

We appreciate the increasing prevalence of children with sensory needs in public schools, and our programs provide levels of accommodation that are simply unmatched by other providers. In addition to unique instructional support and training for staff, every program is provided with a sensory Break Box, where typical and children with exceptionalities alike can find tools to provide the kind of sensory stimulation or reduction that can facilitate feelings of calm. These tools are varied, but examples include weighted lap pads, noise-reducing headphones, whole-body sensory sacks, and lots of squishy things!



Your Inclusion Journey

We are acutely aware that our inclusion practices change lives. You may think we mean they change the life of a family and a child with a disability, and we do. But inclusion changes all of us – our Area Manager, our teachers, and the typically developing children who learn how to welcome and understand a child with a different way of moving through the world.

One such example is a little girl at ██████ Primary School. This child had a difficult path through ██████ and had had a one-on-one aide when she was enrolled at ██████. When the family contacted us down the road, we worked closely with management on the Inclusion Services team to clear roadblocks. We were thrilled that she had come very far, and we were able to accommodate her in our programs. We didn't just accommodate her, we embraced her. One challenge was that she needed space from other children – she needed help defining a physical boundary, and our Inclusion Services team advised on using a hula hoop to define her "personal bubble." Now she educates the other kids on manners and boundaries! She is an absolute love, and we considered ourselves lucky to have her. She didn't need Champions; Champions needed her.

Our Inclusion Services team provides individualized support, but moreover, drives embracing inclusion at all levels of our organization. This team works hard to ensure that inclusion is not an afterthought or an add-on, but is the expectation for everything we do and build. Whether it's curriculum, human resources, operations, or health and safety, every decision we make is infused with an inclusion mindset.

While we are a group care setting and have some limitations on what we can accommodate, we are always actively seeking ways that we can provide the most inclusive settings possible in group care. Our Inclusion Services team holds trainings specifically for your ██████ Site Directors. These ██████ focus on understanding the needs of students on the autism spectrum. ██████ has also reached out to the ██████ Parent Action Committee for input on additional ideas, and will act on the feedback she receives.



D. Company Experience

As [redacted] District decides between expanded learning providers, you will look for organizations that are trusted by schools and families, experienced, well-qualified, and have a long history of successful partnerships. Champions is one of the most experienced providers in the nation, and we have built trust with more families, principals, and school districts than any other private provider.

“We are extremely excited about our partnership with Champions. Champions has been an amazing partner as we have worked to provide equitable, affordable, and accessible before and after school care for our students. Champions has provided [redacted] with programming specifically tailored to meet our student, family and district needs. Champions has been the most amazing partner to team with to meet our student and family needs. They are providing turnkey programming for our students and families along with quality care including a focus on student learning, diversity, equity and inclusion, as well as social and emotional learning. We are excited that we now can serve ALL our students with no waiting lists, consistency, as well as quality care.”
[redacted], Assistant Superintendent, [redacted] School District, Iowa

Our Organization

We are a family of brands, for families. **KinderCare Learning Companies serves 180,000 children in 40 states, and Champions specifically serves approximately 50,000 of those children in 28 states** and Washington, D.C. With 34 years of experience and hundreds of school partners, we at Champions are experts in creating programs that are customized to your needs, but are implemented so seamlessly they feel turnkey. We want your expanded learning programs to be easy for you, and we have the expertise to fold what you need into operations that are refined through decades of learnings. We are a family of brands that provides benefits for families through the following:



KinderCare Learning Centers: Our brick and mortar pre-school (infant to pre-K) centers are the foundation of the KinderCare brand.



Champions: Our Champions programs provide [before- and after-school and year-round learning environments](#) tucked within your schools, providing out-of-school time care and enrichments for school-age children.



KinderCare At Work: Our [KinderCare At Work](#) centers are built in partnership with workplaces looking to provide child care benefits directly to their employees. We provide on-site and near-site child care facilities for corporate partners, school district partners, government agencies, hospitals, and universities to provide care for pre-school (infant to pre-K) children.

“Champions is so much more than child care or babysitting. It’s an experience like no other. As a teacher myself I see the time, effort, and dedication that goes into planning each week’s themes, projects, and activities. I can only imagine the work behind the scenes that it takes to run such a well-oiled machine, and compassionate community that Champions has created. As a STEAM teacher, I am reassured of the interdisciplinary curriculum and growth mindset ideology fostered within the Champions program when I read weekly newsletters detailing the developmentally appropriate creative, hands-on, and open-ended challenges students are encouraged to explore. Champions is support for the working family. Champions is the calm transition before what very well might be a demanding school day. Champions is the breath of fresh air after a long day of school. Champions is part of our family. Move over, 'Cheers,' Champions is truly where everybody knows your name.”

Elementary Champions parent, MA

Our History

The Champions story begins in 1990 with an elementary school principal who wanted to provide before- and after-school care for her students that was safe, convenient, and above all, fun. Since the days in the gym of Indian Hill Elementary in Ohio, we have come a long way. Back then, on-site child care programs were rare, and the few after school programs that existed tended to be faith-based and did not enhance the school day. Our founder set out to create programs that were academically enriching and community-centered. Since then, KinderCare acquired the company in 2003, and we have grown to over nearly 1,000 programs with 245+ district partners, largely due to word of mouth. Our principals and superintendents have been our biggest advocates, spreading the word about their great experiences with Champions. Our number one goal in working with school districts is to be engaged and supportive of each district's individual needs and goals. That's why so many feel engaged and stay with us – our average relationship is 8 years long and counting. In fact, 35 school districts have been with us for over 20 years! This is a real point of pride for us.



Over the years, Champions has understood and responded to national initiatives in the educational landscape by supporting literacy, combating childhood obesity, and promoting good character. As we grow, we continue to innovate and have launched our STEM-focused technology curriculum. In 2020 and 2021, we responded to the COVID-19 pandemic with adaptability, thoughtfulness, and exacting health and safety protocols. Even when it wasn't profitable, we provided care for children continuously through the national emergency. We mobilized quickly to put resources into enhancing diversity, equity and inclusion in our curriculum and throughout our organization. We built new curriculum to respond to the social-emotional needs of children experiencing a pandemic.

In 2022 and 2023, we redoubled our investment and resources in sourcing and retaining quality staff. With the support of an influx of public dollars, we have reached more students than ever before who are furthest from opportunity, helping to narrow the achievement gap. We are dedicated to continuous improvement, incorporating ongoing learnings about what children need in our rapidly-changing world.

Our Employment Solutions

Because we are a division of KinderCare Learning Companies, Champions offers a depth of expertise and solutions that is unmatched. School districts face many pressing problems, but foremost among these today is how to attract and retain quality staff. Champions can help you through:

- **A full-day solution:** Your paraprofessionals and staff work hard for you, but finding working hours to round out the day can be challenging. We can offer them morning and afternoon hours that create a **full work week** right where they already are: At your schools. Moreover, we offer the industry's most comprehensive **benefits starting at just 25 hours per week**, so your staff are well-supported and have **deep incentives to stay at your schools**.
- **A talent pipeline:** In our 34-year history, we have literally tens of thousands of success stories about educators who start with us and become talent for the school districts where they work. With a dedicated **Talent Acquisition** team and unique hiring strategies, we source people with a passion for early education, including students pursuing teaching degrees, and give them the experience that will make them **your next great educators**.

Our Mission and Purpose

We foster the love of learning by creating engaging experiences for children to unlock their own potential.



We provide a licensed and accredited before- and after-school program that offers educationally rich learning experiences and affordable care for children preschool-6th in the safety of [redacted] school community.

Our Goals are Yours

Champions is its own Strategic Lever, which [redacted] capitalizing on to accelerate progress toward your Goals:

- **Improve student growth and achievement for all students:** Whether they are English Language Learners, students with special needs, or students who thrive in settings with academic challenges, Champions is your partner in meeting students' needs. We join and promote your school initiatives. We join S.T. Math contests and reading campaigns, helping to log hours and keep kids focused on the areas of growth you're targeting. We provide our own **professional learning**, with monthly and bi-annual trainings.
- **Engage in collaborative, data-informed problem solving with colleagues:** Our teams are your colleagues in education too. We keep you informed about engagement scores, quality assessments, and enrollment trends. We are your partners in **effective use of data**.
- **Create safe and positive learning environments for all students, staff and families:** You want safe and positive learning environments that wrap your school day and school year, and Champions has you covered. We protect **physical safety** with practices that are so ingrained they seem effortless. We safeguard **emotional well-being** and provide positive learning environments with a strong focus on SEL, Positive Behavior Support, and warm, caring teachers who address the needs of the **whole child**.

- **Establish meaningful family and community partnerships:** In this area, Champions really shines. You don't see your families before and after school every day – *we do*. We literally measure engagement, with data-driven **Engagement Surveys** developed and administered in partnership with Gallup. We are more than a service provider; **we are a key stakeholder in your schools**, and we tremendously value the fact that you come to us for solutions. We are happy to respond with a “Yes” mindset.

All of this contributes to the outcome you seek in your Theory of Action: **We will work together to elevate instructional practice across all schools, better personalize instruction and supports for students, and produce students that meet high standards and are prepared to succeed in college and career.**

From daily practices to the support of individual students, Champions serves your community with dedication. When your principals reach out about families who need solutions, Champions doesn't hesitate. We help **eliminate barriers to attendance**, offering a solution for transportation problems that might keep kids out of school, like kids who would have to be watched by a grandparent that doesn't drive.

One student in particular stands out, from [REDACTED] Elementary. During the pandemic, this child was unsupervised, and completed very little online work. After returning to school, this 5th grade English Language Learner was reading at a 2nd grade level. He had no one to make sure he went to school in the morning, so he would go back home and play video games all day. [REDACTED] principal reached out to [REDACTED] because they were afraid they would have to report the family to DHS for neglect. We added him to the program without a second thought. Our multilingual teacher was working with him as a [REDACTED] employee during the day, and continued her work in the Champions setting. He has come a long way, and we are pleased to have provided the safe, structured place he needed before and after school.

We hope it's been your experience that we are tireless promoters of your Vision of educational excellence for every [REDACTED] student. Like [REDACTED] we want students to graduate from [REDACTED] Public Schools with [REDACTED] academic knowledge, social and emotional skills, and growth mindsets necessary to succeed in college and career, and to be prepared to tackle and solve the most important problems in our local and global community.

“What an asset Champions has been for [REDACTED] Succeeds at [REDACTED] The Site Director and teacher have provided quality programming for our TK/K students. They have an excellent work ethic and strive to provide engaging, developmentally appropriate activities for our younger students daily. I also appreciate the open lines of communication, flexibility, and teamwork that has been established between the Site Director and myself. Champions' reliability and consistency is something that I appreciate and depend on, which contributes to the quality of [REDACTED] 's Extended Learning Opportunities Program.”

[REDACTED], [REDACTED] Leadership Assistant, [REDACTED] Succeeds, CA

Our Service Values

As an organization, our **Service Values drive engagement** to ensure the best possible outcomes for children, families, and educators. These foundational beliefs motivate us to deliver the highest quality

educational experiences for the children we serve and led to our recognition by Gallup as an Exceptional Workplace for the past seven years in a row! We are one of only four companies worldwide to receive this award seven years in a row.

Our Service Values help us stay focused on what matters most, and drive our decisions and our actions.



I build great relationships with families.

An important part of my job is talking with parents about their children.

I genuinely care about every child in my classroom.

My team works together to make our center warm and welcoming.

I anticipate and quickly resolve parent's concerns.

I respond to the unique needs and interests of every child.

An important part of my job is talking with parents about their children.

All of these factors combine to bring your students and families an experience that is not just satisfactory, but exceptional. Many providers will promise you this, but our school partners will tell you we deliver it. We hope your experience has borne this promise out too.

E. Before and After School Program

Champions offers extensive educational programming that leverages our own proprietary curriculum that includes academic enrichment and support with scaffolding for a wide variety of learners, cultural enrichment, creative expression, and so much more. Below is an overview of what's in our Champion Curriculum Guide, followed by a deep dive into what our curriculum is, how it works, and what it means for students.

Champion Curriculum Guide	
Our Curriculum	First 3 pages
Homework Support	4 th page
Health & Fitness	5 th page
Written Curriculum	7 th – 11 th pages
Project-Based Learning	11 th -12 th pages
Social-Emotional Learning	12 th -13 th pages
Technology Curriculum	14 th -15 th pages
Inclusion Curriculum	16 th page
English Language Learners	17 th page
Enrichments to Our Curriculum	18 th - 19 th pages
Preschool and Pre-K Curriculum	19 th – 28 th pages
Summer and Break Curriculum and Programming	28 th -31 st pages

Our School-Age Curriculum

Champions out-of-school-time programs support and enrich students' social-emotional and physical well-being as well as their academic learning. Our staff foster a positive classroom culture while offering a fun, engaging curriculum, providing time and support for homework, and encouraging autonomy. We artfully blend reading, writing, math, social studies, science, technology, and engineering concepts into our curriculum experiences in ways that pique curiosity and support learning without feeling like school. We design experiences with flexibility for multiple ages, interests, and ability levels, and offer students a variety of choices for creating projects and classroom clubs. Students co-construct our curriculum, bringing ideas about topics and activities they'd like to explore.

Our curriculum supports students' development in six interrelated content areas. It's through these areas that we help students grow the skills they need to thrive.

