



Ms. Ilyse Triestman  
Purchasing Manager  
City of Boynton Beach Procurement Services  
3301 Quantum Blvd., Suite 101  
Boynton Beach, FL 33426

January 10, 2019

**RE: RFP NO. 012-2821-19/IT – WATER CONSERVATION EDUCATION PROGRAM**

Dear Ms. Triestman,

We wanted to take a moment to express our sincere appreciation and gratitude for the opportunity to submit a proposal to deliver your Water Conservation Education Program. Through our work with the City in 2017 and 2018, we recognize the importance of providing customers with the education and assistance necessary to make choices that will result in responsible long-term water use.

At Tinker, our mission is to contribute to a sustainable environment by providing our youth with the tools to build a foundation for a lifetime of responsible water and energy use. We achieve this through a technology rich educational curriculum combined with water conservation kits provided to fifth grade students.

To support the City's water conservation education efforts, we propose Tinker's digital science-based 5th grade curriculum designed to teach students about water and how to use it responsibly. Tinker's program is designed as a turnkey program. We conduct all recruiting activities and provide all materials and services to successfully implement the program in the schools you serve.

Delivered by the classroom teacher, the curriculum fits seamlessly within the current classroom setting. Materials are aligned to support federal and state education standards, feature engaging digital content, and hands-on activities.

The teacher will access an on-demand lesson training module using resources from our on-line platform, or Web App. Armed with the information learned from the training, the teacher delivers the curriculum through five to eight unique classroom lessons. Each lesson includes resources such as streaming video content, on-line assessments, virtual labs and more. The curriculum is particularly engaging for this generation of student, because it is fun, easy to use and can demonstrate concepts in ways print curriculum simply cannot.

To support classroom activities, the Web App includes on-line portals designed specifically for students and parents. Each portal disseminates relevant information to the user and offers the City additional engagement opportunities. This only furthers the program's ability to effect change.

During the final lesson, “At Home”, each student is given a water conservation kit containing home water saving devices. Using the kit, the student completes homework exercises that include:

- measuring the water usage of current home water use devices
- retrofitting home water use devices with the high efficiency devices from their kit
- measuring the post-installation water use of the high efficiency devices from their kit
- developing a pledge to make small changes to the way they use water, consume energy and dispose of waste
- writing a letter to their parents encouraging them to support water conservation and sustainability in their home and community

At the close of the program, data from simple assessments completed at different phases of program implementation is analyzed and provided in a final report to the City. The report summarizes program activities as well as success metrics such as knowledge gained and projected water savings from the kit installation.

We are very enthusiastic about the opportunity to support the City as you consider providing students and their parents with an effective water education program. We hope you are delighted with our digitally based education model and find it as exceptional as we do!

Please consider the following advantages of selecting Tinker LLC.

- **Project Experience:** Tinker LLC has the project experience to successfully implement the City’s Water Conservation Education Program, having implemented several Water Conservation Education Programs in Florida communities *including on behalf of the City in 2017 and 2018*. We encourage the evaluation team to contact our client references to review our performance for them.
- **Knowledge and Project Understanding:** Tinker LLC has thoroughly reviewed the Request for Proposal, understands the City’s dedication to expanding water conservation awareness, and we are ready begin work.
- **Commitment:** Tinker LLC is committed to serving the City proactively, effectively and in a professional manner. We are committed to working with Florida municipalities providing solutions to water, energy and sustainability education, and to completing projects on time, within budget and to your complete satisfaction.

Again, thank you for your time reviewing our proposal. We look forward to the opportunity to work with the City on this project and as your preferred vendor for years to come.

Cheers,



Joseph Thrasher  
President

Tinker LLC  
1451 Danville Blvd., Ste 101  
Alamo, CA 94507

## Table of Contents

<b>Tab 2 – Statement of Organization.....</b>	<b>4</b>
<b>Tab 3 – Minimum Requirements.....</b>	<b>6</b>
<b>Tab 4 – Proposed Scope of Services / Implementation .....</b>	<b>7</b>
1. The Respondent shall describe its implementation plan and approach, including program design, delivery, and assessment of results. ....	7
Approach.....	7
Implementation Plan .....	9
Phase 1: Launch .....	9
Phase 2: Classroom Implementation.....	14
Phase 3: Assessment and Reporting.....	16
2. The Respondent shall detail its unique expertise and resources that provide advantages to the firm’s approach and execution.....	20
3. The Respondent shall provide a schedule for implementation within the 2018-2019 and subsequent school years.....	23
<b>Tab 5 – Qualifications and Experience .....</b>	<b>25</b>
1. The Respondent shall describe its qualifications and demonstrated experience with services of this scale and similar complexity.....	25
2. The Respondent shall describe the expertise and experience of personnel assigned to project, including resume of project manager within the past three (3) years. ....	27
3. The Respondent shall provide sample materials to demonstrate its success in previously implemented similar programs.....	30
<b>Tab 6 – References .....</b>	<b>31</b>
The Respondent shall provide references for similarly successful projects from at least three governmental agencies (or regional districts), including the name of the agency, contact name, telephone, fax and email address. ....	31
<b>Tab 7 – Cost Proposal.....</b>	<b>32</b>
The City of Boynton Beach requests that the firms interested in responding complete the Cost Proposal Form attached herein. Provide a unit fee amount (per student) and an annual amount for the proposed services outlined in the Scope of Work. Please include all expenses in the unit and annual amounts. ...	32
<b>Tab 8 – Submittal Forms.....</b>	<b>33</b>

**Tab 2 – Statement of Organization**

- A. Legal contracting name including any dba. Tinker LLC
- B. State of organization or incorporation. California
- C. Ownership structure of Respondent's company. Limited Liability Corporation
- D. Federal Identification Number. 32-0448444

- E. Contact information for Respondent's Corporate headquarters:

*Physical Address*

Tinker LLC  
1451 Danville Blvd., Suite 101  
Alamo, CA 94507  
Ph: 800-292-9054

*Mailing Address*

Tinker LLC  
P.O. Box 177  
Alamo, CA 94507  
Ph: 800-292-9054

- F. Contact information for Respondent's Local office (if any).

N/A

- G. List of officers, owners and/or partners, or managers of the firm. Include names, business addresses, email addresses, and phone numbers.

Joseph Thrasher

Owner

(925) 208-4497

[Joe.thrasher@tinkerprograms.com](mailto:Joe.thrasher@tinkerprograms.com)

1451 Danville Blvd., Suite 101

Alamo, CA 94507

Katharine Thrasher

Owner

(925) 208-4497

[Katie.thrasher@tinkerprograms.com](mailto:Katie.thrasher@tinkerprograms.com)

1451 Danville Blvd., Suite 101

Alamo, CA 94507

- H. Any additional organizational information that Respondent wishes to supply to augment its organizational structure.

N/A

- I. Contact information for Respondent's Primary representative during this RFP process.



Joseph Thrasher  
President  
(925) 208-4497  
[Joe.thrasher@tinkerprograms.com](mailto:Joe.thrasher@tinkerprograms.com)  
1451 Danville Blvd., Suite 101  
Alamo, CA 94507

- J. Contact information for Respondent's Secondary representative during this RFP process.

Kim Ryle  
Manager – Client Relations  
(925) 263-9183  
[kim.ryle@tinkerprograms.com](mailto:kim.ryle@tinkerprograms.com)  
1451 Danville Blvd., Suite 101  
Alamo, CA 94507

- K. Briefly summarize any potential conflicts of interest, pending or current litigation relating to the performance of requested surveying services in which Respondent is party to.

Disclose any circumstance where the conduct of the Respondent is being investigated or has had an adverse determination by any legal or administrative body.

N/A

- L. Provide details of any ownership changes to Respondent's organization in the past three years or changes anticipated within six months of the Due Date and Time (e.g., mergers, acquisitions, changes in executive leadership).

N/A

**Tab 3 – Minimum Requirements**

Each respondent shall submit information and documentation requested that confirms it meets the following qualification requirement(s):

- a. Must be registered with the States of Florida, Division of corporations to do business in Florida.

Our registration has been submitted and is pending approval.

**Tab 4 – Proposed Scope of Services / Implementation**

- 1. The Respondent shall describe its implementation plan and approach, including program design, delivery, and assessment of results.*
- 

**Approach**

Reaching students and teaching them about water conservation and efficiency is critical to long-term, resource sustainability. Not only do school education programs provide students with information to form life-long habits regarding sustainability and the importance of efficient use of natural resources, students also take the message home to parents to affect change today.

In response to the digital world in which today's students are comfortable, Tinker has developed a program that lends itself to real-time information, and the flexibility to make content changes quickly. Our turnkey Water Conservation Education Program offers an environmentally responsible, technology-based program model that targets 5<sup>th</sup> grade students and their teachers. The program provides teachers with a water conservation curriculum using an online software platform or Web App that engages teachers and students, bringing the focus on water savings from schools to each student's family.

