Applicants must respond to each question/item in each section of the application. Incomplete applications will not be considered.

Electronic Application Process

Applicants are **required** to complete and submit the application, including all required attachments to:

**MDE-SSOS@michigan.gov**

Applications will be received on an ongoing basis and will be reviewed in the order in which they are submitted.

Applicants must respond to each question/item in each section of the application. Incomplete applications will not be considered.

Technical support will be available Monday – Friday, from 9:00 a.m. – 4:00 p.m.

All information included in the application package must be accurate. All information that is submitted is subject to verification. All applications are subject to public inspection and/or photocopying.

Contact Information

All questions related to the preferred provider application process should be directed to:

Mark Coscarella  
Interim Supervisor  
Office of Education Improvement & Innovation  
OR

Anne Hansen or Bill Witt  
Consultants  
Office of Education Improvement & Innovation

Telephone:  (517) 373-8480 or (517) 335-4733  
Email:  MDE-SSOS@michigan.gov
Under the Final Requirements for School Improvements Grants, as defined under the Elementary and Middle and high school Education Act of 1965, as amended, Title I, Part A. Section 1003(g) and the American Recovery and Reinvestment Act as amended in January 2010, one of the criteria that the MDE (SEA) must consider when an LEA applies for a SIG grant is the extent to which the LEA has taken action to “recruit, screen, and select external providers...”. To assist LEA’s in this process, the MDE is requesting information/applications from entities wishing to be considered for placement on a preferred provider list that will be made available to LEA’s on the MDE website. If an LEA selects a provider that is not on the list, the provider will have to go through the application review process before engaging in the turnaround intervention at the LEA. Applications will be reviewed on their merits and not on a competitive basis. Please note that the application and accompanying attachments will be accessible online to LEA’s seeking to contract for educational services.

Preferred external providers will be required to participate in a state-run training program that specifies performance expectations and familiarizes providers with state legislation and regulations. External providers will be monitored and evaluated regularly and those who are not getting results will be removed from the preferred provider list.

All decisions made by the MDE are final. There is no appeal process.

Please note that being placed on the Preferred Provider List does not guarantee that a provider will be selected by an LEA to provide services.

Two or more qualified reviewers will rate the application using the scoring rubric developed by the Michigan Department of Education (MDE).

Applications will only be **reviewed** if:

1. All portions of the application are complete;

2. All application materials, including attachments, are submitted electronically prior to the due date;

   Applications will only be **approved** if:

1. The above conditions are met for review;

2. The total application score meets a minimum of 70 points
<table>
<thead>
<tr>
<th>Exemplar</th>
<th>Total Points Possible</th>
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<tr>
<td>1. Description of comprehensive improvement services</td>
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</tr>
<tr>
<td>2. Use of scientific educational research</td>
<td>15</td>
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<tr>
<td>3. Job embedded professional development</td>
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<td>4. Experience with state and federal requirements</td>
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<td>5. Sustainability Plan</td>
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<td>6. Staff Qualifications</td>
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<td><strong>Total Points Possible</strong></td>
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<tr>
<td><strong>Minimum Points Required for Approval</strong></td>
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**Note:** Applicants may apply to become preferred providers in all or some of the program delivery areas listed in Section B. If applicant does not wish to become a provider in a program area, that should be noted on the application.

If an applicant is applying to be a preferred provider in less than the five areas listed, they must have a review score not less than the following in each area for which they apply:

- Section 1 15 points
- Section 2 10 points
- Section 3 10 points
- Section 4 10 points
- Section 5 10 points
- Section 6 10 points  Section 6 must be completed by all applicants.
The Application is divided into four sections.

**Section A** contains basic provider information.

**Section B** requests information related to six exemplars (program delivery information and staff qualifications). Responses in Section B must be in narrative form. You may include figures (e.g., tables, charts, graphs) to support your narrative, but such items will be counted toward applicable page/word limits.

**Section C** contains the Assurances. Please read each statement carefully. By submitting your application, you certify your agreement with all statements therein.

**Section D** Attachments
# SECTION A: BASIC PROVIDER INFORMATION

Please enter the requested information in the spaces provided. Be sure to read all notes, as they provide important information.