CHARACTER DEVELOPMENT

- Respectful relationships
- Positive values
- Optimism, emotional intelligence, flexibility

COMMUNITY

- Inclusive classroom community
- Connection to wider world
- Collaboration

CREATIVE EXPRESSION

- Arts literacy
- Self-expression, imagination

LITERACY

- Foundational reading/writing skills
- Vocabulary enhancement and journaling

INQUIRY-BASED LEARNING

- Questions/problems: real-life scenarios
- Scientific process: investigations, predictions, evidence, sharing findings

EXECUTIVE FUNCTION

- Response inhibition
- Sustained attention
- Cognitive flexibility
- Persistence

Our instructional approach includes experiences for large groups, small cooperative learning groups, partners, and individuals, facilitated in a learning environment we set up daily. Our environments include four clearly defined interest areas with theme-related materials and suggested experiences for students to interact with as they choose throughout the day. They are:

- **STEM:** Students explore foundational mathematics, construction, and engineering concepts. These experiences allow them to use critical-thinking and problem-solving skills. This interest area will encourage responsible, creative, and effective use of technology and engineering tools, to enhance students' natural curiosity and self-expression by making predictions, testing ideas and drawing conclusions! Activities are designed to deepen engagement, and the development of students' entrepreneurial, critical, and creative skills.
- **Puzzles and Games:** Filled with puzzles, board games, card games, mazes, logic and reasoning games, matching games, and brainteasers, this interest area helps foster executive function skills, including response inhibition, self-regulation, cognitive flexibility, and working memory.
- **Library:** Champions provides a cozy reading area and selection of award-winning books to inspire the love of reading! Fiction and nonfiction picture books, leveled readers, and chapter books are included. A variety of genres are represented such as short stories, poetry, mystery, humor, fantasy, biography, reference books, periodicals, and dual-language. Homework and project-based learning supports like compasses, rulers, calculators, and storybook and graph paper are also included in this interest area.

- **Creative Arts:** Students express themselves creatively through visual-art mediums, crafts, dramatic arts, pretend play, creative movement, dance, and music. For example, students can listen and dance to a variety of musical forms, paint with varied tools and paint types, sculpture with clay, perform a puppet show, and more. Important social-emotional skills are practiced in this interest area

Each and every interest area is intentionally designed to help students develop an inquiring mindset. The STEM interest area, for instance, encourages a project-based, creative orientation that fosters persistence, collaboration, effective communication, cooperative learning, and critical thinking.

Daily Program Components

Although the daily schedule differs from program to program based on individual schools, certain components happen every day at each program. Because child voice and choice are so important to positive youth development, multiple program components run concurrently. Each day, Champions students participate in the following program aspects:

- **The Welcome** supports the transition from the school day to the after-school program, and this group meeting helps build a sense of community and belonging. Information related to the day's activities is shared. Sanford Harmony Academy activities (described below) are included in the Welcome. Establishing a successful Welcome is the foundation of an inclusive classroom community:
 - Establishing classroom and behavior management
 - Developing positive relationships with children and between children
 - Supporting children's social, emotional and cognitive development
 - Shaping staff's daily schedule and routines
- **A snack** keeps students energized and is served each afternoon.
- **Fitness activities** in the gym or outdoors, as physical play supports healthy bodies and mental alertness. Staff select these activities from our Fitness and Group Games Manual, which contains over 200 indoor and outdoor fitness activities and group games focusing on balance and coordination, endurance, strength, and stretching.



- **Theme-Related experiences** are chosen from a two-week thematic unit and support the content focus areas. These include opportunities for staff-led and child-led learning. Because of our emphasis on student choice as well as differing levels of development, these experiences are grouped by age (K-6, K-2 with suggestions for modifying for 3-6, and 3-6 with suggestions for modifying for K-2). Staff

select which experiences to implement based on what they know about their group of students. Also, Fridays are reserved for student choice related to the theme and staff are guided to work with students to help determine experiences to implement on Fridays.

- **Homework time** is an important part of every day in Champions, to help students meet state and district grade level standards. A designated space is created for students to comfortably concentrate on their schoolwork. We also partner with families through a Homework Support Plan and Agreement so we know how they want their child's homework handled while at Champions.
- **Interest Areas** bring organization and student choice to the classroom environment. Each of our four interest areas is full of open-ended materials to engage students in play and learning, and supports physical, cognitive, or social-emotional domains of development.

We strive to provide a personalized and engaging educational environment designed to celebrate each student's interests and abilities, so they have the instructional experiences that speak most to them. Additional program components that help us do this include:

- **Junior Counselors:** Our Junior Counselor program invites students to become further engaged in their Champions program by taking a leadership role. These students are more than just helpers—they are leaders who show great character and can lead and mentor in a variety of ways. Staff set aside time periodically to collaborate with Junior Counselors to reflect on their roles and provide additional leadership activities around topics like being a role model, reading aloud to other students, peer mentoring, conflict resolution, being a program ambassador, goal setting, planning and facilitating activities, assisting with homework, and more. While most Junior Counselors range in age from 4th to 6th grade, students of any age with an interest in leadership can apply for the program. Junior Counselors are encouraged to create specific role descriptions based on their own personal interests. For example, a student interested in writing or photography may become a Junior Counselor who specializes in documenting students' experiences and keeping a running journal about classroom happenings. A student with interests in well-being may help select and lead group games or movement activities. Junior Counselors gain leadership skills and confidence while also practicing empathy, relationship-building, conflict resolution, and more. Junior Counselors play a strong role in promoting child voice and choice in shaping programming that speaks directly to the needs and interests of the whole group.
- **Classroom Clubs:** Ongoing small groups that are started by students with common interests, like reading, collecting things, playing chess, or drawing. Together, club members set goals for themselves, cooperate with others on common goals, and solve problems. Some club activities may require students to research and then share their findings with others in the club, which helps foster skills in content areas such as executive function, inquiry-based learning, and literacy. Participation in clubs helps students learn to govern themselves by determining leaders, establishing rules, and working together to create goals and work on tasks or projects. Students in each club decide the days and times they'll meet. Students in each club are encouraged to share with the rest of the class and families what they've learned or accomplished together in the form of exhibits, presentations, demonstrations, or performances.
- **Project-Based Learning:** This student-directed learning promotes inquiry-based practices through longer term projects, or in-depth investigations of topics that are meaningful to students and worth learning more about. Students engage in projects individually, in small groups, or even as a whole group, depending on interests within the classroom community. Project work involves researching and finding answers to questions about a topic posed by the students. The goal is for students to apply their skills and knowledge in activities that, over time, contribute to their learning about the world around them. Because project work is so diverse, it often involves all six of our learning domains and content areas. When students complete a project, they are invited to share it with others. Students

are encouraged to pursue projects for each thematic unit that align with their interests, but our curriculum also offers project ideas specific to each theme, if students need ideas. Examples include inventing a new tool using simple machines to accomplish a task, taking on different roles to develop a class yearbook, or designing their own strategy-based board games.

Champions sometimes marries clubs and project-based learning with community service projects. One program created a “Helping Hands Club” that chooses a different organization each month to support with fundraising and good deeds. They hosted a hot chocolate stand fundraiser that raised money for the “Make a Wish” Foundation, and have plans for more charitable giving. Students provided marketing, accounting, and written thank-yous as part of their project.

Daily Homework Support

To support students with getting **homework** done and meeting state and district grade level standards, Champions sets aside up to one hour each day for homework and school projects. You can expect:

- Completion of a homework support plan and family agreement for each student.
- An intentional space is created for students to comfortably concentrate on their homework and receive support from Champions staff. The space includes materials such as reference books, rulers, calculators, graph paper, writing tools, and notebook paper.
- Instructional aids that include tips and strategies for staff and students to respond to homework challenges.

Health and Fitness

As proponents of a whole-child education, we believe that after a long school day of focused academic instruction, students should have an opportunity to get outside and participate in physical activities.

Giving students regular opportunities to participate in physical activities helps to create positive lifelong attitudes toward health and fitness. Our *Fitness and Group Games Manual* contains more than 200 indoor and outdoor fitness activities and group games.

Champions’ fitness activities supports students’ physical development and overall health and wellness on a daily basis. The guide is organized into four components to support the inclusion of fitness activities—balance and coordination, endurance, strength, and stretching—that support holistic physical development in children.

Thematic Units

Our thematic approach to curriculum design offers an organizational framework while also allowing for individualized instruction. These themes are the vehicles through which all six of our curriculum content areas are brought to life. Students construct and build knowledge over the course of each thematic unit. The themes in this program were selected based on their relevance for students aged 5 to 12 years old, as well as their ability to introduce important and foundational topics across a wide range of content areas. In addition to whole-group experiences, each unit features interest area experiences that are student-led; they are selected and implemented by students, with the staff serving as a facilitator, asking guiding questions and supporting student reflection as they explore.

Each of our two-week units contributes to the content areas we promote. Every unit is rich with opportunities to practice literacy and numeracy, and build social-emotional skills as mixed age groups work together and learn about their peers.

Curriculum Units from Fall to Spring		Curriculum Content Areas					
		Character Development	Community	Creative Expression	Executive Function	Inquiry-Based Learning	Literacy
Unit 1	Getting to Know You	X	X				
Unit 2	Strategy Games				X		X
Unit 3	Words, Words, Words						X
Unit 4	Gross and Goopy Physiology	X				X	
Unit 5	Pop Art	X		X			
Unit 6	Simple Machines				X	X	
Unit 7	Weather and Natural Disasters		X			X	
Unit 8	Puppet Production			X			X
Unit 9	Bridge-Building Basics				X	X	
Unit 10	Advertising 101				X		X
Unit 11	Maps and More Maps					X	X
Unit 12	American Folk Music	X	X				
Unit 13	Our Solar System			X		X	
Unit 14	The Way to Wellness	X	X				
Unit 15	The Art of Improv		X	X			
Unit 16	Create Your Own Newspaper			X			X
Unit 17	Caring For Our Planet	X	X				
Unit 18	Dollars and Cents				X	X	
Unit 19	Exploring the Elements of Art	X		X			
Unit 20	It's a Wrap		X		X		

Our Comprehensive Curriculum Manuals

Each 2-week unit includes carefully planned daily experiences, guiding our staff through effective implementation of each learning experience. The description for every learning experience includes the learning objectives and targeted content areas, as well as recommendations about how to differentiate instruction to allow mixed age groups to work together. These suggestions also support inclusive participation for students of all abilities. Staff customize experiences based on their knowledge of their students, and have the freedom and flexibility to tap into their endless creativity. Because our staff have whole teams of experts to help ensure a comprehensive, research-based curriculum, our families can have confidence that their children have access to meaningful experiences that combine choice with fun.

Our “Earthquake-Stable Card Towers” experience, for instance, targets executive function and inquiry-based learning as students learn about natural disasters and engineering with manipulatives:

Earthquake-Stable Card Towers (3rd–6th grade)

RECOMMENDED GROUP SIZE

Students may work individually or with a partner.

CONTENT AREA FOCUS

Character Development	Community	Creative Expression	Executive Function	Inquiry-Based Learning	Literacy
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As this experience is geared for older students, suggestions are included to make it developmentally appropriate for younger children or children at a younger skill level, so mixed age groups and students of varying developmental levels can work together on experiences tailored to their individual learning styles:

HOW TO MODIFY THIS ACTIVITY FOR YOUNGER STUDENTS

Additional materials: Blocks or other building materials

Students who have difficulty building towers with cards can be encouraged to use alternate materials, such as blocks.

Our differentiated instruction allows for staff to respond to the unique abilities of each child. Every child, regardless of need, has equitable access to opportunities that support them in reaching their full potential.

Child Voice and Choice

Child voice and choice are a key component of our programs—students don’t leave school to come back to school in a Champions program, because we know that after a long day of structure and rigorous instruction, kids need to be kids. Students learn through play throughout the morning and afternoon with Champions, exploring their own areas of curiosity and preferences by engaging in the activities that speak to their needs and interests. We provide intentional opportunities for students to co-construct our curriculum. Students select:

- Interest areas based on what draws them and sparks their curiosity
- Which clubs they want to form based on their interests
- Which theme-related and service-learning projects to pursue
- Whether they’d like to take on a leadership role

From choosing classroom clubs to service projects, Champions delivers on enrichments that promote the needs and interests of our students, while also partnering with school leadership as they guide how we contribute to the community at large.

Student-Led Project-Based Learning

Child voice and choice are crucial to students owning their education and making it personally relevant and meaningful for them. With our project-based learning experiences, students can follow their interests and develop their passions, helping to spark a love of hands-on learning. As they conceive, research, and execute projects based on their unique areas of inquiry, students practice 4-Cs skills (communication, creativity, collaboration, and critical thinking) which we know to be critical for readiness to take on a global future. Champions staff help students facilitate their own projects by suggesting ways they can extend a project based on interests, offering students extra time to complete high-interest projects, or encouraging students to generate new projects.

See **Attachment D**, an excerpt from our Curriculum Guide, which shows just some of the written guidance our staff receive to support long-term, hands-on projects based on students' areas of inquiry. From creative arts to science to technology, students become future-ready by learning an inquiring mindset, which promotes a lifelong excitement for learning and exploration, both in the classroom and beyond.

Social-Emotional Learning (SEL)

Literacy, math, science, and other academic skills are important, which is why we include them in our curriculum every day, but we also know that there are other vital skills kids need to learn, too—especially social-emotional skills. Emotional wellness and self-regulation are key considerations for our staff. Coping with common human experiences like anxiety, sadness, stress, disappointment, or frustration is hard, and students benefit from practicing such resilience in a low-stakes environment.

That is why we make SEL a big part of every day. SEL is not solely a curriculum or set of lessons (although we use direct instruction too), but a living, breathing part of the everyday interactions through which students learn the art of building positive relationships. [REDACTED] teachers also benefit from the social-emotional growth we foster in our programs. When our staff see improved self-regulation, your teachers see it too!