The Web App includes exciting, digital curriculum that teachers can customize to the specific learning needs of each student. The program's goals are to:

- Provide the City's youth with basic knowledge that will result in a lifetime of responsible water use
- Generate immediate water savings through the distribution of a water conservation kits and lessons that encourage students and their parents to install the water efficient products
- Cross promote the City's other residential program offerings to increase participation
- Improve and capture water efficiency behaviors by:
  - Tracking the installation of kit measures
  - Integrating behavior change strategies through competitions, pledge programs, and mobile technologies
- Reduce the impacts on natural resource consumption, and contribute to a reduction in the emissions of greenhouse gases (GHGs), through online delivery of program curriculum

Tinker offers end to end implementation services so you can participate as much or as little as you prefer. Our services include:

- Complete program management
- Customization of all participant resources
- Identification and recruitment of local teachers
- Real-time tracking & reporting of all program actions

- Soliciting participant feedback
- Final reporting including savings projections
- Any associated resources needed to participate.

Once teachers enroll in the program, we use the Web App to provide teachers with creative hands-on classroom, and in-home education projects that encourage families to adopt better water usage habits and install the water efficiency measures found in the water conservation kit. This platform engages teachers and students, bringing the focus on water savings from schools to each student's family. It contains exciting, digital curriculum that teachers can customize to the specific learning needs of each student

Each student will receive a water conservation kit containing easy to install water efficiency measures. We will process kit requests quickly and efficiently, using integrated software solutions that optimize our supply chain and fulfillment processes and allow us to easily track the measures installed.

Fostering competition is a powerful educational and motivational strategy. We will utilize classroom competitions to increase installation rates of kit components. Example: a competition, where students post pictures of the product installed in their homes.

Finally, students will use the program's online portal to educate themselves, and encourage their parents to adopt water-efficient behaviors. Parents and students can pledge to save water, opt for digitally delivered water efficiency tips and strategies, stream video content depicting their peers conducting water efficiency activities, view the City's other residential program offerings, and provide feedback on the program.

During the final phase of our operational plan, we will ask teachers and parents to provide feedback on the program via online surveys. Moreover, we will continue to engage teachers, students, and parents with water efficiency messaging designed to change energy use behaviors at home.

The City will receive a final report that includes a complete description of the program and summarizes all outcomes, including projected water and energy savings. Finally, we will follow up with teachers and parents to encourage future participation in this, and other City programs.

## **Implementation Plan**

The successful administration of the Water Conservation Education Program is guided by Tinker's proven implementation plan. The program operates in three distinct phases:

### **Phase 1: Launch**

- 1.1 Identify Eligible Schools
- 1.2 Program Customization
- 1.3 Contest and Grant Programs
- 1.4 Water Conservation Kits
- 1.5 Educational Materials
- 1.6 Materials Production

### **Phase 2: Classroom Implementation**

- 2.1 Teacher Outreach & Enrollment
- 2.2 Materials Assembly & Shipment
- 2.3 Program Delivery
- 2.4 Teacher Confirmation & Support

### **Phase 3: Assessment & Reporting**

- 3.1 Data Collection
- 3.2 Assessment
- 3.3 Participant Feedback
- 3.4 Projected Water and Energy Savings
- 3.5 Program Tracking
- 3.6 Reporting

## **Phase 1: Launch**

### **1.1 Identify Eligible Schools**

Tinker LLC will research, identify, and recruit 5<sup>th</sup> grade teachers and students at schools approved by the City. If the City does not have a list of schools available, Tinker can research schools defined by a list of zip codes or service area map supplied by the City. The City is free to identify any specific areas to target for outreach and program participation.

### **1.2 Program Customization**

Tinker LLC will customize the program to incorporate the City's desired messaging and branding. This includes printed and digital material customization, incorporation of any PR objectives, integration of any additional residential water conservation programs, and including additional questions within assessments to meet additional reporting requirements. Digital

samples or mock-ups of the modified materials will be sent to the City for review and approval prior to production. Upon receipt of final approval, materials will be produced in preparation for shipment to enrolled classrooms.

### **1.3 Contest and Grant Programs**

A fun component of the Water Conservation Education Program are the various contests and grants available to participating teachers, students and their families. These include:

#### **Students**

*Photo Contest:* Students can text a picture of the installed showerhead or aerators with the word CONSERVE to 63566 for a chance to win a FitBit Charge.

*Video Contest:* Students can create a short 2 to 3 minute video about water conservation for a chance to win an iPad mini. Videos can be uploaded through the Tinker web app.

#### **Teachers**

Through the program teachers are afforded the opportunity to earn a \$50 mini grant for classroom materials. To earn the mini grant 75% of the teacher's students must complete the on-line questionnaire.

### **1.4 Water Conservation Kits**

Each student and teacher participating in the Water Conservation Education Program receives a take home Water Conservation Kit. The kit is full of tools and retrofit devices that contribute to immediate water savings at home.

Each kit is delivered in a color kit box. The kit box is branded with the Boynton Beach logo and carries any message related to water conservation that may be desired. Each water conservation product is nestled in a 100% recycled corrugated tray. QR codes are directly printed on the box and are used to access on-line product installation videos. Each kit contains the following items:

- Showerhead. 1.5 GPM / Watersense certified
- Kitchen Faucet Aerator. 1.5 GPM, dual function, swivel
- Bathroom Faucet Aerator. 1.0 GPM
- Water Flow Rate Bag
- Toilet Leak Detector Tablets
- Outdoor Watering Gauge
- Any additional information the City would like to include

## 1.5 Educational Materials

The Water Conservation Education Program is designed to be delivered and taught by the classroom teacher. Teachers receive a complete set of program materials to facilitate and support instruction to students. A variety of expertly developed materials educate about water conservation and encourage water conservation behaviors while supplementing the science and math curriculum already taught in the classroom. Most materials are delivered digitally through an online Web App providing convenient and instant access by making materials available with just a few simple steps.

### *Digital Materials*

Educators across the country have identified the need for “...integration of technology in education to increase the effectiveness of education infrastructure, train students of varying abilities and backgrounds and prepare a workforce possessing skills meeting and exceeding those required in today’s global marketplace.”<sup>1</sup>

While supporting this need, we have found digitally delivered water conservation curriculum to be particularly engaging because it is fun, easy to use and can demonstrate water conservation concepts in ways print curriculum cannot. Using technology allows students to explore beyond the standard curriculum, giving them a platform to ask additional questions as they arise. For the utility we increase engagement opportunities furthering the program’s ability to effect change. Our Web App clearly organizes and disseminates materials in three distinct portals; Teacher Portal, Student Portal, and Parent Portal.

**Teacher portal.** The teacher portal is designed in a clearly structured usable format, making implementation easy for new, as well as, veteran teachers. The teacher portal includes:

- Unit Plan. Resource for teachers to plan.
- Teacher Tutorials. On-demand training content to guide teachers through the program.
- Documents. Digital repository to view or print program materials.
- Evaluation. Teacher Program Evaluation.
- Frequently Asked Questions (FAQs). FAQs for teachers.
- Classroom Lessons. Each classroom lesson comes complete with:
  - Classroom teaching resources
  - Streaming video content
  - Teacher demonstration activity
  - Hands-on student classroom activity
  - Vocabulary activity
  - Student assessment
  - Education standards supported within the lesson

---

<sup>1</sup> California Council on Science and Technology, Innovate to Innovate (i2i) report, February 2011.

**Student portal.** The student portal is designed to support the lessons taught in the classroom. The student portal includes:

- Checklist. Step by step checklist to complete the homework associated with the “At Home” lesson.
- Online video. Access to online video content that demonstrates the installation of the products found in the Water Conservation Kit.
- Student Questionnaire. Access to the Student Questionnaire required to be completed at the close of the program.
- Photo Contest. Information about the Student Photo Contest.
- Video Contest. Ability to register and submit the student developed video for the video contest.
- Additional Water Conservation Program Integration. Information and access to any other Water Conservation Programs promoted by the utility.

**Parent portal.** The Parent Portal provides relevant materials for families of students participating in the program. It can be hosted in multiple languages, contains custom adult education content, parent feedback forms, redirects to utility web pages and can include streaming content from the utility website. It is built to match content and messaging from the utility. The parent portal includes:

- Multiple Languages. The parent portal can be published in multiple languages.
- Program Evaluation. Parent Program Evaluation.
- Online video. Access to online video content that demonstrates the installation of the products found in the Water Conservation Kit.
- Learn More. Link to additional Water Conservation tips or programs.
- Test Your Knowledge. Quiz for parents to test their knowledge of water conservation.

### *Print Materials*

To support the digital materials teachers and students are provided a set of printed material. Print materials are delivered directly to the classroom with the classroom set of Water Conservation Kits and include:

- Teacher Edition Program Guide. One for each teacher. The Teacher Guide provides teachers with:
  - Step by step guide to completing the program
  - Direction to access the web app
  - Print copies of the online activities.
- Teacher Lesson Kit. This contains all the resources needed to complete the classroom activities.



- Classroom set of letters to parents. Provided in multiple languages this letter explains the program and encourages parents to become active participants in their child's education.
- Classroom set of student workbooks. Used to support classroom lessons. The book Pledge Templates. At the conclusion of the program students write a letter to their parents pledging to make changes in water use habits based on what they learned in the classroom. The pledge is signed by the parent(s) and serves as the guide for changing water use behavior at home.

### **1.6 Materials Production**

Upon receipt of final approval, materials will be produced in preparation for shipment to enrolled classrooms. Completed print materials and Take-Home Water Conservation Kits will be held for direct distribution to classes based on their preferred implementation timing.

## **Phase 2: Classroom Implementation**

### **2.1 Teacher Outreach & Enrollment**

Tinker LLC will make direct contact with individual eligible teachers, using a variety of communication tools to introduce the program and collect enrollment commitments. Our strategy includes:

- Identification. We identify the schools that are served by the utility
- Targeting. We recruit each teacher individually from approved schools
- Data Mining. We collect all data related to our targeted teacher. This includes phone, e-mail address, bell schedule, prep period etc...
- Careful Timing: Conducting outreach activities on a day and during a specific time in which teachers will typically respond
- Unique Messaging. Our message is designed specifically for teachers. This includes:
  - Education Standards. Emphasizing education standards supported by the program
  - Social Acceptance. Including information about participating colleagues
  - Language. Incorporating words/terms uniquely used by educators
  - Referral Program. For teachers who encourage their colleagues to participate
- Various Channels. We conduct outreach through various channels such as; digital (e-mail & web), telephone, and U.S. Mail

When committing to implementing the program, teachers indicate the number of students that intend to participate and the date in which they expect to begin. We verify school eligibility and confirm enrollment with the teacher.

### **2.2 Materials Assembly & Shipment**

Tinker LLC will ship printed materials and Kits to the enrolled classrooms. The quantity of materials sent is based upon the teacher's verbal or written confirmation of the number of students enrolled. Materials are scheduled to arrive two weeks prior to the date teachers indicated they'd like to start the program. This gives teachers the opportunity to substantially review the content prior to beginning.

### **2.3 Program Delivery**

Upon receipt, the curriculum is administered by the teacher. The program material is designed to integrate and supplement the science and math curriculum already taught in the classroom while supporting federal and state education standards. Teachers are the ideal choice to deliver the program because they:

- are highly qualified to deliver program content

- know their students' learning style (e.g., visual, auditory or kinesthetic) and can adapt the program content to successfully reach each student
- possess a fundamental understanding of basic program content because grade level education standards dictate that teachers must incorporate similar content into their own lesson plans

All resources needed to complete program are provided including on-demand teacher training. Most materials are delivered online which provides convenient and instant access making materials available with just a few simple steps. This increases engagement opportunities furthering the programs ability to affect change.

During the final lesson, "At Home", each student is given a water conservation kit containing home water saving devices. The student then completes homework exercises that give families the opportunity to immediately begin saving water and to identify long-term responsible water use habits. These exercises include:

- measuring the water usage of current home water use devices
- retrofitting home water use devices with the high efficiency devices from their kit
- measuring the post-installation water use of the high efficiency devices from their kit
- developing a pledge to make small changes to the way they use water, consume energy and dispose of waste
- writing a letter to their parents encouraging them to support water conservation and sustainability in their home and community

The data collected during the homework exercises is recorded in an online student questionnaire.

## **2.4 Teacher Confirmation & Support**

Tinker LLC will contact participating teachers at various times throughout the program to confirm they received their materials and are provided support. Once the initial classroom lessons are completed, participating teachers are sent monthly e-mails with new lessons that incorporate water conservation topics but align to education standards in subjects outside of science and math. This will help keep water conservation in the forefront of the students' learning experience. This simple yet subtle resource will increase persistence and create an already engaged teacher base for the utility to utilize whenever school-based education is needed.

## Phase 3: Assessment and Reporting

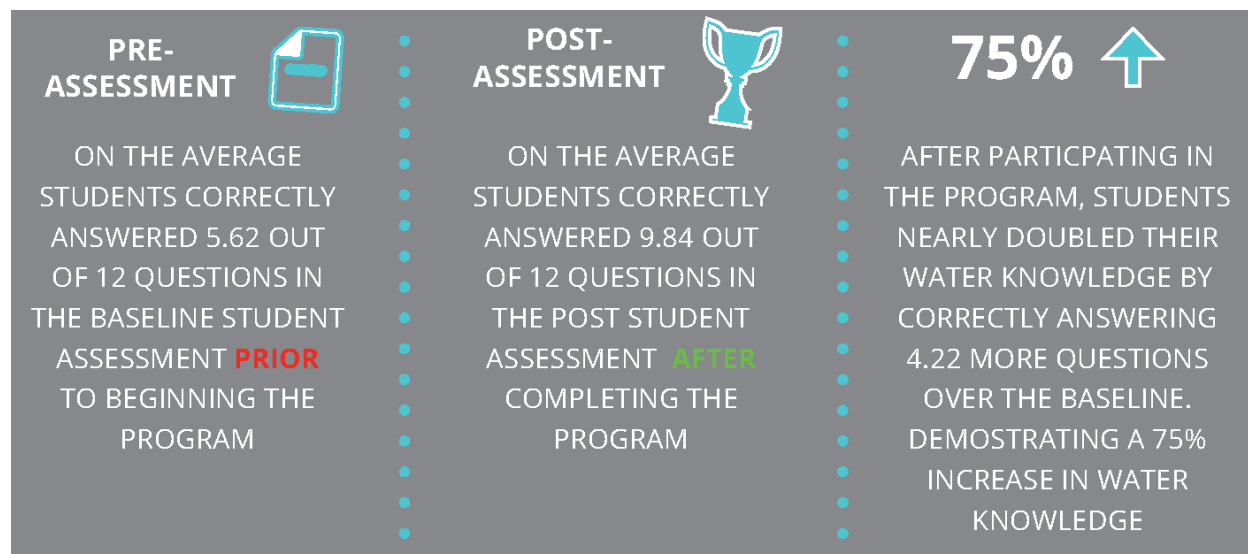
### 3.1 Data Collection

Tinker LLC will collect data through Tinker’s Web App. Teachers, students and parents are all prompted to complete assessments and survey’s during the implementation of the program. Teachers will also receive a self-addressed, postage paid envelope to use for returning “Thank-you Letters” from students.

### 3.2 Assessments

During the Water Conservation Education Program, assessments are administered at various points to measure learning for each student. A baseline assessment is administered at the beginning of the program, a lesson assessment is administered at the close of each lesson and a full program assessment is administered at the conclusion of the program. Using data collected during these assessments, we can estimate the growth in the water conservation knowledge amongst participating students.

The table below contains our estimate of knowledge growth within water conservation topics for participating students. This estimation was based on data collected from Boynton Beach students during the 2017-2018 school year.

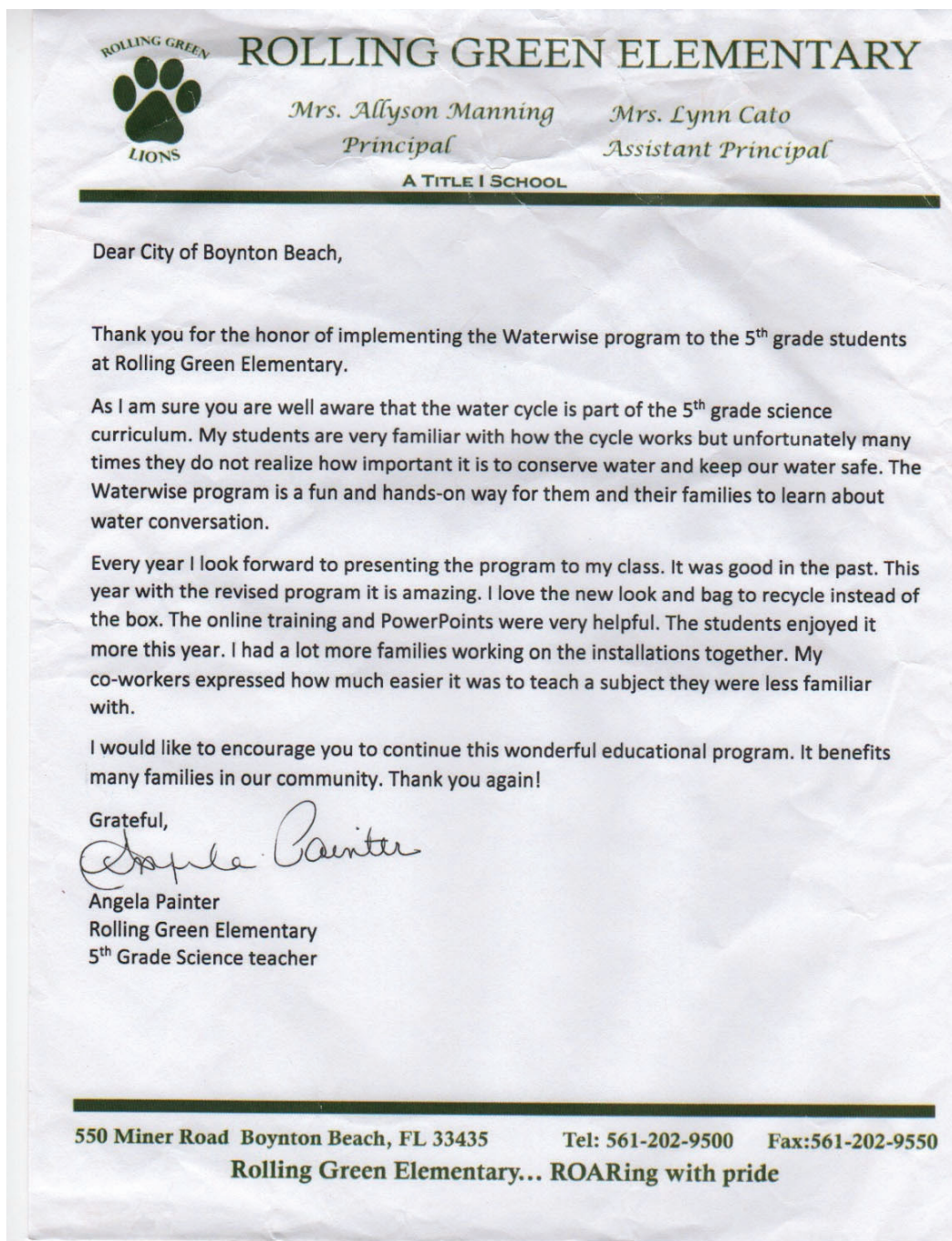


### 3.3 Participant Feedback

Upon the conclusion of the program, teachers, students and parents are asked to complete an evaluation of the program. Evaluations are submitted via the Web App. The information

gathered in these evaluations are carefully reviewed and used to improve the program year over year.