While families view academic skills as a positive for before- and after-school programs, research shows that the top 5 skills they want their children to learn after school are social skills, teamwork, confidence, respect, and self-esteem. Our caring staff bring these skills to life using our SEL curriculum, and **we embed SEL into all our content and each component of the day.**

Children have opportunities to:

Practice mindfulness



Develop empathy



Manage stress



Build community



Solve problems



Respect others



Resolve conflict positively



Include and welcome others

Here are just some of the ways we weave SEL into each day at Champions:

- Most of our curriculum experiences involve students working together on a project or to find a solution to a problem, building valuable cooperation and collaboration skills. This also helps develop friendships for students who are new to the program.
- The health and fitness portion of each day often involves group games where students need to work together as a team to accomplish a goal, teaching them the value of working together.
- Our enrichments, which include child-selected and child-led clubs, and the involvement of Junior Counselors, likewise provide daily opportunities for friendships to flourish and social skills to develop.



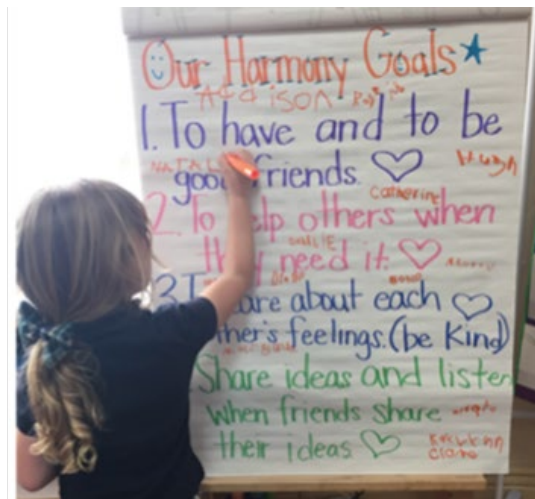
Every day, we provide structured, consistent programs. This reduces a child's stress and supports their early efforts to self-regulate.

When a child needs more support than the staff knows how to provide, our Inclusion Services team is just a phone call or email away to offer advice, support, strategies, and techniques to help students with a variety of social or emotional challenges and behaviors, no matter the circumstances.

Our staff serve as role models and guides for children to learn healthy social-emotional habits, from interactions with others to handling and expressing emotions. When our staff see a student who is

struggling to break out of their shell or process their emotions in a healthy way, they immediately work with them to help them figure out a solution. Staff model through their interactions how they build each child up, teaching children to do the same for one another. Positivity, kindness, cooperative learning, and community spirit are fostered throughout the day, and staff celebrate along with children as they learn to take turns, share, negotiate conflict, be a good friend to others, and cope with frustrations large and small.

“Meet Up” and “Buddy Up” with Sanford Harmony Academy



Inclusive communities where all children feel accepted and valued only happen with intentional effort. In response to the nationwide need for SEL, Champions has partnered with experts at Sanford Harmony Academy. We selected Sanford Harmony Academy because they were designated a CASEL SElect program. This means the Collaborative for Academic, Social and Emotional Learning (CASEL), the nation’s top evaluator of SEL evidence-based programs, determined Sanford Harmony Academy meets or exceeds all of its criteria. The Sanford Harmony Academy program, a collaboration with National University, is aligned to CASEL core competencies, and provides an innovative new program to encourage students to build peer relationships and an inclusive sense of community.

[Research on Sanford Harmony Academy](#) demonstrates:

- 86% of educators would recommend the program to other teachers
- 87% of educators agree or strongly agree that participating in the program was beneficial for their students

Teachers overwhelmingly agree that students showed improvements in:

- Self-management - 80%
- Empathy for others - 87%
- Acceptance of diversity - 85%
- Respect for one another - 88%
- More responsible decisions - 81%



Relationship-building time is incorporated into daily routines, and child-led community agreements are frequently discussed and revisited to engage the whole group. Students “Meet Up” as a whole group in our Welcome Activity, and questions from our Sanford Harmony Academy kit stimulate conversation. Pairs of students are “Buddied Up” with conversation cards throughout the day – for instance, when starting on a new project, when transitioning, and when students are new to the program. In addition to promoting crucial communication and collaboration skills, Meet Up and Buddy Up help children discover commonalities with children who are different from them, broadening the diversity of the peers they identify as friends.

Staff receive training on SEL and how to make Meet Up and Buddy Up effective, and help students practice the crucial skills of getting along with others every day. We will coordinate closely with teachers and administration at [REDACTED] Public School District to partner on how to use Sanford Harmony Academy and [REDACTED] SEL programs to create consistency for students during the school day and in our programs.

An Innovative Approach to Technology



Students are growing up in a world where smart phones and tablets are just a reach away—and where they are used to interact with and explore the world. Although the use of digital devices is an essential part of life today, the inappropriate use of and over-dependence on passive technology can actually be harmful for children.

That is why Champions is excited to introduce an updated STEM interest area and a robust technology station, which includes technology activities aligned to our school-age curriculum. This innovative program helps students become responsible users and active creators of tech in an appropriate and engaging way, encouraging them to work collaboratively with their peers and explore their own interests.

The Champions program uses programmable robots, iPads, and carefully selected apps. The instructional design of this project-based approach to learning includes bountiful opportunities for social-emotional learning, as students interact with the whole group and also negotiate decisions in small, cooperative learning groups.

Our proprietary curriculum emphasizes an explore-create-share-feedback and iterate-share again cycle that is necessary (and research-based through Tufts University and MIT) to learn effective collaboration and critical thinking. Project-based activities, as well as skill-based activities, are plentiful. We guide students through the “4Cs”:

- Critical thinking
- Collaboration
- Communication
- Creativity

Students practice adaptability and cooperative learning skills with their peers as they give or receive feedback to improve their projects. They practice giving and receiving critical feedback in the context of real-life problem solving, but in a low-stakes environment rich with hands-on application. With caring staff to help navigate social challenges and develop inquiry and critical-thinking skills, students build executive function in the context of achieving a goal.

Our STEM interest area is the hub for incorporating technology. Students choose a pathway based on their interests and can earn a micro-credential (badge) for completing milestones in that pathway. More pathways are coming soon, and the current learning pathways are as follows:

- Art and Design
- Coding
- Engineering

Additional skills integrated into these pathways include Digital Citizenship, Game Design, and Digital Storytelling.

Our technology programming is continuously updated. The most recent update includes a new app to deliver the curriculum so our students get new content in real time, and our staff can use tracking tools to help students through the program and keep them accountable while on a device. We have included an overview of our technology programming as **Attachment E**.

Inclusion Curriculum

At Champions, we believe a welcoming, inclusive atmosphere for everyone gives children a safe place to learn and to explore what makes each of us alike and different. Including all children in the Champions experience enhances children’s understanding of the world around them! We are committed to supporting the individual and unique needs of every child. We embrace the philosophy of inclusion, and we want children to feel it from the first day they walk through our doors to the day they leave our site and move on to their next educational experience. Every child’s needs are different, and our site team will work with the family and school so each child can have the best possible experience in our program. When teachers encounter unfamiliar situations or challenges in the classroom, our Inclusion Services team is here to help! They’re a team of experienced educators dedicated to helping teachers succeed by creating programs where every child and family feels like they belong.

About the Curriculum

The Inclusion Connections curriculum is aligned to four broad inclusion goals for children. These skills will help children become confident and kind members of their community.

Nurturing Identity by building self-awareness and confidence

These experiences help children understand, celebrate, and share who they are by encouraging them to:

- Explore their passions, interests, likes, and dislikes
- Share how their family traditions and culture shape who they are
- See themselves through a positive lens

Embracing Diversity by teaching respect for our differences

These experiences help children move through the world with curiosity and respect by encouraging them to:

- Practice respectful language to talk about our similarities and differences
- Explore and appreciate their similarities and differences with others
- Recognize they can create meaningful connections with others who are different from them

Promoting Empathy by fostering compassionate connections with others

These experiences help children develop authentic, caring relationships by encouraging them to:

- Identify and manage their emotions
- Understand that others may express their emotions differently than they do
- Demonstrate kindness and compassion to others when they are hurting

Empowering Voices by showing children they can make a difference

These experiences help children develop confidence in their ability to positively impact the world by encouraging them to:

- Understand why kindness matters and develop strategies for helping in unkind situations
- Recognize that words and actions have an impact on themselves and others
- Use problem-solving strategies to help themselves and others

We are more than a childcare provider and serve as a true partner and resource for our client schools. As an active promoter of diversity, equity, and inclusion, Champions can support District initiatives in this critical area, share best practices, engage in thoughtful conversations with the community, and bring your approach to life in our programs.

English Language Learners

Champions programs welcome, encourage, and support children of diverse abilities, cultures, languages, religions, nationalities, and socio-economic statuses. Through stories arts and crafts, projects, and

dramatic play, children in our care are continuously exposed to language and literacy through active learning that children experience as playful fun.



We serve children from a wide array of language backgrounds in our hundreds of culturally responsive programs across the nation, and are well-poised to serve a diversity of English Language Learners. Our Champions School Age Program supports English Language Learners in:

- increasing their social language skills
- developing their academic language
- developing key vocabulary
- practicing reading and writing

A foundational practice is to honor children’s cultural and linguistic heritages, embracing the diversity this brings to our programs.

Our program provides opportunities to practice fundamental skills in a low-stress environment, allowing fun and plentiful situations for building language fluency. Based on current education research and best practices, and in collaboration with experts in our Inclusion Services team, we determined that the best way to support language development for all children is through activities that involve positive interactions with peers and adults using language-rich conversation. Our programs ensure that all children’s language development is fostered through meaningful experiences that include pictures and sounds, music and movement, conversation with peers and adults, sensory connections, and higher-level thinking. In our School Age curriculum, these activities are embedded into the thematic units.

Thematic Unit	Language & Literacy content focus areas	
Getting To Know You	Vocabulary Skills	Objective
	Greetings	Identify own name

	<p>Numbers</p> <p>Basic descriptions - short, tall, small, big, etc.</p> <p>Personality descriptions</p> <p>Family vocabulary</p> <p>Common family possessions</p>	<p>Talk about age and gender</p> <p>Introduce oneself to others</p> <p>Describe oneself</p> <p>Talk about immediate family</p> <p>Talk about what families have</p>
At Home Connection: Family Portraits		
Words, Words, Words	<p>Identify classroom objects and materials</p> <p>Rooms: classroom, gym, bathroom, library</p>	<p>Identify simple sight-words</p> <p>Talk about things at school</p> <p>Talk about what you do at school</p>
At Home Connection: Word Grid		
Gross and Goopy Physiology	<p>Body vocabulary</p> <p>Body functions</p> <p>Basic food descriptions</p>	<p>Talk about body parts</p> <p>Talk about what body parts do</p> <p>Talk about what you eat</p>
At Home Connection: The Digestive System at Work		

Our Diversity Practices

We make every effort to hire bilingual staff, and invite families to bring elements of their home culture and language into our programs. This helps families feel seen and valued, and increases their engagement with our programs and their child’s educational experience.



In addition to providing extensive online resources so international and military families can make arrangements from afar, we provide stability for a shifting population, and intentionally integrate each child into our school community.

Building trust with all of our diverse families is a key component to our success, so our Family Support teams reflect the linguistic diversity of the families we serve, and we are constantly developing new multi-lingual marketing materials. Our Family Support team provides services for speakers of about 50 languages!



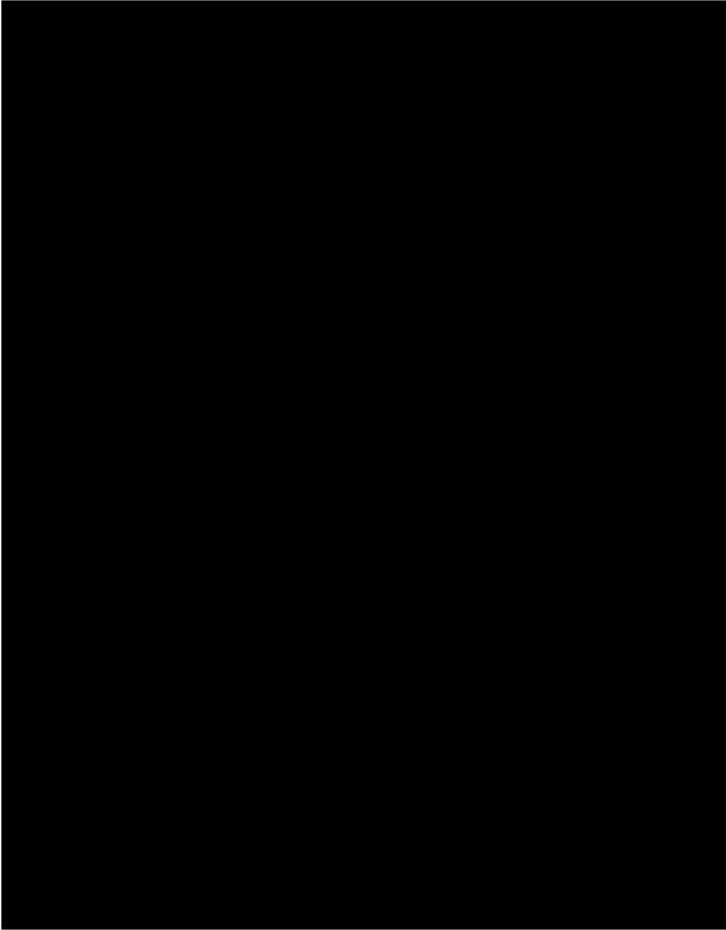
Enrichments to Our Curriculum

Clubs are ongoing groups structured around students' common interests, further enriching the child's learning experience. Clubs allow students opportunities to pursue their interests or specific topics in depth. Together, students set goals for themselves, cooperate with others on common goals, and solve problems. Some club activities may require students to research and then share their findings with others in the club, which helps foster skills in content areas such as executive function, inquiry-based learning, and literacy. Clubs also give students the chance to function in a smaller group within the larger group. Participation in clubs also helps students learn to govern themselves by determining

leaders, establishing rules, and working together to assign tasks. Here are some examples of clubs students have formed:



Our clubs are just getting started – [redacted] Elementary’s program has a new teacher with lots of background in STEM. This teacher is excited to organize an Old School Video Game programming club, and we have ordered materials and equipment for this exciting new offering for [redacted] students.



Old-School Video Game Club at [redacted] Elementary – a custom-built arcade game cabinet!

THE POWER OF EARLY FOUNDATIONS: OUR CURRICULUM FOR PRESCHOOL AND PREKINDERGARTEN

students need education that's developmentally appropriate, research-based, and unique to the needs of young children. We have a proprietary Preschool and Prekindergarten curriculum that includes foundational concepts in math, literacy, creative expression, and more, while retaining the **child-centered magic of learning through play**. As a division of KinderCare Learning Companies, Champions brings **genuine expertise** in early learning for Preschool and Prekindergarten age groups.

Not only do we have teams of curriculum experts working tirelessly in support of these age groups, your Area Manager, , started her career with KinderCare as a Center Director for our KinderCare Learning Centers. She is Director II-qualified in accordance with EEC's qualifications for Center Directors. **She is ready and qualified to lead your Preschool and Pre-K programs today**. Her staff also includes a Site Director in the market, who is also Director II qualified and can begin serving younger age groups immediately.

Champions has fully mobilized to deliver the Preschool program you need by Fall 2024, assuming the space is ready. Here are the steps that Area Manager has already completed to ensure seamless implementation:

- Ensured we already have a qualified director on staff to assume the role of Director.
- Spoken to the licenser to alert her to our intention to license the program, and the timeline associated with it.
- Started planning a family night in a current program so families can see and hear a bit about who Champions is and experience the look and feel of our Preschool program.
- Leveraged our internal Licensing and Compliance Advisor, , for guidance and support.

If selected for the contract, Champions is ready to hit the ground running.

Champions programs offering Preschool and Pre-K use our proprietary **Early Foundations®** curriculum programs. The Early Foundations programs are designed around an understanding that children develop in predictable stages in accordance with each child's physical, emotional, social, and cognitive capacities that are informed by their culture and family. The programs are built upon carefully selected early learning standards that are reflected in an age-appropriate scope and sequence across six developmental domains:

- Cognitive Development
- Language and Literacy Development
- Executive Function
- Creative Expression
- Social and Emotional Development, and
- Physical Development and Wellness

The standards on which the programs are designed describe what children should know and be able to do at a particular stage in their development, and they help staff articulate children's growth and development throughout the year. Each curriculum activity is written with three standards in mind—a primary standard and two secondary standards—to help define the experiences children need to

achieve their full potential as they prepare for kindergarten and a lifetime of learning. All age-group programs provide classroom staff with materials necessary to successfully implement up to a full year of programming depending on client needs.

The Early Foundations programs represent best practices in early childhood education by employing a variety of teaching methods throughout each day as well as child-directed exploration in an enriched learning-center environment that reflects children's experiences and interests. Our curriculum is influenced by:

- The American Academy of Pediatrics
- The International Reading Association
- National Association for the Education of Young Children (NAEYC)
- The National Association for Sport and Physical Education
- The National Council of Teachers of Mathematics
- The National Reading Panel
- The Head Start Outcomes Framework
- Common Core State Standards, and
- Teaching Strategies GOLD

Our curriculum provides daily opportunities for children to build skills through open-ended, child-directed play and structured small-group, whole-group, and outdoor activities. Through these activities, children learn about themselves and each other, have opportunities to participate in community engagement, have conversations, and build confidence, empathy, and citizenship skills. Activities include games, songs, fingerplays, art exploration, science experiences, movement, cooking, shared writing, and much more.

The Early Foundations curriculum programs:

- Are comprehensive, research-based, and peer-reviewed, and proven through school readiness studies to help children successfully prepare for kindergarten.
- Are based on extensive research in early childhood education best practices, early learning standards, and NAEYC accreditation standards.
- Are developed and supported by a dedicated team of experts in education, curriculum, inclusion, quality improvement, and accreditation who are committed to delivering innovative and exceptional educational programs.
- Ensure a high-quality learning experience, enhanced assessment tools that help drive meaningful program and classroom improvements, and a personalized educational environment designed to celebrate each child's unique interests, abilities, and personality.
- Include a combination of whole-group, small-group, and child-directed learning activities supporting a constructivist approach to children's growth and development from birth to 5 years old.

Thematic Units

The Early Foundations Preschool and Prekindergarten programs are organized in thematic units that follow a **scope and sequence**. Twenty carefully selected thematic units introduce children to important and foundational content across all developmental domains. Thematic units offer an organizing structure for science and social studies learning, as well as contextual introduction of literacy and math concepts. The units begin with topics most familiar to children and address more complex topics as children develop skills and confidence throughout the year. Below is a chart that lists each thematic unit in the fall, winter, spring, and summer seasons. While the themes are the same across the three age groups, all activities are age-appropriate and aligned to our early learning standards for each unique age group. Each activity within the age-group programs is designed to introduce a skill or provide practice to support the learning outcome. Multiple activities for each developmental standard are written into the curriculum, providing the practice and repetition children need to solidify each skill.

Early Foundations Preschool, Prekindergarten, and Transitional Kindergarten Curriculum Units	
FALL	WINTER
Unit 1: All About Me Unit 2: My Home and Family Unit 3: Pets Unit 4: In the Fall Unit 5: The Farm Unit 6: My Community	Unit 7: My Country Unit 8: Tools and Machines Unit 9: Transportation Unit 10: Healthy Bodies Unit 11: In the Winter Unit 12: Occupations Unit 13: Dinosaurs
SPRING	SUMMER
Unit 14: The Sky and Weather Unit 15: In My Imagination Unit 16: In the Spring Unit 17: Wild Animals Unit 18: Plants and Gardening Unit 19: Insects and Spiders	Unit 21: Staying Safe Unit 22: Exploring the Arts Unit 23: Spectacular Science Unit 24: All About Books Unit 25: Foods and Flavors

DAILY SCHEDULES

Our daily schedules reflect the order in which the day’s major activities will occur and offer the comfort of routine to the children in the classroom. We incorporate a balance of active and quiet activities, as well as times for child-directed learning and small- and whole-group activities. Preschool and prekindergarten schedules feature outdoor time, at least two large blocks of child-directed learning time, small-group activities, and at least two whole-class group times.

A typical daily schedule includes:

- Morning and Afternoon Group Time
- Small-Group Activities (these typically take place during child-directed learning in learning centers)
- Morning and afternoon child-directed learning in learning centers
- Outdoor play and activities

- Snack and meals
- Rest time (children nap, rest quietly, or do quiet activities)
- Arrival and departure activities

Children of all races, religions, family backgrounds, and cultures are treated with equal respect and consideration in our classrooms. Early Foundations thematic units, such as “All About Me” and “My Home and Family”, give children opportunities to talk about and share their individual family and home experiences and traditions. Through classroom discussions, activities, and family visitors, children learn about different types of families and homes and explore how their homes and families are alike or different from those of others. Additionally, diversity is celebrated through featured book selections, the fine-art appreciation strand of the prekindergarten program, and through materials and enrichments in the classroom environment.

CHILDREN’S CHOICE AND VOICE

Our early childhood classrooms are designed to allow for freedom of choice and movement for every child. During **child-directed learning and play**, children make their own choices in accordance with their needs, interests, and developmental levels and abilities. We employ a variety of teaching methods throughout each day, such as whole- and small-group instruction, as well as child-directed exploration in **learning centers** that reflect children’s experiences and interests. The arrangement of the learning environment provides children with visual clues about what they will be learning and supports their independence in navigating the classroom as well as exploring and discovering at their own pace. Child-directed learning activities are a large part of the children’s day and take place in the learning centers set up in the classroom in the mornings and in the afternoons and encourage children to explore and play. Through child-directed play, children make important choices and discoveries about their world. The play experiences provided are thoughtfully designed and enhanced by adult interactions.

LEARNING CENTERS

Time in learning centers helps children learn to make their own choices, make discoveries at their own pace, practice and grow their skills and interests, and learn how to interact with the world around them. It helps children develop a sense of personal identity, compassion, empathy, caring, and respect for all others in our global community. During center time, children develop and hone intra- and interpersonal skills by learning how to enter into play, make choices based on their interests, and share materials. Our learning centers give children visual clues about what they’ll be learning and support their independence in navigating the classroom. They include:

- Blocks
- Creative Arts
- Dramatic Play
- Library
- Math & Manipulatives
- Science & Sensory, and
- Writing

Staff create daily schedules that incorporate at least two learning center timeframes of 45-minutes duration each, minimum.

Our staff support children's development throughout the year by ensuring that the materials in each center are clearly labeled, match the intended focus of the center, are appropriate for the age and developmental levels of the specific children in their classrooms and are changed often as children's needs and skills evolve. Each unit in our curriculum contains guidance for how staff can enrich learning centers to provide intentional experiences that can be enhanced through their interactions with the children. Our staff observe children as they play to learn about their needs and abilities. Staff use information from these observations to inform their teaching, provide valuable **assessment information**, and inform decisions about new materials or challenges to offer. Staff actively participate in children's play to help model social skills and facilitate learning, for example, by offering challenges, asking open-ended questions to encourage imagination and critical thinking, and encouraging new ideas or approaches.

OUR APPROACH TO PLAY

Children learn best by doing. Staff design and implement a balanced and appropriate daily schedule with ample time devoted to community experiences as well as child-directed play in learning centers. Each unit in the curriculum includes a way to enrich learning centers to reflect the current theme and offer children new opportunities to express themselves through play. During child-directed learning and play, children make their own choices in learning centers designed with their needs, interests, and developmental levels and abilities in mind.

In addition to play indoors, time for outdoor exploration and play is part of every child's day. Outdoor play is not only fun for children, it is important for their growth and development. Children build skills in all areas of development when staff provide outdoor environments and activities that are inviting and rich in learning opportunities. In addition, bringing indoor activities outdoors, such as painting, dancing, constructing, and read-alouds, adds another dimension of learning and discovering for children.

Early Foundations Pre-Kindergarten

Prekindergarten students aren't just small Kindergarteners. This age group has developmental needs that require an **intentionally crafted whole-child curriculum**, one that takes into account **developmentally appropriate practice with a scope and sequence** that helps children to be Kindergarten-ready. We nurture confidence in your youngest students, helping them see school as a place where they belong and are successful. Your Area Manager, [REDACTED], began her KinderCare career as a Center Director for one of our KinderCare Learning Centers, providing leadership for Preschool and Pre-K programs for many years.

Designed to enhance children's growth and development in their year before kindergarten, the Early Foundations Prekindergarten curriculum provides the essential skills children need to be successful in kindergarten and on into their elementary school years. Children are taught the essential skills needed for school readiness through **comprehensive literacy and mathematics strands** while also exploring the **arts and physical development and wellness**. The curriculum supports children's social development and **executive-function skills**, both of which are necessary for children to function independently and become capable, confident learners in the classroom.

Program Features

- **Portfolio collections** that capture each child’s work and unique creative expression.
- **Thematic units** that encourage curiosity, self-direction, and confidence.
- Whole-group experiences that build **community, social-emotional skills**, and more.
- Intentional experiences for **outdoor learning**.
- Hands-on experiences to heighten **cognition and problem-solving skills**.
- **Child-directed learning** in intentionally planned learning centers.
- Daily small-group experiences that promote **math and literacy skill development**.
- Introduction to commonly used **Spanish words and phrases**.
- Child-created **math and emergent writing journals**.
- Introduction to the 100 most frequently occurring **sight words** in children’s literature through a variety of fun activities.
- Use of **Word Walls** to contribute to the print-rich environment and help children make new associations with written language.
- A **Fine-Arts Strand** that introduces children to well-known artists, their works, and their techniques.
- **Regular communication** between staff and families to keep each family informed about their child’s day.

Daily Routines

The Daily Routine Activities in the prekindergarten curriculum encourage children to reflect on their learning experiences and share information with others. **Because these activities are repeated each day, children know what’s expected of them and what comes next.** These routines include:

- Who’s Here Today?
- What Day Is It?
- Daily Weather Forecast
- What We’ll Do Today
- What We Learned Today in Prekindergarten Note
- Investigation Jar (Mondays and Tuesdays)
- Classroom Helpers (Wednesdays)
- “Days of the Week” Song and Sight-Word Sentences (Thursdays)
- Community-Building Discussion (Fridays)

A typical daily schedule includes:

- Morning and afternoon group time
- Small-group activities (often take place during child-directed learning in learning centers)
- Morning and afternoon child-directed learning in learning centers
- Outdoor play and activities
- Snack and meals
- Rest time
- Arrival and departure activities

Literacy and Math in the Curriculum

Literacy and numeracy concepts are imbedded into the Early Foundations® Prekindergarten activities on a daily basis through child-initiated participation in enriched learning centers (such as Math and Manipulatives, Blocks, Library, and Writing) twice a day for at least 45 minutes at a time. In addition, the daily schedule provides for a 15-minute staff-led **Literacy and Math small-group activity at least once a day**. Children are also introduced to literacy and math concepts through the daily reading of selected library books two to three times a day.

Children in the Prekindergarten classroom are provided with a **print-rich environment** in which they have opportunities to interact with multiple forms of print, such as signs, labeled learning centers, word walls, bulletin boards, charts, and poems. In addition, children are exposed to a variety of books and other printed materials. But most importantly, **children are read to on a daily basis**.