In addition to evaluations, participant letters are encouraged. Letters come from teachers, students and parents. Below you will find a letter from a Boynton Beach teacher who previously participated in a traditional Water Conservation Education Program then participated in a Tinker Program.



### 3.4 Projected Water and Energy Savings

During the final lesson, “At Home”, each student is given a water conservation kit containing home water saving devices and completes homework exercises that include:

- measuring the water usage of current home water use devices
- retrofitting home water use devices with the high efficiency devices from their kit
- measuring the post-installation water use of the high efficiency devices from their kit

The data generated while completing the homework exercises, as well as general household information is recorded in an online student questionnaire. The collected data is analyzed and used in conjunction with independently verified assumptions to forecast potential water and energy savings. Savings are forecasted using the EPA Watersense specification algorithms.

### 3.5 Program Tracking

To accurately track all program actions, we employ a state-of-the-art tracking system. All program actions and interactions are digitally recorded in real-time. This includes outreach activities such as:

- How many times an eligible school has been contacted
- Schools enrolled
- Schools that have completed the program
- Pipeline of enrolled schools

Because our solution is delivered via Web App we use advanced analytics software to capture all participant interaction within the Web App with absolute certainty. Actions are reported in real-time and are analyzed to provide insights into program activities. This includes:

- Time and frequency a teacher delivers lesson
- Level of parent participation by classroom
- Leads generated in other City promoted residential programs
- Teachers that are implementing the program
- Lessons that are used most frequently
- Length of time spent in the Web App
- Those teachers that are not active within the Web App

Analysis of the data allows for:

- Targeted follow-up of low performing schools, ensuring goals are met.
- Proactive participant engagement based on actions.
- Warm leads for additional City promoted residential programs.

### **3.6 Reporting**

All program actions and interactions are digitally recorded in real-time ensuring teachers are implementing the program in the Classroom. Realtime data is made available through our online client dashboard. Program data can be viewed at any time just by logging in. If the data desired is not available on the dashboard the City can request an ad-hoc report at any time.

Moreover, Tinker LLC will prepare a Final Program Report presenting information on program participants, implementation steps and data collected. The Final Program Report will be prepared at the end of the school year and provided to the CITY in July of each calendar year.



- 
2. *The Respondent shall detail its unique expertise and resources that provide advantages to the firm's approach and execution.*
- 

Tinker's unique approach offers a number of advantages to the City as well as program participants. These include:

### 1. Our Lessons.

**Crowdsourcing Lesson Development.** All of our lessons are crowdsourced through current classroom teachers. This model affords advantages such as:

- Lesson design incorporates the most current technology available online and in the classroom
- Current water issues are incorporated
- Social acceptance amongst teachers. Teachers are more likely to adopt lessons written by their colleagues versus a former teacher that has not been in the classroom for a few years

### 2. Engagement.

**Online Platform or Web App.** Greater program participation driven by our online platform (Web App) because:

- Available within the medium in which people are accustomed to spending time
- Advanced analytics software to capture all participant interaction within the Web App with absolute certainty. Actions are reported in real-time and are analyzed to provide insights into program activities. This allows Tinker to deliver:
  - Targeted follow-up of low performing schools, ensuring goals are met.
  - Warm leads for additional residential programs
  - Maximized engagement by adjusting messaging in real-time

**Flexibility in real-time.** Ability to adjust lessons or messaging in real-time to maximize engagement

**Alternative Engagement Opportunity.** Opportunity to provide further engagement and opportunity beyond initial program participation

**Real-time Tracking.** Robust and real-time tracking and reporting of all program actions

### 3. Cost.

Lower program costs due to the Web App that replaces many paper-based documents

### 4. Experience

**Our experience in Florida.** Tinker LLC currently works with utilities and schools in many different geographic areas in Florida. This affords us advantages such as:

- An understanding of water in Florida.



- An understanding of the role of the Water Management Districts.
- A deep understanding of current Sunshine Standards and changes considered for the future

**Teachers.** During the spring of 2017 and 2018, 5<sup>th</sup> grade teachers at Boynton Beach schools implemented our program. Advantages include:

- *Relationships.* Our current relationship with teachers gives us the ability to tap into the expertise of the 5<sup>th</sup> grade teachers within the City’s service area who deliver curriculum daily, understand their audience, and have direct relationships with families
- *Satisfaction.* Here is what a few teachers had to say about our program:

“I loved the numerous opportunities to incorporate technology into instruction, including the virtual soil lab, video clips, and QR Codes. My kids were so excited to help their families save money and really seem to be more cognizant of how much water they are using when washing their hands, getting a drink, etc. They even made the connection between all the rainfall this past week and how people should be able to cut down on watering their lawns since we already have our “1 inch for the week.” Joe has been a pleasure to work with and always responds quickly to any questions or requests. Thanks!”

Mrs. Painter  
5<sup>th</sup> Grade teacher  
Rolling Green Elementary

“I have participated in water conservation programs with my class in the past and this year has been the most successful. I truly believe this is because of the addition of interactive activities provided for the students in the workbook as well as the virtual lab in Lesson 2. My class loved exploring more about efficiency and conservation using the QR Codes with our iPads. Simply varying the presentation of information to kids can make a world of a difference.”

Mrs. Potenza  
5<sup>th</sup> Grade teacher  
Galaxy G3 Elementary

“I really like how science and math are incorporated and the nice kits are good motivation for the students to do the activities.”

Mr. Pikuza  
5<sup>th</sup> Grade teacher

## 5. Program Outcomes.

**Forecasted Savings.** Through our unique program format students install their products at a higher rate than a traditional program. The table below shows the installation rate of products from Boynton Beach families participating in the Spring 2018 Tinker Water Conservation Education Program:

72% of students reported installing the showerhead  
67% of students reported installing the kitchen aerator  
65% of students reported installing the bathroom aerator

When this data is plugged into the EPA’s Watersense algorithm used to forecast savings, the result is higher than the average Water Education Program.

**Increased Knowledge.** To identify the baseline knowledge of water concepts, students complete a pre-assessment prior to beginning the program. At the close of the program students completed a post-assessment. The results are used to determine if the lessons were effective thus resulting in a net gain of knowledge of water concepts. The outcome of the Spring 2018 Boynton Beach program is below:

*Results of the PRE-Assessment:* on the Average students correctly answered 5.62 out of 12 questions IN the baseline student assessment prior to beginning the program

*Results of the Post-Assessment:* on the Average students correctly answered 9.84 out of 12 questions IN the POST student assessment after completing the program

*Outcome:* after participating in the program, students nearly doubled their water knowledge by correctly answering 4.22 more questions over the baseline.  
DEMONSTRATING a 75% increase in water knowledge

- 
3. *The Respondent shall provide a schedule for implementation within the 2018-2019 and subsequent school years.*
- 

## **Timeline**

### **Spring 2019**

#### **Phase 1: Launch**

February 2019 - March 2019

- Branding information provided by City of Boynton Beach Utilities
- Teacher and student incentive program developed
- Print & digital materials published
- Water conservation kits built for distribution
- Quality control checks performed on all materials & kits
- School contact information identified

#### **Phase 2: Classroom Implementation**

March 2019 - May 2019

- Teacher & schools introduced to the program
- Participation commitments collected
- Access to digital materials granted
- Print materials shipped
- Water Conservation Kits shipped
- Contact with teachers to confirm delivery
- Periodic contact with teachers based on implementation progress
- Collection of all assessments & surveys
- Evaluation of data collected

#### **Phase 3: Assessment & Reporting**

May 2019 - June 2019

- Program closed to participation
- Program data compiled and analyzed
- Final report developed and delivered

**Timeline****School Year 2019-2020, 2021-2022, 2023-2024, 2024-2025***(XX represents subsequent year)***Phase 1: Launch****October 2019(XX) - March 2020(XX)**

- Branding information provided by City of Boynton Beach Utilities
- Teacher and student incentive program developed
- Print & digital materials published
- Water conservation kits built for distribution
- Quality control checks performed on all materials & kits
- School contact information identified

**Phase 2: Classroom Implementation****March 2020(XX) - May 2020(XX)**

- Teacher & schools introduced to the program
- Participation commitments collected
- Access to digital materials granted
- Print materials shipped
- Water Conservation Kits shipped
- Contact with teachers to confirm delivery
- Periodic contact with teachers based on implementation progress
- Collection of all assessments & surveys
- Evaluation of data collected

**Phase 3: Assessment & Reporting****May 2020(XX) - June 2020(XX)**

- Program closed to participation
- Program data compiled and analyzed
- Final report developed and delivered

---

**Tab 5 – Qualifications and Experience**

- 1. The Respondent shall describe its qualifications and demonstrated experience with services of this scale and similar complexity.*
- 

We have experience implementing similar program over the last several years with several Florida municipal utilities including the City. Below you'll find a brief description of select programs

- **City of Boynton Beach (Florida).** Tinker LLC was first selected to implement the Water Conservation Education program during the 2016-2017. The purchase order was issued in mid to late spring thus only providing teachers with a small window in which to implement the program. The program resulted participation of 943 5<sup>th</sup> grade students during the spring.