The Prekindergarten program exposes children to the **100 most frequently occurring sight words** in children's literature (excluding nouns). Children are introduced to five new sight words in each two-week unit through a variety of fun activities.

A **Word Wall** is also used to teach and reinforce vocabulary words introduced in each unit. Vocabulary included on a Word Wall includes those words shown and heard during actual reading and writing experiences in the classroom, including sight-word activities, thematic vocabulary activities, and read-alouds. As children are introduced to new words, they are added to the Word Wall. Children are encouraged to use the words on the Word Wall as a reference for their own writing, such as when they write in their journals.

The Prekindergarten program recognizes the importance of fostering writing skills, which vary greatly within any group of children. Staff must recognize where each child is in his or her literacy development and customize writing activities for each child. As children gradually begin to recognize letters of the alphabet, they often show an increased interest in being able to form letter shapes on their own. Through activities involving **drawing, painting, cutting, tracing, gluing, sculpting, and the use of manipulatives**, children strengthen the small muscles in their hands needed for writing.

The Prekindergarten program provides frequent opportunities for children to practice their writing through journaling. A component of several activities each week, journaling allows children to write at their current stage of development, and their work serves as a permanent record of their abilities and progress. Children use their **journals to record thoughts, ideas, and experiences through scribbles, pictures, beginning-letter formation, and emergent writing**.

Exposure to high-quality literature is an important part of a young child's literacy development. Not only do children benefit from hearing books read aloud, but they also benefit from interacting with books in various ways such as handling books and learning to identify parts of a book. Each unit features a list of recommended high-quality children's literature that can be used to reinforce the unit theme. Literature provides a context for content learning as well as an introduction to **alphabet letters, sight words, and book-handling skills**, all of which are essential for early reading and writing.

During the two daily learning-center time periods, staff also implement a **math or literacy small-group activity** with a few children at a time, focusing on skill building and observational assessments. The goal is that all children will have participated in the small-group activities by the end of each day. The purpose of the literacy small-group activity is to provide children opportunities to work on developing literacy skills that focus on their abilities to identify the sounds of different letters and words, and to

identify sight words. The activities also provide literacy experiences that support phonemic awareness and developing writing skills.

Because young children learn through their senses, **the best math activities for children support the development of skills through hands-on experiences using a variety of manipulatives**, thus making the learning concrete and relevant to children's own experiences. Math activities in this program focus on concepts such as:

- **Identifying two- and three-dimensional shapes** and talking about the attributes that make them similar and different
- Demonstrating understanding of spatial relationships by using a wide range of **positional words and phrases to describe location and directionality**
- **Measuring objects by length, volume, weight, and area**
- **Comparing categories** across objects and time
- Cooking, using both **standard and nonstandard units of measurement**
- **Charting, graphing, and drawing** to show how to represent gathered information or data

With practice, the gathering of information becomes easier and the display of that information is more accurate. Prekindergarten children also create and use their own math journals. The purpose of the math journals is for children to document their experiences during math activities. Children are encouraged to write in their math journals frequently each week. They practice writing number names or the names of shapes. They also use their journals to document important math concepts such as **patterning and matching**.

In our math and manipulatives learning center, children have many opportunities to construct, classify, sort, match, and manipulate various toys and equipment. These experiences allow a child to **test, problem solve, see that certain things go together, and develop eye-hand coordination**. The math center proves a place for children to practice the skills and concepts introduced during staff-led activities. In addition, children also have opportunities to experiment and **follow their own mathematical inquiries**.

Daily math small-group activities provide children with opportunities to work on developing math skills through a variety of activities using specially selected manipulatives. The math small-group activities focus on subdomains such as **Number and Operations, Geometry, Measurement, and Data Analysis**. The activities also provide staff with many opportunities for observation and assessment of foundational math skills.

Each Monday and Tuesday afternoon, children participate in an **Investigation Jar** activity. During this activity, children investigate and explore various items and materials related to the theme of the unit, and participate in experiments based on a variety of science and math concepts. For example, children might estimate the number of items in the jar.

In the Math Learning Center, children have many opportunities to **construct, classify, sort, match, and manipulate** various toys and equipment. The math center proves a place for children to practice the skills and concepts introduced during staff-led activities. In addition, children also have opportunities to experiment and follow their own mathematical inquiries.

On the next page is a sample Pre-K lesson plan:

Math Small-Group Activity

Materials

- Butcher paper
- Children's math journals
- Container
- Marker
- Tape
- Toy vehicles
- Writing and drawing tools

Parking Cars

Standards

- **Identifies numerals**
- Represents increasingly complex ideas and things using shapes, pictures, dictation, letters, and numerals
- Recalls and expresses thoughts and information from prior experiences

Preparation

- » Tape a piece of butcher paper to a child-size table.
- » Draw 20 parking spaces on both sides of the paper. Label each space with a numeral.
- » Place toy vehicles in the container.

Description

Invite children to participate in a counting activity. Begin by telling children, "Today we are starting a new unit on transportation. Transportation is what people use to get themselves and things from one place to another. What are some ways you get from one place to another?" Ask the children to talk about different ways they get from one place to another. If children need assistance, ask questions, such as "How do you get to school in the morning?...How do you get to the grocery store?" Next, talk with the children about how vehicles must be parked when they are not in use. "When you go to the store, where do you park your car?"

Show children the numbered parking spaces on the butcher paper and the toy vehicles. Explain that for this activity, you will call out a number and they will drive and park their vehicle in the parking space with that number on it. Begin by calling out numbers in random order, from one to 20, and invite children to park the toy cars in the corresponding spaces.

Next, give children their math journals and writing and drawing tools. Have the children create their own parking lot in their journals and number the spaces, as you did on the butcher paper. Children can then draw pictures of vehicles in the parking spaces. As children are writing and drawing in their journals, encourage them to identify the numbers on their parking spaces out loud and to share what types of vehicles they are drawing in the spaces.

Champions Summer Experience 2024 - Guiding Principles

School District knows that **year-round learning leads to lifelong learning**. Champions offers summer experiences that capture the light, fun feel of summer while keeping students' minds sharp through play and inquiry. How do we turn a conceptual framework above into a dynamic, feet-in-the-grass Spring Break and Champions Summer Experience? We have activities developed already, and we will update our overarching theme over the next few months.

This summer, students will build confidence, curiosity, and community; develop key mindsets; grow physical and mental skills; and learn new things. They'll enjoy STEM, art and drama, making friends, sports and games, and plenty of the outdoors every week!

Every experience aligns to one of these foundational principles:

-  **Just Imagine:** Solving problems—keeping your mind active and ready for the future
-  **Only You:** Discovering your unique capabilities that help you adapt and grow through new challenges
-  **Stewardship Partners:** Joining forces in our shared goal to care for and make the world better
-  **In It Together:** Learning about and connecting with each other through care, empathy, and trust

Champions Summer Experience Themes

We surveyed families and learned that the biggest things they're looking for in a summer experience are opportunities for their kids to move, create, explore nature, make friends, and keep their brains active. Champions Summer Experience achieves that and more through 5 two-week themes of awesome experiences kids will love!



Making friends and having fun take center stage in this experience, where participants explore who they are as individuals and as a community! They'll exercise their social muscles and build meaningful relationships along with empathy and compassion for others.



Students connect to nature through outdoor play and exploration - nurturing relationships, exploring opportunities in STEM, playing games together, and showing their artistic talents in the great outdoors. The mysteries of nature challenge young adventurers as they hone their nature survival skills while discovering how to be the best stewards of planet Earth.



From engineering solutions for common problems to studying the intricacies and patterns of the natural world, innovators will love this experience! Students experience STEM through art and games, discover STEM in the outdoors, and build STEM skills through collaboration while practicing their STEM mindsets as they wonder, create, observe, and solve problems.



Students get their motors running-and keep them running for this high-energy experience! Movement skills and growth mindset abound as students set skill-development goals and track their progress-running, skipping, catching, dribbling, stretching, and flexing their way to their physical best!



Students express themselves through music, visual arts, dance, drama, and improv while developing an appreciation for diverse art forms, mediums, and techniques. Young artists also learn that their inner artist can care for their emotional well-being as they discover - whether in front of the curtain or behind the scenes - that there's a role for everyone!

Champions Summer Experience Structure

Participants enjoy a variety of experience types that capture the fun of summer and provide a consistent beginning and ending to each day. Routines are key for any child to become their best! Every day opens with a Champions Rally and Building Curiosity team-building experience while Project Time and a Closing Ceremony bring each day to a close.

Then most of the day consists of Counselor-Led and Student-Led experiences often leading into one another so there's a cohesive flow to the day for participants as they explore fun theme-related topics and activities.

Rounding out the day may find kids experiencing planned field trips, special visitors, clubs, read-alouds, student-choice times, and of course, snacks and mealtimes - all the experiences needed for an incredible program!

Champions offers **Winter and Spring Break Experiences**, and can serve your students during February and April break weeks.

Winter and Spring Break Programs

While most schools are closed for two weeks during Winter Break, Champions provides working families with an academic-meets-fun program for their children to engage, learn and have fun. Winter and Spring Breaks at many KinderCare and Champions locations have been offered for years. Now, with focus on growing out-of-school-time programming, the Education team has created curriculum and activities that provide a look inside what students and families can expect during summer experiences while delivering a Champions Winter Break Experience that keeps students engaged.

Summer in December

Students will spend week one of the break experience creating summer fun in the winter sun, highlighting aspects of summer including daily rallies and a closing ceremony. They will experience themes around creativity, outdoors, innovation, movement and friendship. During week two, students will apply a possibilities mindset during activities that lead to the creation of their own door of possibilities.

Winter and Spring Break Experiences are Champions' "test kitchen" for summer - we use this as an opportunity to experiment and see what teachers and students collect with most! It's a great way to get students excited about what they'll experience on a larger scale during summer.

Flexibility is key

We learned from our surveys and focus groups that schedule flexibility is a top priority for families. These learnings informed our program design that highlights flexible full and part-time schedules that we know families want.

Great Equipment Leads to Great Programs

We know that kids who are excited and involved in lots of planned activities engage in positive behavior – a busy kid is a happy kid, while a bored kid might look for trouble. When materials need refreshing, we don't nickel-and-dime our local teams, shortchanging your students in the process. We refresh those materials without delay. We provide the industry's most well-supplied and enriching equipment kit, because as leading experts in child development, we want your students to experience Champions as a place full of age-appropriate things they're excited to do.

Champions provides all resources and materials needed for programming implementation without administrative or budget costs to the district. Selection and distribution of materials is completed by our Procurement team and Implementation team at our National Support Center. We use reputable nationwide vendors, and select for educational appropriateness and safety.

We are inclusive in our selection of materials, ensuring that as much equipment as possible is accessible to the greatest number of children, and incorporating cultural considerations. It is critically important to us that children see the diverse backgrounds of themselves and their communities reflected in our materials.

Champions successfully transforms a variety of spaces into learning environments using materials and rolling cabinets to set up distinct interest areas. We appreciate the use of tables and chairs.

Examples of program materials that enhance the experience for children include:

- 2 colorful carpets
- Soft seating for our library
- 4 high-quality rolling storage units, provided with materials and supplies to support each interest area
- 2 tall locking staff cabinets on wheels (if no storage is provided)
- Mini-refrigerator
- 1 file cabinet
- 1 backpack basket per child

School Age Equipment Overview

CHAMPIONS

<p>STEM: <i>Area includes one cart, Tech Track, and one rug.</i></p> 	<p>Creative Arts: <i>Area includes one cart.</i></p> 	<p>Games & Puzzles: <i>Area includes one cart.</i></p> 	<p>Library: <i>Area contains one cart, one rug and soft seating.</i></p> 
<p>Family Communication: <i>Area includes a mobile information board and Wellness Station</i></p> 	<p>Sports: <i>Area includes sports equipment and one bag.</i></p> 	<p>Teacher Resources & Storage: <i>Area includes two locking teacher cabinets, backpack storage baskets, printer, two-drawer file cabinet, and a mini-fridge.</i></p> 	

See **Attachment F** for an overview of the plentiful materials we use to equip your school-age and Pre-K programs.

We provide a first aid kit, which is portable. We also provide PPE, items such as thermometers, masks, and plentiful sanitation supplies to keep our programs safe and healthy.



We honor the fact that we are guests in [redacted] [redacted] and never abuse that privilege. We are delicate with our footprint, and responsive in the event of damage to property.

F. Client References

Our references are ready to respond to your questions about:

- School and family satisfaction with our services
- The quality and continuous improvement of our educational offerings
- Ways we've integrated into and supported each school's community
- How we've anticipated needs and resolved issues before reaching an administrator's desk
- Seamless partnerships that promote our clients' goals
- Approach to challenges and problem-solving from the family to the district level
- How we've lived our service values and created a culture of engagement at each school
- The transition from the incumbent provider to Champions
- Any other information that will be helpful in selecting Champions as your provider

At Section M. Exhibit D are our three letters of reference and our references form.