During the 2017-2018, the City once again selected Tinker LLC to implement the program. The purchase order was issued in mid to late spring thus only providing teachers with a small window in which to implement the program. The program resulted participation of 527 5<sup>th</sup> grade students during the spring.

- **Orange County Utilities (Florida).** Tinker LLC was selected to implement the 2017-2018 Water Conservation Education Program for middle school and high school. The program resulted in the participation of:
  - 789 middle school students
  - 222 high school students

In the fall of 2018, Tinker LLC was selected to provide the Water Conservation Education Program for elementary, middle and high schools. The program is currently in implementation. Current participation figures are as follows:

- 1038 elementary school students
- 980 middle school students
- 159 high school students

- **City of Clearwater (Florida).** Tinker LLC was selected to implement the 2017-2018 Water Conservation Education Program for elementary schools. The program resulted in the participation of:
  - 1025 elementary school students

In the fall of 2018, Tinker LLC was again selected to provide the Water Conservation Education Program for elementary schools. The program is currently in implementation. Current participation figures are as follows:

- 750 elementary school students

- **City of Winter Park (Florida).** Tinker LLC was selected to implement the 2017-2018 Water & Energy Conservation Education Program for elementary schools. The program resulted in the participation of:
  - 33 elementary school students

In the January of 2019, Tinker LLC was again selected to provide the Water & Energy Conservation Education Program for elementary schools. The program is currently in the Phase 1: Launch. Thus teacher recruitment had not begun.

- **Delray Beach (Florida).** Tinker LLC was selected to implement the spring 2019 Water Conservation Education Program for elementary schools in December of 2018. The program is currently in implementation. Current participation figures are as follows:
  - 339 elementary school students

- 2. The Respondent shall describe the expertise and experience of personnel assigned to project, including resume of project manager within the past three (3) years.*
- 

Below are brief profiles of the team members that are identified as key personnel in the design and implementation of the Water Conservation Education program. The profiles are followed by the detailed resume of Joe Thrasher, who will serve as the project manager for this program.

**Joe Thrasher. Co-Founder**

With over seventeen years of experience designing and implementing water and energy education programs, Joe is an expert in the efficiency education space. He specializes in curriculum development, strategic program design and all aspects of efficiency education implementation.

Joe's experience includes designing and developing many K-12 education programs throughout Florida. This includes the design and development of several K-12 water, energy, sustainability education programs on behalf of municipal utilities.

Joe holds a Bachelor of Science degree in Business Administration and a minor in Technology from the University of the Pacific in Stockton, California. He is a California native and resides in the San Francisco bay area with his wife and three daughters.

**Heather Devany. Director of Education**

Heather has spent eighteen years in education; three years as an administrator and fifteen years as a classroom teacher. She has taught 2nd, 3rd, 5th and 6th grade. Twice, Heather has been a member of the California Distinguished School writing committee and was the 2006-2007 Quail Run Elementary School Teacher of the Year. In addition to her duties with our organization, Heather team-teaches 5th grade. As a part time classroom teacher she is an invaluable asset to our team, providing insight and direction about current teaching trends.

Serving as Director of Education, Heather oversees the creation and development of our education content and delivery. Heather is responsible for managing the crowd sourcing techniques we employ to generate engaging educational content.

Heather holds a Master of Arts in Education from California State University Stanislaus, a Bachelor of Arts, Diversified Major, from University of the Pacific, a Professional Clear Credential with CLAD certificate from National University and an Administrative Certificate, from California State University, Stanislaus. She is a California native and resides in the Central Valley with her husband and three sons.

**Mike Henry, CIO**

Mike is our chief software architect and serves as our CIO. With twenty years of experience, Mike has participated in a wide range of software endeavors spanning from flagship and commercial products to mission-critical internal applications.

Mike is well respected, highly motivated and exhibits an exceptional degree of ownership and commitment to whatever charter assigned. He is a self-starter, taking the initiative to learn and grow, fill unaddressed needs, and reshape and/or eliminate inefficient processes. Delivering tangible business value is one of his core drivers. Simply put, Mike loves all things software due to its limitless value.

Mike is an Alaska native and resides in Sacramento, California with his wife and two children.

**Dan Natividad, Director of Marketing**

Dan Natividad has over 15 years of experience implementing strategic marketing plans for organizations in the energy and healthcare industries. Dan has led sales and marketing campaigns utilizing a wide range of marketing tactics such as grass-roots social campaigns, traditional media, and digital marketing.

Dan's experience includes a stint as Blue Shield of California's Director of Strategy, Interactive Marketing and Client Experience where he was responsible for driving marketing strategy and overseeing campaign implementation for several lines of business.

Dan holds a MBA (marketing emphasis) from University of the Pacific and a Bachelor of Science in Neurobiology, Physiology, and Behavior from UC Davis. He is a California native and resides in the Central Valley with his wife and two children.



*Joe Thrasher*

---

**Program Title:** Project Manager

**Qualifications:**

- Seventeen years experience in Water and Energy Education Programs
- Expert in K-12 Water and Energy Education Program Design
- Authority on integration of utility sponsored K-12 Water and Energy Education Programs into elementary school classrooms
- Proficient in data collection and reporting portals for utility compliance
- Proven track record meeting and exceeding utility goals

**Work Experience:**

Tinker LLC, 2014 to current – President

Direct the company's design and implementation of efficiency programs. He leads the company's long-term vision and promotes a culture that positively influences the way Tinker's employees work with each other and the way Tinker serves their clients.

Resource Action Programs, 2010 to 2014 – President, 2004 to 2010 - Vice President

Resource Action Programs (RAP) designs and implements water and energy efficiency education programs on behalf of utility companies. Thrasher designed, directed, and managed thousands of water and energy efficiency education programs targeting elementary schools. During his tenure RAP grew from five employees serving seven utilities to 50 employees serving nearly 100 utilities while reaching nearly 500,000 households annually.

Energy Technology Laboratories, 2002 to 2004 – Vice President, 2001 to 2002 – Plant Manager

Energy Technology Laboratories (ETL) designed and manufactured high-efficiency showerheads. At ETL, Thrasher oversaw product development, manufacturing, inventory, packaging, importing and exporting, domestic shipping and purchasing. Under his guidance Energy Technology Laboratories successfully integrated fulfillment of utility programs into operational offerings.

**MEMBERSHIPS**

Alliance for Water Efficiency, Outreach and Education Committee.

**EDUCATION**

University of the Pacific, Stockton, CA 1999  
Bachelor of Science, Business Administration  
Minor, Technology

3. *The Respondent shall provide sample materials to demonstrate its success in previously implemented similar programs.*
- 

See sample materials & demonstrated success envelopes included with this submission

**Tab 6 – References**

The Respondent shall provide references for similarly successful projects from at least three governmental agencies (or regional districts), including the name of the agency, contact name, telephone, fax and email address.

1. **Orange County Utilities** (Florida)

*Project: 2018, 2019 Water Conservation Education Program*

*Elementary School, Middle School & High School*

Contact: Jessica Green, M.N.M

Phone: 407-254-9846

E-mail: [Jessica.Green@ocfl.net](mailto:Jessica.Green@ocfl.net)

2. **City of Clearwater Public Utilities** (Florida)

*Project: 2017, 2018, 2019 Water Conservation Education Program*

*Elementary School*

Contact: Jerry Wells

Phone: 727-562-4960 ext. 7226

E-mail: [jerrywells@myclearwater.com](mailto:jerrywells@myclearwater.com)

3. **City of Winter Park** (Florida)

*Project: 2018, 2019 Sustainability Education Program*

*Elementary School*

Contact: Vanessa Balta-Cook

Phone: 407-599-3364

E-mail: [VBaltaCook@cityofwinterpark.org](mailto:VBaltaCook@cityofwinterpark.org)

**Tab 7 – Cost Proposal**

The City of Boynton Beach requests that the firms interested in responding complete the Cost Proposal Form attached herein. Provide a unit fee amount (per student) and an annual amount for the proposed services outlined in the Scope of Work. Please include all expenses in the unit and annual amounts.

**REQUEST FOR PROPOSALS  
FOR  
WATER CONSERVATION EDUCATION PROGRAM  
RFP No.: 012-2821-19/IT**

**COST PROPOSAL FORM**

Proposers must use this form for submitting its Cost Proposal. The price shall be fixed and firm and should be fully burdened to include all necessary elements such as but not limited to salary, general administrative expenses, travel, mileage, overhead and fee/profit needed to perform all of the services described under this solicitation.