G. Management and Support Team

From our local managers to our National Support Center, Champions programs enjoy a depth of administrative support that is unequaled in the industry. By taking operational concerns off our educators' plates, our local teams are free to focus on what they do best: building great relationships and providing world-class educational experiences. Where small providers wonder where they can turn for help, our depth of expert support means that we have specialists who have solved every problem the before- and after-school space can present over our 34 years of experience. Our departments include:



Champions Site Director

Education and Training	Provides ongoing support of and enhancements to curriculum and staff training, as part of Champion’s rigorous professional development process
Quality and Accreditation	Supports centers with continuous program improvement through national accreditation and quality rating and improvement systems
Inclusion Services	Provides support—including staff training and staff resources—to meet the needs of children of all abilities
Nutritionist	Partners closely with our clients and center management to provide nutritional guidance in meal/snack development
Finance	Conducts routine analysis to help manage financial budgeting, management and growth opportunities
Accounting	Processes payroll, accounts payable, online payments/treasury
Legal	Manages contracts and compliance, and provides legal guidance as needed
Marketing	Assists in developing informational pieces for parents, creates enrollment campaigns, collaborates with center team to promote center growth, supports curriculum and special events
Public Relations	Partners with organizations and communities to create press releases and place news articles regarding program events or information
Customer Service	Ensures complete and timely resolution of parent questions or concerns
Risk Management	Provides guidance in all health and safety policies and insurance-related matters
Facilities	Provides immediate solutions to maintenance-related issues
Purchasing	Effectively responds to center’s equipment or material needs; online purchasing system enables centers to order supplies, track inventory, and manage expenses; dedicated event planning team makes travel arrangements, as needed
Information Systems	Provides ongoing technical support, trains center staff in computer programs, and oversees technical functions related to our proprietary center information database
Subsidy	Coordinates subsidy tuition for low-income families—answering family and center staff questions, interacting closely with subsidy agencies to stay on top of changing policies
Talent Acquisition	Establishes strong partnership agreement with field to recruit, source, and interview applicants; helps extend offers and formally onboard new hires

Internal Auditors

Conducts regular assessments of each center’s operations to ensure compliance with all standard operating procedures and sound financial management

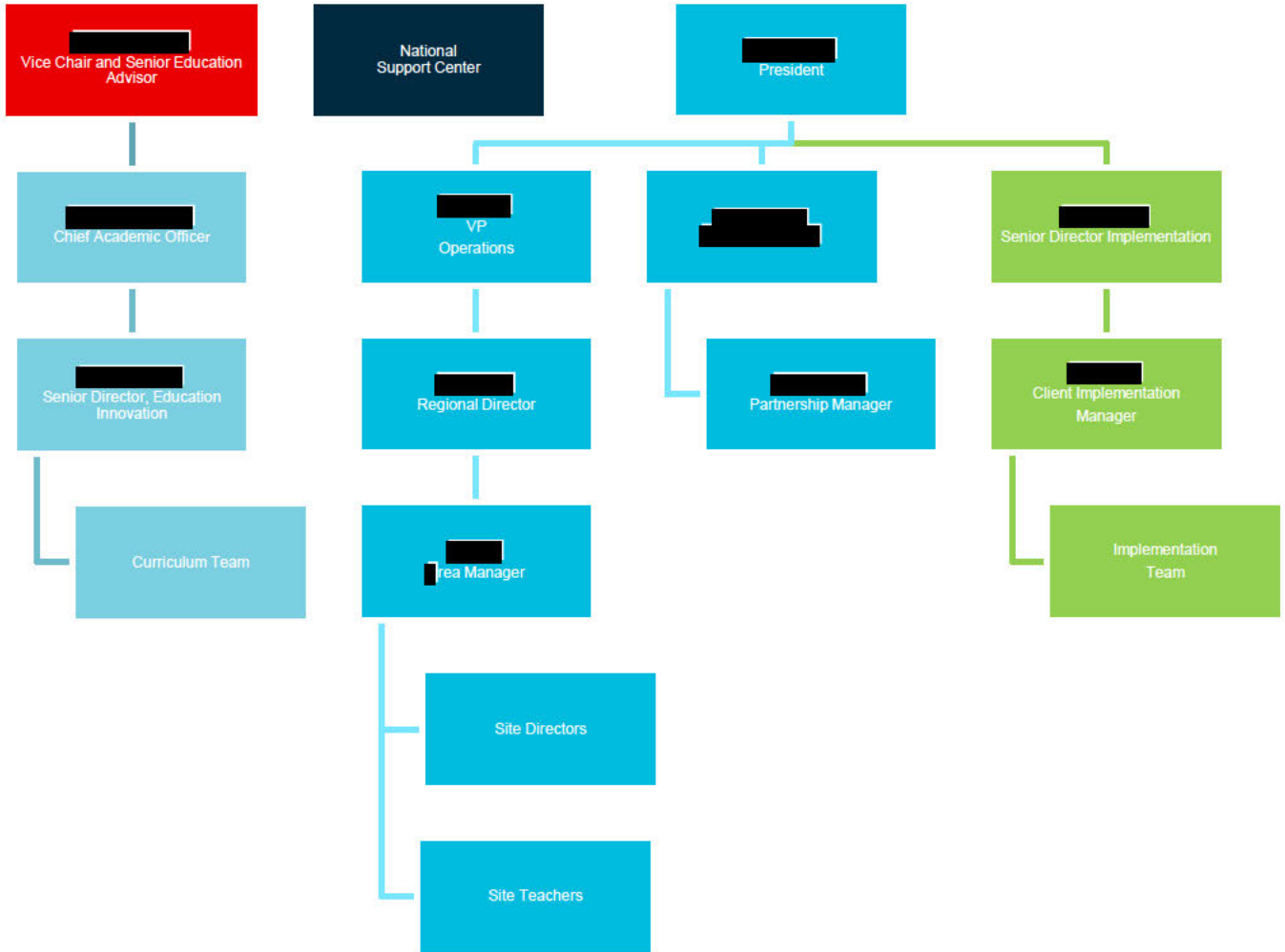
a. Organization chart

Our teams aren’t limited to self-reliance, but are uplifted by whole sp ecialized teams. From our assistant staff to our Vice President of Operations, Champions has a large support team ready and excited to support [redacted] School District schools’ students. With 34 years of experience, Champions is recognized for our leadership in delivering extended learning programs that are tailored specifically to a school’s needs and that provide busy working parents with a safe, convenient program where their child’s potential is fostered through engaging learning experiences. Our administration team, headed by Champions President [redacted], provides expert guidance on before- and after-school child care for the entire Champions team.

If awarded the contract, [redacted] local management [redacted] will continue to consist of a caring staff, overseen by a dedicated on-site Site Director, who will be available every day to address any concerns that may arise. Your Area Manager, [redacted], administers the programs, and typically conducts visits twice per month. Leadership is provided by Regional Director [redacted], who oversees several programs in New England.



[redacted], your Area Manager for the past three years.



b. Support visitation schedule

aims to visit every school’s program twice per month, and most weeks spends four days per week in programs. In addition, Regional Director visits programs regularly.



Champions Site Director

H. Employee Development

Champions blends professional development at the national level and at local monthly staff meetings, in addition to EEC-required trainings. Additionally, our staff have the ongoing support of teams like our Inclusion Services Advisors, to give targeted professional development in support of individual programs and individual children. **We know that treating and training staff like professionals increases retention and continuity of care, so we also invest in retention strategies unmatched by other providers.**

Professional Development and Ongoing Training

In addition to orientation training hours, staff receive at least 25 hours of professional development over the course of the school year. At Champions, we continuously evaluate and invest in our staff.

Below is a breakdown of staff education and professional development opportunities provided to ensure that our staff exceed industry standards:

- **Educational Reimbursement** – We offer each staff member the opportunity to earn a Child Development Associate credential at absolutely no charge.
- **Field Coach Program** – Veteran Site Directors who are specially trained in how to help staff achieve the highest quality possible support daily training, share best practices and expert tips, and help programs pinpoint areas where they can improve and show them how to do so.
- **Professional Development Days (PDD)** – Our biannual PDD event gives staff an additional 14 hours of training each year in topics such as teaching standards in relationships, learning environments, curriculum and development, and professionalism. Since 2018, every PDD has included aspects of diversity, equity and inclusion.
- **Inclusion support** – When [REDACTED] [REDACTED] staff reach out for help for one struggling child, they come away from their Inclusion Services consultations with tools and strategies that support positive behavior for *all* children. Each consultation expands a teacher’s toolkit. Inclusion Services also provides customized trainings for Weymouth’s [REDACTED] teams.
- **Health and Safety Recaps** – We have routine health and safety refreshers ranging from CPR and first aid to infectious disease and safety protocols like child supervision and emergency plans.
- **Curriculum Training** – We set a firm foundation for our teams to launch developmentally appropriate programs, implement our curriculum, support both children and parents, offer subject matter expertise to families as needed, prepare effective lesson plans, collaborate with school and district staff, and align our program with best practices and accreditation standards.

Program-wide Training Opportunities

- **Monthly Staff Meetings** – Monthly meetings cover relevant educational topics, such as mapping our outcome-driven curriculum and further bolstering the training and continual education of Champions employees.
- **Leadership Track** – We provide Champions staff opportunities to advance their skills, assist with project roll-outs, and collaborate with peers nationwide.
- **Local and Regional Conferences** – Staff are encouraged to participate in local conferences and events to stay up-to-date on relevant best practices.
- **Field Leader Academy** – Once a year Champions brings together Regional Directors and Area Managers across the company for the Field Leader Academy—two and a half days dedicated to strengthening their skills as leaders in school-age education.



Champions Site Director

Talent Selection Program

Champions partnered with Gallup to research and identify the traits of our best staff and used the research to develop a Talent Selection program. Our talent selection process goes far beyond the old days of posting an advertisement – we have assessed what qualities make our staff great and what personalities best engage children and families, creating a data-informed recruiting tool that yields measurably better staffing for our programs.



The **four key factors** that we found to be most impactful to successful employment with Champions, and to create great relationships and experiences with students, parents, and educators are:

Contribution

Evaluates the candidate's ability to have a child-centered focus, be motivated by student learning, and have an internal drive to excel and make an impact.

Relationship

Evaluates the candidate's ability to build supportive, positive, engaging relationships with children and parents.

Accomplishment

Evaluates the candidate's ability to be highly energized and productive individuals, who can be direct and drive classroom activities.

Implementation

Evaluates the candidate's ability to be open to new ideas, apply new concepts, be thoughtful in planning, and be able to demonstrate positive engagement with children.

Results from a recent assessment by Cognia (formerly AdvancED) confirms that, compared to the overall averages across the entire Cognia network, Champions scored 4.0 out of 4.0 for our staffing initiatives—well above the industry average of 3.14.

This analytics-based approach leads to measurable positive outcomes:

- Children with a teacher recommended by the assessment tool showed a two-month advantage in reading and math.
- Centers and programs with more than 75% of teachers recommended by the assessment showed a four-month developmental advantage.
- Centers and programs with more than 75% of teachers recommended by the assessment had 13% more children measured as "gifted."

These assessments have shown that better-quality talent increases emotional connections for parents, improves retention rates, and helps kids in our programs succeed in school. Our hiring practices ensure more stability for your families, a greater return on investment, and a better education experience for students.

Industry-Leading Workplaces for Our Teams

We treat our staff the way they deserve to be treated: as the heart of our programs. Because of this, we retain educators whose professionalism, tenure, and passion for education are high in an industry where hours and scheduling create unique staffing challenges. Where other providers can find it virtually impossible to sustain a workforce in the face of split shifts and summer layoffs, Champions uses innovative approaches and its national resources to **stabilize our teaching teams, reducing turnover and increasing continuity of care**. We work hard to find the best before- and after-school staff in the profession, and we work just as hard to retain them.

In fact, one of our stories about continuity of care and the power of our culture comes from your own Area Manager, [redacted]. When [redacted] was at KinderCare Learning Centers, she taught a little girl named [redacted]. As Area Manager for Champions, [redacted] was thrilled to find that [redacted] is now a mom of a student enrolled at the [redacted] Elementary Champions program. [redacted] has been part of this family's education journey for two generations now (and counting!).

Wage Investment

In 2022, KinderCare and Champions have made our company's biggest ever investment, and it was in pay for our most valuable resource: Our staff. We have seen our investment in staff show improvements in staff retention, attracting the highest quality staff, growing enrollment, and providing our families the best possible experiences. KinderCare/Champions is the first company of its kind to do this intensive evaluation of our wages to ensure that we are doing right by the people who will care for your students.

Recruiting

Few providers bring the scope of resources Champions does to ensuring we hire and retain the best before- and after-school staff in the [REDACTED] community. Because we have dedicated recruiters and unique hiring platforms, our managers have support in selecting the most qualified staff that will reflect positively [REDACTED] Public School District.

Benefits

Because of our abundant resources, we are able to invest in tangible benefits for our valued employees, reducing turnover and enhancing continuity of care. Unique among providers, we offer benefits to even part-time employees starting at **25 hours per week**, making us an attractive employer. Our benefits packages are simply among the most competitive in the industry, including health care, retirement, and education benefits, to name just a few highlights.

In fact, our benefits package actually increases the total compensation of our employees by as much as 56%. For example, for an employee earning \$16.46 per hour, our additional benefits add \$9.21 per hour to that employee's compensation.

Moreover, we want our employees to have all the access to our benefits that they desire. Some providers deliberately keep staff hours under the limits that would trigger benefits eligibility. We have staff work the hours that make the most sense for providing quality care and education to children. Kids always come before profits at Champions.

Child Care Benefits

As a division of KinderCare Learning Companies, we offer extraordinary child care benefits. Child care can have a huge impact on a working educator's budget, and we offer a significant discount on care, **50% or not more than \$110 per week**, whichever is less for our employee. Our discount covers not only school-age care, but care at our many **KinderCare Learning Centers** throughout the nation, including right in [REDACTED]. Most of [REDACTED] programs are accredited. Champions' ability to provide a large savings on high-quality care for children as young as infants provides a strong draw toward our programs for the best staff in the before- and after-school business, helping us attract and retain top talent.



[REDACTED] Champions Site Director

Professional Education of Staff

We create lifelong learners in developing the students in our programs, and we cultivate these qualities in our staff as well. We provide every employee with the opportunity to pursue a Child Development Associate (CDA) credential through an online university at absolutely no cost to the employee. We professionalize our staff, which not only up-levels the quality of our programs, but also increases staff tenure and helps make us an employer of choice in the industry.

Our Culture

KinderCare Learning Companies has been named a **Gallup Exceptional Workplace the past seven years in a row**, the only organization in our industry with this recognition of the power of our culture. This designation provides external validation that we offer the most attractive work situations in before- and after-school care, creating environments where top talent wants to stay.

Champions is one of the only expanded learning providers to measure and **hold our leadership accountable for the well-being of our staff**. Our measurable commitment to staff engagement means that we have an **attentiveness to the opinions of our staff**. We also invest in supports that help our staff feel effective, such as a **curriculum that is a joy to teach**, and **Inclusion Services** behavior support that help our teachers be there for the kids who need them the most.

Labor is the most tangible expense for before and after school care providers, but we know that **managing labor to the minute erodes staff engagement**. **We treat our staff like the professionals we expect them to be, and our retention rates and tenure record reflect this.** 74% of our [redacted] staff have more than 5 years' experience in the industry. 6 of [redacted] 8 Site Directors have more than 5 years' experience, one has 4 years, and one has 3 years. **43% of Champions' staff are former [redacted] staff**, having stayed with us years beyond your transition to Champions. This is a particularly remarkable rate of retention given that the last three years have seen staff retention and turnover become by far the number one challenge facing all businesses across the nation.



[redacted] Champions Site Director



[redacted] Champions Site Director



But you don't just have to take our word for it. Your former [redacted] staff have loved becoming Champions, and we'd like to share with you the words of a longtime [redacted] afterschool [redacted] [redacted]:



To Whom It May Concern,

I am writing in regard to the contract between Public Schools and Champions. From 2017 until March of 2020, I worked for the previous provider We were a before and after school program much like Champions. However, we did not have curriculum to follow, and our ratios were nowhere near the EEC guidelines. I loved every minute of working with the children.

Unfortunately, on March 13, 2020, we got the word that we were shutting down for what we thought was two weeks. As we rejoiced with an unexpected vacation, we had no clue that within those two weeks, we would all be out of jobs. For months I worried how I would pay my college bills or provide for my animals and myself.

Then we were notified that Champions through KinderCare had signed a contract and was taking over the before and after school program. Excited to get back to working with children, I immediately applied for the position. I was greeted by who was the kindest and most welcoming person I have ever met.

She informed me that I was more than qualified to be a Site Director as opposed to the teacher position that I had applied for. She saw the potential in me within a thirty-minute interview. From that moment on, has been nothing but supportive and driving the success for myself and everyone else that works for the company.

Champions has brought me some of the closest friendships and bonds that I have ever made. I have watched children grow from Kindergarten to fifth grade (and yes I have cried every time that they move on to the next school). Champions includes and welcomes every child from all walks of life with welcome arms and an open mind. No child is left out when they come into program. The children will tell you all of the that they are not friends in Champions, they are a family.

Nothing makes me prouder than when I see an older child helping out a younger child and showing them the ways of the land. Champions consistently provides support to the families of Weymouth in ways that I could have never imagined.

Recently, I was invited to the adoption ceremony of one of the children in my program. If I had not started working for Champions, I would have never been able to create the bond with him that I have created. Attending that adoption was one of the most memorable moments in my life and I know it was his biggest.

Thanks to Champions and the support of I have become and continue to be a better person as I grow every day as do most of the employees who work under

Thank you for your consideration,

[Redacted signature]



Ultimately, you can't just change an employee's shirt and expect to get the same result. Champions was able to retain the staff your students know and love because we have provided them with a workplace *they* love. Champions delivers professional development and support, a workplace culture, and skilled leadership that other providers simply can't offer.

I. [REDACTED] and Safety

The drive to continuously improve our programs is part of our DNA, and we have invested in teams and processes that ensure we are constantly evolving and advancing. With an unrelenting mission of building organizational capacity to create and deliver consistently high-quality learning experiences for children, we grow through our people, systems, and processes. You have seen elsewhere in our proposal how our holistic assessment system and BRIGANCE assessment results help evaluate our program's quality and effectiveness, and how our supervision practices lead to safe settings for your students. Our Quality Improvement Framework and Best Safety Practices also contribute to high-quality, safe environments, and are validated by further assessments, like our Engagement Surveys.

Champions Quality Improvement Framework

The Champions Quality Improvement Tool, included as **Attachment G**, outlines standards which embody program and staff quality and what's right for children as defined by our profession, our school partners, and our families. The tool was created and continues to be refined based on input from our stakeholders (families, school partners, and staff) and based on research from well-respected external sources, such as:

- National Institute of Out-of-School Time (NIOS), Wellesley College
- The National AfterSchool Association (NAA)
- Cognia Accreditation Standards of Quality
- National Association for the Education of Young Children (NAEYC)

Program quality domains observed include:

- Relationships
- Curriculum and Development
- Learning Environment
- Professionalism

Program Quality Observations – Measuring What Matters Most

Well-trained field leaders conduct program quality observations at every program using the Champions Quality Improvement Tool (QIT) each fall and spring (or more often if a quality rating falls below an established threshold). Each observation results in a reflection discussion of what's going well in the program and what changes could improve the experience for the children and families, resulting in a continuous improvement plan.

QIT data is collected and shared transparently throughout our company. Program quality improvement is measured and tracked from fall to spring, and year over year each fall. This comprehensive process individualizes coaching and support for each program's team and informs company decisions around professional development, curriculum development and implementation, or refreshing materials provided to our programs.

School systems have appreciated this internal quality process, which has added confidence for them in partnering with a company where continuous improvement is a part of the culture.

But we don't stop there: Champions is not afraid to open our doors to outside experts!



Accreditation - Feedback Makes Us Accountable

Exemplified by our commitment to offer high-quality educational experiences for children, Champions is a proud recipient of corporation accreditation by Cognia™ (formerly AdvancED®). Cognia is the largest education improvement organization in the world, with an international reach. Ongoing accountability through Progress Reports and re-accreditation ensure that we sustain our commitments. As the largest before- and after-school provider to earn this distinction, accreditation is an external endorsement of the educational value we bring to your district.

"Based on a set of rigorous research-based standards and evidence-based criteria, the accreditation process examines the whole institution - its policies, programs, practices, learning conditions, and cultural context - to determine how well the parts work together to carry out the institution's vision and meet the needs of every learner. Accreditation isn't about passing a one-time inspection. Rather, accreditation recognizes education providers that demonstrate and sustain their commitments to continuous improvement and better learner outcomes."

-Cognia on Accreditation

Champions has met 160 exacting criteria on a detailed rubric, where we provided concrete evidence that we have far outperformed the basics of extended learning. We did not simply pass, we surpassed - we met every single standard, scoring in the Improving (level 3 of 4) or Impacting (level 4 of 4) range across the board.

Cognia accredits 22 institutions in Massachusetts. Champions is the largest provider, and the only national provider, to hold corporation accreditation.

How Accreditation Affects You

Before- and after-school care programs can span a range of levels of quality ranging from simple supervision, on up to exceptional educational providers who truly extend their students' learning day. Champions meets benchmarks of quality established by external authorities - independent evaluators who have extensively examined research and set holistic, meaningful standards on what is required to make before- and after-school programming great.

Earning accreditation demonstrates we are dedicated to continuous improvement and that we provide a high-quality program where children have the opportunity to grow and excel:

- Our staff are trained to respond to the unique needs of all children and provide the positive support they need to thrive.
- We provide lasting, positive experiences in safe, structured learning environments.
- Our curriculum is fun and engaging, expands on learning from the school day, and helps develop lifelong learners.

Cognia accreditation requires Champions to meet Cognia standards and accreditation policies, such as:

- Stable governance, management, and leadership
- A robust curriculum that supports student learning
- A reliable system to assess students' progress
- A clear understanding for staff of what great teaching looks like
- Access to the resources staff need

Our commitment to accreditation ensures that our programs meet a broad spectrum of quality indicators year in and year out. It will benefit you in the following ways:

- Validates Champions' commitment to setting the bar for quality
- Increases parent and client satisfaction by improving processes that will provide improved student outcomes
- Reinforces and drives our goal of continuous improvement within our before- and after-school programs

Among the tools and resources we leverage to enhance program quality are virtual support and coaching, blended learning professional development, and, as described above, our Quality Improvement Tool. Through field testing and our continuous feedback process, our assessments help bridge research to practice every day in our programs.

Ensuring

We ensure safety and security for children in a variety of situations, including using the restroom, going to and from and enjoying the playground, and in the event of an emergency, as well as when they are signed in and out. In our 34 years of experience, rarely are we surprised by an issue we have not encountered before; we pride ourselves on being ready for anything. Our Best Safety Practices Report is customized for each location we serve and is the result of ongoing refinements. See **Attachment H** for details about our Best Practices Policies and Procedures.

Sign-In and Sign-Out Procedures

As previously described, we use strict sign-in and sign-out procedures with our computer-based system to ensure that every child in our care is accounted for and being released only to adults who have been authorized by parents to pick them up. We also check photo IDs to verify identity. If children leave our program and return, they must be re-signed in and out by an authorized adult. Our program staff will not release any child to an individual who has not been fully authorized by the child’s parents, and should someone unauthorized attempt to pick up a child, we refuse to release the child and then call the parents immediately.

Staff Supervision

Supervision is covered in our employee orientation and training, so staff members know to never leave children unattended or unsupervised for any reason. Champions’ staff perform Child Supervision Record checks every 30 minutes to ensure each child’s safety and presence.

Program Licensing

Participating in the state licensing and ongoing renewal process ensures regular third-party evaluation of our programs’ health and safety and focuses on both the environment and staff. Our Champions Licensing and Compliance Advisor has 25 years of child care licensing expertise and keeps the program staff aligned with specific state regulations that ensure a safe environment, qualified staff, and ongoing training.

Medication Administration and EpiPens

As part of program registration, we ask parents to inform us of any medications, including the correct, exact dosages that may be required to administer to their children, provide physician authorization, and to help train staff to use EpiPens on their children when needed.

Emergency/Lockdown Procedures

Emergency procedures will align with district and school policies. They are communicated to families prior to the start of the program and reviewed at least once during the school year. We coordinate closely with schools and the community to schedule and carry out emergency drills and lockdowns to prepare staff and children to react properly to any given situation. Additionally, each child’s file includes emergency contacts’ names and phone numbers, a list of authorized adults to whom the child may be released, any allergies or health problems, and directions for care in case of an emergency.

The Site Director compiles information on each program’s emergency closure procedures prior to the start of our program. This includes the location the children will be taken in the event the school must be evacuated. As part of our Best Practices Report, an emergency plan aligned to school/district policies is developed for each program and practiced monthly to respond to emergency situations, to include school invasion, fires, tornadoes and earthquakes. All staff also undergo emergency response training.

Safety and Quality

At Champions, we uphold standards of quality that exemplify ideals formulated at the national level. Our ongoing commitment to corporation accreditation by Cognia means that we far surpass safety minimums – we know that engaged children are safe with one another, and that engaged staff provide levels of supervision that keep children safe too. Safe, secure, welcoming environments are just a few of the benchmarks required by our accrediting agency. So don’t just take our word for it - our teams demonstrate safe practices every day, as validated by external evaluators at Cognia.

Safety and Engagement

We have heard directly from [redacted] families about whether they feel Champions is a safe and secure environment. The results are in, and the agreement is overwhelming. Our Family Engagement Survey results show that [redacted] consistently rated their Champions programs as:

- Safe and Secure (4.64 to 4.90 out of 5 at every school)
- Very Clean (4.64 to 4.94 at every school. 4.94 is a near-perfect score!)
- Friendly and Positive (4.6 to 4.79 at nearly every school)

We have always felt confident that the [redacted] programs [redacted] excelling in health and safety, but we are very excited to see that families feel the same way.

Engagement and Quality

One of the ways we monitor program quality is through the examination of our Engagement Surveys for families and staff. We have tested the assumption that quality improves outcomes in a way families can feel - and our data shows that it is true. Programs that tended to be rated highly by QIT observers were also more likely to be rated highly by families. This is evidence for the validity of the QIT.

Results show that program quality as measured by QIT scores ties into a range of family, child, employee, and business outcomes as measured by Engagement Surveys and more. Families in higher-quality programs are more engaged and rate their experiences with Champions more positively. Employees are more engaged in higher-quality programs. And higher-quality programs have higher



occupancy that helps our business thrive. Most importantly, our data validates that children see more development throughout the year in higher-quality programs.

Engaged staff implement quality programs that are beloved by families. We attend to QIT and Engagement Survey results carefully, and develop action plans based on this data.



J. Sustainability

Sustainable Family Support

Champions views our role to be that of a hub supporting the whole family. We link families to community services that can be a sustainable source of support into the future. We make extensive efforts to connect families with state child care subsidy resources. We also partner closely with the Public School Wraparound Center.

See our sustainable Plan for Programs in our separate Price Proposal.

K. Customer Satisfaction

Among our proudest achievements is Champions' culture of engagement. Through metrics developed in partnership with Gallup, Champions has discovered that better experiences deepen engagement for everyone—parents, kids, and staff. Deeper engagement establishes stronger connections in the Public School District community. We do not administer surveys merely to collect accolades. We fold all feedback into our continuous improvement model, looking at how our local market can advance, and how our nationwide support can improve the experience of our teams and families.



Champions engagement surveys are far more than satisfaction surveys. Champions' engagement surveys allow us statistical insights related to educational experiences, engagement with families, and success of the kids enrolled at Champions. By soliciting feedback regarding relationships, environment, education, care, communication, and problem resolution, our engagement surveys align with our Service Values.