ITEM	QTY	UNIT OF MEASURE	DESCRIPTION	UNIT COST	ANNUAL COST
1.	1,100	STUDENTS PER SCHOOL YEAR	Conservation Education Program service	\$ <u>12.75</u>	\$ <u>14,025.00</u>
2.	1,100	STUDENTS PER SCHOOL YEAR	Water Conservation Kits	\$ <u>9.99</u>	\$ <u>10,989.00</u>
			TOTAL ANNUAL FEE:	\$ <u>25,014.00</u>	

Tinker LLC

COMPANY NAME



AUTHORIZED SIGNATURE

( 925 ) 208-4497

TELEPHONE NO.

Joseph Thrasher

PRINTED NAME

joe.thrasher@tinkerprograms.com

E-MAIL ADDRESS

President

TITLE

1/14/2019

DATE

**Tab 8 – Submittal Forms**

Respondents must complete and submit the required forms in order for submittal to be considered a valid response. ***DO NOT INCLUDE YOUR PRICE PROPOSAL FORM IN THIS SECTION RATHER INCLUDE IT IN TAB 7 – COST PROPOSAL.***

.



**REQUEST FOR PROPOSALS  
FOR  
WATER CONSERVATION EDUCATION PROGRAM  
RFP No.: 012-2821-19/IT**

**PROPOSER ACKNOWLEDGEMENT**

Submit RFP's to: **PROCUREMENT SERVICES**  
3301 Quantum Blvd., Suite 101  
Boynton Beach, Florida 33426  
Telephone: (561) 742-6322

RFP Title: **WATER CONSERVATION EDUCATION PROGRAM**

RFP Number: **012-2821-19/IT**

RFP Received by: **JANUARY 14, 2019, NO LATER THAN 2:30 P.M.**

RFP's will be opened in Procurement Services unless specified otherwise. RFP receiving date and time is scheduled for: **JANUARY 14, 2019, NO LATER THAN 2:30 P.M. (LOCAL TIME)** and may not be withdrawn within ninety (90) days after such date and time.

All awards made as a result of this RFP shall conform to applicable sections of the charter and codes of the City.

Name of Professional: TINKER LLC

Federal I.D. Number: 32-0448444

A Corporation of the State of: CALIFORNIA


Area Code: 925 Telephone Number: 208-4497

Area Code: 925 FAX Number: 208-4497

Mailing Address: P.O. BOX 177

City/State/Zip: ALAMO, CA 94507

E-mail Address: hello@tinkerprograms.com

  
\_\_\_\_\_  
Authorized Signature

Joseph Thrasher

\_\_\_\_\_  
Name Typed



**A D D E N D A**

**CITY OF BOYNTON BEACH  
FLORIDA**

**RFP TITLE: "WATER CONSERVATION EDUCATION PROGRAM"**

**RFP NO.: 012-2821-19/IT**

**DATE SUBMITTED: January 14, 2019**

We propose and agree, if this submittal is accepted, to contract with the City of Boynton Beach, in the Contract Form, to furnish all material, means of transportation, coordination, labor and services necessary to complete/provide the work specified by the Contract documents.

Having studied the documents prepared by: **THE CITY OF BOYNTON BEACH**

we propose to perform the work of this Project according to the Contract documents and the following addenda which we have received:

ADDENDUM	DATE	ADDENDUM	DATE
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

☒ **NO ADDENDUM WAS RECEIVED IN CONNECTION WITH THIS BID**



## STATEMENT OF QUALIFICATIONS

Each qualifier proposing on work included in these General Documents shall prepare and submit the data requested in the following schedule of information.

This data must be included in and made part of each RFP document. Failure to comply with this instruction may be regarded as justification for rejecting the RFP response.

\* attach additional sheets giving the information

1. Name of Qualifier: Tinker LLC
2. Business Address: 1451 Danville, Blvd., Ste 101  
Alamo, CA 94507
3. When Organized: 09/03/2014
4. Where Incorporated: California
5. How many years have you been engaged in business under the present firm name?  
4 yrs 4 months
6. General character of work performed by your company. \_\_\_\_\_  
Tinker LLC designs and implements water efficiency, energy efficiency & sustainability  
education programs. We provide end to end implementation services providing  
our clients with completely turnkey education solution.
7. Enclose evidence of possession of required licenses and/or business permits.
8. Number of employees. 5
9. Background and experience of principal members of your personnel, including officers. \*
10. Bonding capacity, if applicable. N/A
11. Have you ever defaulted on a contract? If so, where and why? \*



## Statement of Qualifications

### ATTACHMENT

#### 9. Background and experience of principal members of your personnel, including officers.

##### **Joe Thrasher. Co-Founder**

With over seventeen years of experience designing and implementing water and energy education programs, Joe is an expert in the efficiency education space. He specializes in curriculum development, strategic program design and all aspects of efficiency education implementation.

Joe's experience includes designing and developing many K-12 education programs throughout Florida. This includes the design and development of several K-12 water, energy, sustainability education programs on behalf of municipal utilities.

Joe holds a Bachelor of Science degree in Business Administration and a minor in Technology from the University of the Pacific in Stockton, California. He is a California native and resides in the San Francisco bay area with his wife and three daughters.

##### **Katie Thrasher. Co-Founder**

Katie brings fifteen years of experience as an educator to serve a multitude of roles at Tinker. A credentialed teacher in the State of California, Katie spent a several years as an elementary school teacher. Prior to co-founding Tinker, she served as a consultant contributing to the educational design of utility-provided water and energy education programs. She is responsible for Tinker's long-term vision and the implementation of the company's strategic plan.

Katie holds a Masters of Arts in Curriculum and Instruction from University of the Pacific and a Bachelor of Arts in Education from UC Davis. She is a California native and resides in the San Francisco bay area with her husband and three daughters.

##### **Heather Devany. Director of Education**

Heather has spent eighteen years in education; three years as an administrator and fifteen years as a classroom teacher. She has taught 2nd, 3rd, 5th and 6th grade. Twice, Heather has been a member of the California Distinguished School writing committee and was the 2006-2007 Quail Run Elementary School Teacher of the Year. In addition to her duties with our organization, Heather team-teaches 5th grade. As a part time classroom teacher she is an invaluable asset to our team, providing insight and direction about current teaching trends.

Serving as Director of Education, Heather oversees the creation and development of our education content and delivery. Heather is responsible for managing the crowd sourcing techniques we employ to generate engaging educational content.

Heather holds a Master of Arts in Education from California State University Stanislaus, a Bachelor of Arts, Diversified Major, from University of the Pacific, a Professional Clear



Credential with CLAD certificate from National University and an Administrative Certificate, from California State University, Stanislaus. She is a California native and resides in the Central Valley with her husband and three sons.

**Mike Henry, CIO**

Mike is our chief software architect and serves as our CIO. With twenty years of experience, Mike has participated in a wide range of software endeavors spanning from flagship and commercial products to mission-critical internal applications.

Mike is well respected, highly motivated and exhibits an exceptional degree of ownership and commitment to whatever charter assigned. He is a self-starter, taking the initiative to learn and grow, fill unaddressed needs, and reshape and/or eliminate inefficient processes. Delivering tangible business value is one of his core drivers. Simply put, Mike loves all things software due to its limitless value.

Mike is an Alaska native and resides in Sacramento, California with his wife and two children.

**Dan Natividad, Director of Marketing**

Dan Natividad has over 15 years of experience implementing strategic marketing plans for organizations in the energy and healthcare industries. Dan has led sales and marketing campaigns utilizing a wide range of marketing tactics such as grass-roots social campaigns, traditional media, and digital marketing.

Dan's experience includes a stint as Blue Shield of California's Director of Strategy, Interactive Marketing and Client Experience where he was responsible for driving marketing strategy and overseeing campaign implementation for several lines of business.

Dan holds a MBA (marketing emphasis) from University of the Pacific and a Bachelor of Science in Neurobiology, Physiology, and Behavior from UC Davis. He is a California native and resides in the Central Valley with his wife and two children.

12. Experience in performance of work similar in importance to this project.

Project	\$ Value	Contact Name	Phone #
<u>Orange County Utilities, FL</u>	<u>\$39,546.60</u>	<u>Jessica Green</u>	<u>407-254-9846</u>
<u>City of Clearwater, FL</u>	<u>\$27,000.00</u>	<u>Jerry Wells</u>	<u>727-562-4960 ext 7226</u>
<u>City of Delray Beach, FL</u>	<u>\$8,122.14</u>	<u>Janet Meeks</u>	<u>561-243-7000 ext 7231</u>
<u>City of Winter Park, FL</u>	<u>\$6,161.16</u>	<u>Vanessa Balta-Cook</u>	<u>407-599-3364</u>

13. Contracts on hand. \*

14. Largest completed projects (include final cost).

1) Idaho Power Company, \$575,400.00

2) Energy Wise Alliance, \$74,038.42

3) Cooke County Electric Co-op, \$30,385.00

15. List all lawsuits (related to similar projects) or arbitration to which you have been a party and which: \*

1) arose from performance: \*

2) occurred within the last 4 years: \*

3) provide case number and style: \*

Dated at: Alamo, California

this 10th day of January 20 19

By: 

(written signature)

Name: Joseph Thrasher

(printed or typed)

Title: President



## Statement of Qualifications

### ATTACHMENT

#### *13. Contracts on hand.*

---

1. Idaho Power Company
2. Cooke County Electric Co-operative
3. Orange County Utilities
4. City of Clearwater
5. City of Winter Park
6. City of Delray Beach

REFERENCES FOR <u>Tinker LLC</u> (NAME OF FIRM)			
Company Name: Orange County Utilities (Florida)			
Address: 9150 Curry Ford Road			
Orlando, FL 32825			
Contact Name: Jessica Green, M.N.M			
Phone: 407-254-9846	Fax:	E-Mail: Jessica.Green@ocfl.net	
Company Name: City of Clearwater Public Utilities (Florida)			
Address: 1650 N. Arcturas Ave., Bldg. C			
Clearwater, FL. 33765			
Contact Name: Jerry Wells			
Phone: 727-562-4960 ext. 7226	Fax:	E-Mail: jerrywells@myclearwater.com	
Company Name: City of Winter Park (Florida)			
Address: 401 Park Ave., South			
Winter Park, FL 32789			
Contact Name: Vanessa Balta-Cook			
Phone: 407-599-3364	Fax:	E-Mail: VBaltaCook@cityofwinterpark.org	
Company Name: Hastings & Co. (Project: Malibu, CA)			
Address: 21520 Yorba Linda Blvd., G518			
Yorba Linda, CA 92887			
Contact Name: Nola Hastings			
Phone: (714) 296-2740	Fax:	E-Mail: hastings.nola@gmail.com	



# ANTI-KICKBACK AFFIDAVIT

STATE OF ~~FLORIDA~~ California )  
COUNTY OF ~~PALM BEACH~~ Contra Costa ) SS

I, the undersigned hereby duly sworn, depose and say that no portion of the sum herein submitted will be paid to any employees of the City of Boynton Beach as a commission, kickback, reward of gift, directly or indirectly by me or any member of my firm or by an officer of the corporation.

By:

[Signature]  
NAME - SIGNATURE

Sworn and subscribed before me  
this \_\_\_\_\_ day of \_\_\_\_\_, 20 \_\_\_\_\_

Printed Information:

Joseph Thrasher  
NAME

President  
TITLE

SEE ATTACHMENT  
JURAT/ACKNOWLEDGMENT

\_\_\_\_\_  
NOTARY PUBLIC, State of Florida  
at Large

Tinker LLC  
COMPANY

\_\_\_\_\_  
"OFFICIAL NOTARY SEAL" STAMP



# JURAT

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

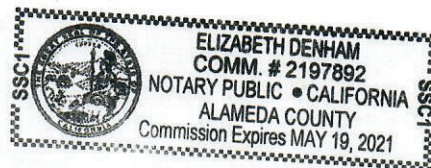
State of California

County of Contra Costa

Subscribed and sworn to (or affirmed) before me on this 10th day of JANUARY,  
20 19 by JOSEPH THRASHER

proved to me on the basis of satisfactory evidence to be the person(s) who appeared before me.

  
Signature (Seal)



## OPTIONAL INFORMATION

### DESCRIPTION OF THE ATTACHED DOCUMENT

ANTI-KICKBACK AFFIDAVIT  
(Title or description of attached document)

\_\_\_\_\_  
(Title or description of attached document continued)

Number of Pages 2 Document Date 01/10/2019

\_\_\_\_\_  
Additional information

## INSTRUCTIONS

The wording of all Jurats completed in California after January 1, 2015 must be in the form as set forth within this Jurat. There are no exceptions. If a Jurat to be completed does not follow this form, the notary must correct the verbiage by using a jurat stamp containing the correct wording or attaching a separate jurat form such as this one with does contain the proper wording. In addition, the notary must require an oath or affirmation from the document signer regarding the truthfulness of the contents of the document. The document must be signed AFTER the oath or affirmation. If the document was previously signed, it must be re-signed in front of the notary public during the jurat process.

- State and county information must be the state and county where the document signer(s) personally appeared before the notary public.
- Date of notarization must be the date the signer(s) personally appeared which must also be the same date the jurat process is completed.
- Print the name(s) of the document signer(s) who personally appear at the time of notarization.
- Signature of the notary public must match the signature on file with the office of the county clerk.
- The notary seal impression must be clear and photographically reproducible. Impression must not cover text or lines. If seal impression smudges, re-seal if a sufficient area permits, otherwise complete a different jurat form.
  - ❖ Additional information is not required but could help to ensure this jurat is not misused or attached to a different document.
  - ❖ Indicate title or type of attached document, number of pages and date.
- Securely attach this document to the signed document with a staple.



# NON COLLUSION AFFIDAVIT

State of CALIFORNIA )

County of CONTRA COSTA )

Joseph Thruher, being first duly sworn, deposes and says that:

1) He/She is President of Tinker LLC, the qualifier  
(Title) (Name of Corporation or Firm)

who has submitted the attached RFP No. 012-2821-19/IT for WATER CONSERVATION EDUCATION PROGRAM

- 2) He/She is fully informed respecting the preparation and contents of the attached submittal and of all pertinent circumstances respecting such submittal;
- 3) Said RFP is genuine and is not a collusive or sham RFP;
- 4) Further, the said qualifier nor any of its officers, partners, owners, agents, representatives, employees or parties in interest, including this affiant, has in any way colluded, conspired, connived or agreed, directly or indirectly with any other qualifier, firm or person to submit a collusive or sham RFP in connection with the Contract for which the attached RFP has been submitted or to refrain from bidding in connection with such Contract, or has in any manner, directly or indirectly, sought by agreement or collusion or communications or conference with any other qualifier, firm or person to fix the price or prices in the attached RFP or of any other qualifier, or to fix any overhead, profit or cost element of the RFP price or the RFP price of any other qualifier, or to secure through any collusion, conspiracy, connivance or unlawful agreement any advantage against the City of Boynton Beach or any person interested in the proposed Contract; and
- 5) The price or prices quoted in the attached bid are fair and proper and are not tainted by any collusion, conspiracy, connivance or unlawful agreement on the part of the qualifier or any of its agents, representatives, owners, employees, or parties in interest, including this affiant.

(Signed) [Signature]

(Title) President

Subscribed and sworn to before me

This \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_

My commission expires \_\_\_\_\_  
**SEE ATTACHMENT  
JURAT/ACKNOWLEDGMENT**

THIS PAGE TO BE SUBMITTED FOR PROPOSAL TO BE CONSIDERED  
COMPLETE AND ACCEPTABLE.



# JURAT

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

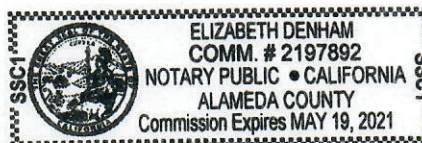
State of California

County of Contra Costa

Subscribed and sworn to (or affirmed) before me on this 10TH day of JANUARY,  
20 19 by JOSEPH THRASHER

proved to me on the basis of satisfactory evidence to be the person(s) who appeared before me.

  
Signature (Seal)



## OPTIONAL INFORMATION

### DESCRIPTION OF THE ATTACHED DOCUMENT

NON COLLUSION AFFIDAVIT  
(Title or description of attached document)

(Title or description of attached document continued)

Number of Pages 2 Document Date 01/10/2019

Additional information

## INSTRUCTIONS

The wording of all Jurats completed in California after January 1, 2015 must be in the form as set forth within this Jurat. There are no exceptions. If a Jurat to be completed does not follow this form, the notary must correct the verbiage by using a jurat stamp containing the correct wording or attaching a separate jurat form such as this one with does contain the proper wording. In addition, the notary must require an oath or affirmation from the document signer regarding the truthfulness of the contents of the document. The document must be signed AFTER the oath or affirmation. If the document was previously signed, it must be re-signed in front of the notary public during the jurat process.

- State and county information must be the state and county where the document signer(s) personally appeared before the notary public.
- Date of notarization must be the date the signer(s) personally appeared which must also be the same date the jurat process is completed.
- Print the name(s) of the document signer(s) who personally appear at the time of notarization.
- Signature of the notary public must match the signature on file with the office of the county clerk.
- The notary seal impression must be clear and photographically reproducible. Impression must not cover text or lines. If seal impression smudges, re-seal if a sufficient area permits, otherwise complete a different jurat form.
  - ❖ Additional information is not required but could help to ensure this jurat is not misused or attached to a different document.
  - ❖ Indicate title or type of attached document, number of pages and date.
- Securely attach this document to the signed document with a staple.



## CONFIRMATION OF MINORITY OWNED BUSINESS

A requested form to be made a part of our files for future use and information. Please fill out and indicate in the appropriate spaces provided which category best describes your company. Return this form with your bid proposal sheet making it an official part of your bid response.

Is your company a Minority Owned Business?      Yes \_\_\_\_\_      No   X  

If Yes, please indicate by an "X" in the appropriate box:

( ) AMERICAN INDIAN

( ) ASIAN

( ) BLACK

( ) HISPANIC

( ) WOMEN

( ) OTHER

\_\_\_\_\_  
(specify)

( X ) NOT APPLICABLE

Do you possess a Certification qualifying your business as a Minority Owned Business?