Family Engagement Surveys

Family Engagement Surveys measure the impact we have on School District families and children we serve. These give us focused and actionable ways to increase engagement by measuring the things that are most important to our parents. Family Surveys reflected strong engagement. All scores are out of a possible rating of 5:

School	Score
	4.69 (an increase of .41)
	4.55 (an increase of .45)
	4.25
Ave	4.46
	4.25
	4.45
	4.56
	4.68



We have already shared with you that the scores regarding safety and security, cleanliness, and a friendly environment reflect very strong performance consistently in these areas. Another area that stands out about [redacted] is Communication. Several schools showed dramatic improvement in this area, including at [redacted] which increased an unheard-of 1.25 points!

Perhaps our favorite story from this year’s Family Engagement Surveys is from [redacted] Elementary. We acknowledge that [redacted] families did not score their programs exceptionally high last year, although the score was still a respectable 4.28 out of 5. This year, we paid special attention to this school, which hosts some of the district’s highest-needs populations. Our scores reflected these efforts, with families rating us **much higher in nearly every area**. Some highlights:

Question	Score	Increase
My center team is a strong partner in raising children.	4.77	+0.77
It is easy to do business with my (center/school).	4.69	+0.44
My center provides a safe and secure environment for my child.	4.81	+0.43
My center has a very friendly, positive environment.	4.88	+0.38
My child’s teachers adjust to the individual needs of my child.	4.62	+0.62
My child’s teachers genuinely care for and nurture my child.	4.45	+0.96
They always deliver on what they promise.	4.69	+0.56
They are the perfect company for people like me.	4.64	+0.50

Overall, the Family Engagement Survey scores from [redacted] are completely consistent with [redacted] we have seen at Champions programs across the country. In the first few years, programs are focused on creating a strong foundation of health and safety. [redacted] Champions’ scores in this area [redacted] simply stellar. Once we’ve got this essential foundation laid, Communication, Relationships, and Educational Quality tend to follow. We expect that the trajectory for the [redacted] programs will follow this arc, and [redacted] Family Engagement Survey results in a cross-section of areas will increase in the coming years if you select us to continue these programs.

Because we live and breathe our Service Values, our Family Engagement Survey results show it. We are already digging into plans to increase these scores still further next year – and as you have seen in our [redacted] scores, when we make a plan to increase engagement, it happens. One strategy is that we are having the questions translated into Portuguese, so as many families as possible can complete the survey without a language barrier.

Employee Engagement Surveys

Our ability to achieve measurably high workplace engagement is the result of investments in our people and culture. According to Gallup, global employee engagement fluctuated more than ever last year, yet Champions’ engagement scores actually held steady at 4.40 out of 5 in 2023. This means Champions has 18 engaged, excited employees for every one that feels disengaged. Our employees’ evaluation of our workplaces places us in the top quartile of comparable businesses nationwide. Our commitment to staff well-being is actually measured, and our leadership teams are held accountable for results that reflect attentiveness to staff well-being. This includes qualities such as listening to and acting on employees’ opinions – enviable in any workplace, but critical where the development of children is involved.



Building a culture of inclusiveness and belonging is deeply connected to our organization’s journey of engagement. We have kept consistent measure of whether we are creating an environment of respect and trust among our employees – and we want to continue evolving to allow an even deeper sense of belonging that allows everyone’s voices to be heard, with additional Inclusion Index questions designed to measure our inclusive practices.

Because of our effectiveness and commitment to deeply enriching employee experiences, we have been honored with the distinction of the Gallup Exceptional Workplace award for the past seven years in a row. We are the only organization in our industry with this recognition of the power of our culture, and one of only four companies worldwide to receive this award for seven consecutive years.

"[KinderCare is] the only company in our portfolio that built the bridge between employees and customers through values. They put those values in the middle, between families and employees, and they've threaded all of these practices into an operating system. Nobody cooks it the way they cook it."

- Ed O'Boyle, Global Practice Leader, Gallup

L. Operating Systems

Creating the best experience for you, your families, and their children requires a broad range of activities behind the scenes. We use several tools and systems to ensure our centers operate as efficiently as possible and our staff can focus on what's most important: creating an exceptional learning environment. Our tools and systems include:

- **Parent Portal:** Our purpose-built, proprietary online financial system, the Champions Parent Portal, makes billing and accounting easy so our Site Directors can focus on staff and children. Management uses the system to manage financial and operational performance and to track and report financial information with real-time accuracy. Parents use the system for on-demand, online views of their account balances, online payments, and automatic billing. Families can change their schedules from week to week, so they don't pay for care they won't use. Families can access registration and enrollment from overseas, supporting the needs of a shifting population.
- **Intranet ("Chalkboard" SharePoint Site):** Our KinderCare intranet gives Area Managers and Site Directors instant access to the resources they need, including operational policies and procedures, employee and family handbooks, onboarding and professional development tools, and menu and nutrition information.
- **Experience Everything:** Our online e-learning platform and repository for curriculum and operations resources.
- **On-Demand Purchasing and Printing:** Our Site Directors use an online system to order supplies, track inventory, manage expenses, and access print-on-demand services for program marketing materials.

Family Support

Families can also connect with the Family Support Team by phone, chat, and email to resolve any concerns that they have. This team does not work on-site and thus operates as a neutral group to take ownership of each customer and family request or concern and quickly resolve it to the family and school's satisfaction.

We appreciate that trust comes when families feel heard and understood, and honor our families' backgrounds with our culturally responsive Family Support Team. This team is able to serve families in about 50 languages.

We are always expanding our capacity to communicate with families in languages other than English, and are developing resources in Portuguese and Arabic, in addition to our long-standing depth of Spanish resources.

Locally, [REDACTED] has worked with your educators on a Google extension to translate with families. This has supported parent conversations, enrollment efforts, and billing questions.

Policies, Procedures, and Other Documentation

KinderCare maintains a comprehensive policies and procedures library, accessible to employees on our intranet. Policies and Procedures cover subjects including:

- Respecting and protecting children,
- Center security and safety,
- Risk management,
- Health and safety,
- Information technology,
- Tuition and billing, and
- Records retention.

We also have a Code of Ethics, Employee Handbook, Quality Foundations Manual, Family Handbook, Early Foundations Curriculum, and other documentation designed to set expectations and **support smooth operations**.

Engagement Is Our Foundation

Champions treasures the connections we've built with our client school districts, and we have been honored by the opportunity to build trust and partnership with your children, families, teachers, and [redacted] Public School District over the years. Our drive to continuously improve the quality and safety of our programs is unrelenting. No other provider can equal our commitment to delivering the strongest programs the before- and after-school industry has to offer—our investment and resources, our customer service orientation and responsive solutions, our people, and, among our proudest achievements, our culture of engagement.

Champions offers you:

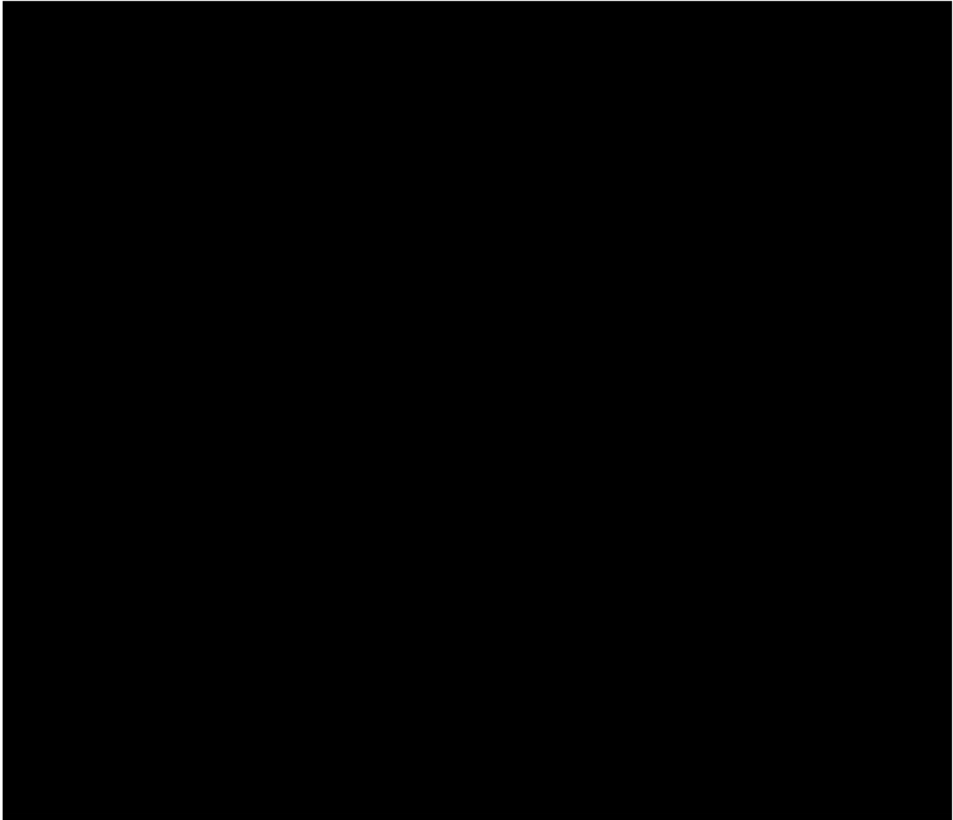
- **Local programs, local roots** – we have embedded ourselves in your community, creating a culture where our teams join your school and community events to show support. You see us at fundraisers, PTO events, holiday events and more. Our measure of success is when you can't imagine life without Champions.
- **KinderCare Learning Companies' expertise**, the largest private provider of early education and care in the nation.
- **Cognia accreditation** provides assurance our extended learning programs meet rigorous standards.
- **Diversity, Equity and Inclusion** are woven into the fabric of who we are, and Inclusion Services ensures we strive to meet the needs of all learners.

"Not only does Champions offer the care we need at a price we can afford, I feel safe leaving my son with the staff at Champions. They know him, they know my family, and they see my son as more than just an ID number or a source of revenue. He is seen as a whole [redacted] and the staff takes care to let my husband or I know of any changes in his behavior or share any suggestions for enrichment that they feel he might be interested in. The staff is made up of educators and parents themselves; they are knowledgeable about childcare and empathetic to the needs of developing children and their families today.

For these reasons, I recommend Champions remain the preferred before and after school program for [redacted] Public Schools. Through Champions, my son has made friends, found time in his day to focus on his creative interests, learned how to play chess, and developed relationships with caring adults in his school community above and beyond his classroom teacher. We are proud to be a Champions family!"

- **Programs that are working.** Transitions are hard, and you never know what you're going to get. You know [redacted], and you know staffing is stable under her steady hand. Your families know [redacted] and her teams. The kids know [redacted] and her teams. Your Champions programs are an asset to your schools and families, a Strategic Lever that accelerates your progress toward your goals.

We're just getting started. You can look forward to advances in curriculum and program quality, and steadily increasing Family and Employee Engagement in the coming years. Talk to your neighbors who have had Champions for five, and ten, and twenty years. They will tell you that our momentum toward continuous improvement is simply relentless. If we can do what we've shown you in only three short years, imagine what the next five years will bring.



Serving the community is fun! [redacted] Champions students pose with their food drive donations

Public schools in today's competitive landscape need an intelligent edge, and Champions programs drive excellence that continues in the crucial before- and after-school time. From our Talent Selection hiring tools to our research-based curriculum to our engagement surveys, we don't just say we are the most engaged and effective in the industry: Our data shows it. External validators like Gallup and Cognia show it. Our families' experiences show it. It is our hope that you will visit our programs in action on a tour to observe directly how our programs make a difference to your students. [redacted] families deserve a partner [redacted] can serve as an authentic bridge between home and school, because [redacted] Public School District provides the [redacted] for its families. We hope you will select us to continue to serve your students, families, and schools.



M. General Conditions

CHECKLIST

Company Name: KCE Champions LLC

✓	All required paperwork and information as stated in Bidder Requirements (#19, Page 13)
✓	Exhibit A-Proof of Visitation, completed
✓	Exhibit B-Certificate on Non-Collusion, completed and signed
✓	Exhibit C-Tax Certification Form, completed and signed
✓	Exhibit D-3 signed and dated references attesting to the quality of programming and ability to meet the scope.
✓	Exhibit E-Price Proposal, completed and signed
✓	Exhibit F-Certificate of Authorization, completed and signed
✓	Exhibit G-Terms and Conditions, signed

a. Certificate of insurance

b. Proof of visitation schedule

c. Non-collusion affidavit

d. Tax-Compliance certification



Exhibit D – References

e. Certificate of Authorization



f. Terms and Conditions

Champions is looking forward to a long and successful partnership with you. We take our responsibilities to fulfill our agreements very seriously, and have carefully examined your specifications. Like you, we are conscientious about protecting our organization. Accordingly, below are aspects of the agreement we'd like to discuss further, although we have signed the Terms and Conditions as a requirement of the RFP.

RFP Requirements

- 9. D. – Upon termination of the contract, Champions would surrender equipment and furnishings owned by the System. We would not surrender our equipment, or our proprietary intellectual property.
- 12. G. – Request “reasonable” removal

Terms and Conditions

- 14. – Champions prefers mutual indemnification
- 26. – Champions prefers to provide “reasonable” records

CHAMPIONS[®]

Attachment A - Family Testimonials

CHAMPIONS®

Attachment B – Licenses

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Attachment C - Teacher's Curriculum Guide Excerpt

CHAMPIONS[®]

Attachment D - Technology Program Overview

CHAMPIONS®

Attachment E - Equipment Overview

CHAMPIONS®

Attachment F - Quality Improvement Tool

CHAMPIONS®

Attachment G - Best Safety Practices Report