YES \_\_\_\_\_      NO   X  

If YES, Name the Organization from which this certification was obtained and date:

\_\_\_\_\_  
Issuing Organization for Certification

\_\_\_\_\_  
Date of Certification



## CONFIRMATION OF DRUG-FREE WORKPLACE

### IDENTICAL TIE SUBMITTALS

Preference shall be given to businesses with drug-free workplace programs. Whenever two or more submittals which are equal with respect to price, quality, and service are received by the City of Boynton Beach or by any political subdivision for the procurement of commodities or contractual services, a submittal received from a business that certifies that it has implemented a drug-free workplace program shall be given preference in the award process. Established procedures for processing tie submittals will be followed if none of the tied Professionals have a drug-free workplace program. In order to have a drug-free workplace program, a business shall:

- 1) Publish a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the workplace and specifying the actions that will be taken against employees for violations of such prohibition.
- 2) Inform employees about the dangers of drug abuse in the workplace, the business's policy of maintaining a drug-free workplace, any available drug counseling, rehabilitation, and employee assistance programs, and the penalties that may be imposed upon employees for drug abuse violations.
- 3) Give each employee engaged in providing the commodities or contractual services that are under submittal a copy of the statement specified in subsection (1).
- 4) In the statement specified in subsection (1), notify the employee that, as a condition of working on the commodities or contractual services that are under submittal, the employee will abide by the terms of the statement and will notify the employer of any conviction of, or plea of guilty or *nolo contendere* to, any violation of Chapter 893 or of any controlled substance law of the United States or any state, for a violation occurring in the workplace no later than 5 days after such conviction.
- 5) Impose a sanction on, or require the satisfactory participation in a drug abuse assistance or rehabilitation program if such is available in the employee's community by, any employee who is so convicted.
- 6) Make a good faith effort to continue to maintain a drug-free workplace through implementation of this section.

**As the person authorized to sign the statement, I certify that this firm complies fully with the above requirements.**

  
\_\_\_\_\_  
Professional's Signature



# **PALM BEACH COUNTY INSPECTOR GENERAL**

## **ACKNOWLEDGMENT**

The Respondent is aware that the Inspector General of Palm Beach County has the authority to investigate and audit matters relating to the negotiation and performance of this contract, and in furtherance thereof may demand and obtain records and testimony from the Contractor and its subcontractors and lower tier subcontractors.

The Respondent understands and agrees that in addition to all other remedies and consequences provided by law, the failure of the Contractor or its subcontractors or lower tier subcontractors to fully cooperate with the Inspector General when requested may be deemed by the municipality to be a material breach of this contract justifying its termination.

TINKER LLC

\_\_\_\_\_  
CONTRACTOR NAME

By  \_\_\_\_\_

Title: President

Date: 01/10/2019



# CITY OF BOYNTON BEACH LOCAL BUSINESS STATUS CERTIFICATION

I, Joseph Thrasher, the President of  
(Name of officer of company) (Title of officer of company)  
Tinker LLC, located at 1451 Danville Blvd., STE 101 Alamo, CA 94507  
(Name of Corporation/Company) (Business Address)

Certify that I am an authorized representative of the business and, on behalf of the Business, request that it be deemed to be a local business for purposes of the City of Boynton Beach Local Preference Program. Answering yes to Question 1 and Question 2 below will qualify the business as a local business. In support of this request, I certify the following to be true and correct:

<b>NAME OF BUSINESS:</b> <u>TINKER LLC</u>			
1. Is the business located within the City limits of Boynton Beach, Florida?	<u>YES</u>	<u>NO</u> <b>X</b>	Number of Years: _____
2. Does the business have a business tax receipt issued in the current year?	<u>YES</u>	<u>NO</u> <b>X</b>	Business License Number: _____
3. Is the business registered with the Florida Division of Corporations?	<u>YES</u> <b>X</b>	<u>NO</u>	<u>Registration pending</u>

I understand that misrepresentation of any facts in connection with this request may be cause for removal from the certified local business list. I also agree that the business is required to notify the City in writing should it cease to qualify as a local business.

Print Name: Joseph Thrasher Signature: 

**\*\*\*FOR PURCHASING USE ONLY\*\*\***

Business License ☐ Year Established: ☐ Active: \_\_\_\_\_

Verified by: \_\_\_\_\_ Date: \_\_\_\_\_

THIS PAGE TO BE SUBMITTED FOR PROPOSAL TO BE CONSIDERED  
COMPLETE AND ACCEPTABLE.



**CERTIFICATION PURSUANT TO FLORIDA  
STATUTE § 287.135**

I, Joseph Thrasher, on behalf of Tinker LLC certify  
Print Name and Title Company Name

that Tinker LLC does not:  
Company Name

1. Participate in a boycott of Israel; and
2. Is not on the Scrutinized Companies that Boycott Israel List; and
3. Is not on the Scrutinized Companies with Activities in Sudan List; and
4. Is not on the Scrutinized Companies with Activities in the Iran Petroleum Energy Sector List; and
5. Has not engaged in business operations in Syria.

Submitting a false certification shall be deemed a material breach of contract. The City shall provide notice, in writing, to the Contractor of the City's determination concerning the false certification. The Contractor shall have ninety (90) days following receipt of the notice to respond in writing and demonstrate that the determination of false certification was made in error. If the Contractor does not demonstrate that the City's determination of false certification was made in error then the City shall have the right to terminate the contract and seek civil remedies pursuant to Florida Statute § 287.135.

Section 287.135, Florida Statutes, prohibits the City from: 1) Contracting with companies for goods or services in any amount if at the time of bidding on, submitting a proposal for, or entering into or renewing a contract if the company is on the Scrutinized Companies that Boycott Israel List, created pursuant to Section 215.4725, F.S. or is engaged in a boycott of Israel; and

2) Contracting with companies, for goods or services over \$1,000,000.00 that are on either the Scrutinized Companies with activities in the Iran Petroleum Energy Sector list, created pursuant to s. 215.473, or are engaged in business operations in Syria.

As the person authorized to sign on behalf of the Contractor, I hereby certify that the company identified above in the section entitled "Contractor Name" does not participate in any boycott of Israel, is not listed on the Scrutinized Companies that Boycott Israel List, is not listed on either the Scrutinized Companies with activities in the Iran Petroleum Energy Sector List, and is not engaged in business operations in Syria. I understand that pursuant to section 287.135, Florida Statutes, the submission of a false certification may subject the company to civil penalties,

**THIS PAGE TO BE SUBMITTED FOR PROPOSAL TO BE CONSIDERED  
COMPLETE AND ACCEPTABLE.**



attorney's fees, and/or costs. I further understand that any contract with the City for goods or services may be terminated at the option of the City if the company is found to have submitted a false certification or has been placed on the Scrutinized Companies with Activities in Sudan list or the Scrutinized Companies with Activities in the Iran Petroleum Energy Sector List.

TINKER LLC

COMPANY NAME

  
\_\_\_\_\_  
SIGNATURE

JOSEPH THRASHER

PRINT NAME

President

TITLE



## SCHEDULE OF SUB-CONSULTANTS

[illegible]

Title/Company \_\_\_\_\_ President

**THIS PAGE TO BE SUBMITTED FOR PROPOSAL TO BE CONSIDERED  
COMPLETE AND ACCEPTABLE.**

# Request for Taxpayer Identification Number and Certification

Give Form to the  
requester. Do not  
send to the IRS.

► Go to [www.irs.gov/FormW9](http://www.irs.gov/FormW9) for instructions and the latest information.

Print or type. See Specific Instructions on page 3.	<b>1</b> Name (as shown on your income tax return). Name is required on this line; do not leave this line blank. TINKER LLC	
	<b>2</b> Business name/disregarded entity name, if different from above	
	<b>3</b> Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only <b>one</b> of the following seven boxes.  <input type="checkbox"/> Individual/sole proprietor or single-member LLC <input checked="" type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ► S <b>Note:</b> Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is <b>not</b> disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner. <input type="checkbox"/> Other (see instructions) ►	<b>4</b> Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):  Exempt payee code (if any) _____  Exemption from FATCA reporting code (if any) _____  <i>(Applies to accounts maintained outside the U.S.)</i>
	<b>5</b> Address (number, street, and apt. or suite no.) See instructions. 1451 DANVILLE BLVD., STE 101	<b>Requester's name and address (optional)</b> CITY OF BOYNTON BEACH 3301 Quantum Blvd., Suite 101 Boynton Beach, Florida 33426
	<b>6</b> City, state, and ZIP code ALAMO, CA 94507	
<b>7</b> List account number(s) here (optional)		

## Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

**Note:** If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

<b>Social security number</b>									
			-				-		
<b>or</b>									
<b>Employer identification number</b>									
3	2		-	0	4	4	8	4	4

## Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

**Certification instructions.** You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

<b>Sign Here</b>	<b>Signature of U.S. person</b> ► 	<b>Date</b> ► 1/10/2019
------------------	---	-------------------------

## General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

**Future developments.** For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to [www.irs.gov/FormW9](http://www.irs.gov/FormW9).

## Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-INT (interest earned or paid)

- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, later.