**Instructions:** Complete each section in full.

<table>
<thead>
<tr>
<th>1. Federal EIN, Tax ID or Social Security Number</th>
<th>2. Legal Name of Entity</th>
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<tr>
<td>27-2995143</td>
<td>Access Educational Management, Inc.</td>
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<th>3. Name of Entity as you would like it to appear on the Approved List</th>
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<td>Access Educational Management, Inc.</td>
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<th>4. Entity Type:</th>
<th>5. Check the category that best describes your entity:</th>
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<td>X Business</td>
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<tr>
<td>□ Non-profit</td>
<td>□ Community-Based Organization</td>
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<tr>
<td></td>
<td>□ Educational Service Agency (e.g., RESA or ISD)</td>
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<td>□ Institution of Higher Education</td>
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<td>□ School District</td>
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<td>□ Other (specify): ____</td>
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<th>6. Applicant Contact Information</th>
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<tbody>
<tr>
<td>Name of Contact</td>
</tr>
<tr>
<td>Dr. Carolyn J. Carter</td>
</tr>
<tr>
<td>Phone:</td>
</tr>
<tr>
<td>248-761-5559</td>
</tr>
<tr>
<td>Fax:</td>
</tr>
<tr>
<td>313-625-6133</td>
</tr>
<tr>
<td>Street Address</td>
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<tr>
<td>19525 Suffolk Drive</td>
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<tr>
<td>City:</td>
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<tr>
<td>Detroit</td>
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<tr>
<td>State:</td>
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<td>MI</td>
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<td>Zip:</td>
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<tr>
<td>48203</td>
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<tr>
<td>E-Mail</td>
</tr>
<tr>
<td><a href="mailto:cjc01@aol.com">cjc01@aol.com</a></td>
</tr>
<tr>
<td>Website</td>
</tr>
<tr>
<td><a href="http://www.access-edu.net">www.access-edu.net</a></td>
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<table>
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<tr>
<th>7. Local Contact Information (if different than information listed above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Contact</td>
</tr>
<tr>
<td>Mrs. Barbara Rivers</td>
</tr>
<tr>
<td>Phone:</td>
</tr>
<tr>
<td>313-366-0130</td>
</tr>
<tr>
<td>Fax:</td>
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<tr>
<td>48203</td>
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<tr>
<td>E-Mail:</td>
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<tr>
<td><a href="mailto:briversbabs@aol.com">briversbabs@aol.com</a></td>
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<td>Website:</td>
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<th>8. Service Area</th>
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<tbody>
<tr>
<td>List the intermediate school district and each individual district in which you agree to provide services. Enter “Statewide” ONLY if you agree to provide services to any district in the State of Michigan.</td>
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X Statewide

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<th>Intermediate School District(s): Wayne RESA, Oakland ISD, Washtenaw, Jackson ISD</th>
<th>Name(s) of District(s): Detroit, Ferndale, Oak Park, Southfield, Hamtramck, Ann Arbor, Ypsilanti, Inkster, Pontiac, Farmington, Farmington Hills, Waterford, Jackson, Dearborn, Dearborn Heights</th>
</tr>
</thead>
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9. Conflict of Interest Disclosure

Are you or any member of your organization currently employed in any capacity by any public school district or public school academy (charter school) in Michigan, or do you serve in a decision making capacity for any public school district or public school academy in Michigan (i.e. school board member)?

☐ Yes ☑ No

What school district are you employed by or serve: **not applicable**

In what capacity are you employed or do you serve (position title): **Ed consultant/Educational Management Firm**

Schools or school districts are encouraged to apply to become preferred providers. However, the school or school district may not become a preferred provider in its own district. This restriction does not apply to Intermediate School Districts or Regional Educational Service Authorities.

**IMPORTANT NOTE: Once approved, providers must operate within the information identified in this application.**

Changes in application information may be requested in writing to MDE. The request must include the rationale for the changes. All changes must receive written approval from MDE prior to implementation and will be determined on a case-by-case basis. This includes, but is not limited to, information changes in the following categories:

- Change in service area
- Change in services to be offered
- Change in method of offering services
SECTION B: PROGRAM DELIVERY AND STAFF QUALIFICATION NARRATIVES

Instructions: Section B responses must be in narrative form. Provide data/documentation of previous achievements where applicable. All responses must comply with stated page limits. Figures such as tables, charts and graphs can be included in the narrative, but such information will be counted toward page limits. Text and figures beyond the stated page limit will not be considered and should not be submitted with the application. All references must be cited.
Exemplar 1: Description of Comprehensive Improvement Services

Access Educational Management Corp proposes to assist high school staff in school transformation that includes the following elements (1) data-driven decision making, (2) cohesive school improvement planning that invigorates and reforms instruction, (3) literacy-based cognitive instructional strategies that integrates the Center of Instruction’s goals and recommendations for improving adolescent student learning and literacy in secondary settings, (4) targeted professional staff development for administrators, instructional staff, and whole school staff, (5) engagement of the whole school staff in pursuit of and attainment of specified academic goals, and (6) scaffolding of administrators and school leaders and transforming them into instructional leaders. To accomplish the above, Access will help secondary staff to recognize and embrace the importance of accelerating reading development dramatically so that students make more than one year’s progress during one year of school. Because students who are poor readers in sixth or ninth grade have missed massive amounts of reading practice during the years they have been struggling readers (Anderson, Wilson, & Fielding, 1988), they are usually behind their grade-level peers on a broad range of knowledge and skills required for proficient reading (Cunningham & Stanovich, 1998).

COI opines that to “close the reading gap” with average readers at their grade level will require instruction that enables them to improve more rapidly than average readers for a sustained period of time. One year’s growth for one year of instruction is not sufficient for these readers: They must make multiple years’ growth for each year of instruction if they are to eventually achieve grade-level standards in reading. Accordingly, to accelerate student learning in secondary settings, Access Educational Management proposes leadership support for secondary schools in cognitive strategy instructional techniques to jump start student learning where it is stagnant and scaffolding in sustainable school improvement processes tied to student learning goals of the school. We will rely on cognitive strategy applications rooted in learning research to drive school transformation from a school where instructional approaches follow little if any coordinated or targeted structure to a school where practitioners integrate cognitive strategy instruction intentionally within content area classrooms, fully cognizant of how specific strategies unearth thinking and meaning construction in specific learning situations.

Accordingly, we will help secondary schools create a sustainable approach to reading and learning improvement that develops a learning organization that unfolds through implementation of a smart accountability program and a Tiered Response to Intervention (RTI) structure that accommodates all kinds of learners at the school site. At the centerpiece of the learning interventions within the RTI will be a general cognitive instructional strategy that relies on Reciprocal Teaching (RT) to advance the meaning construction and understanding of the school staff as well as their students. Although comprehension strategies, problem-solving strategies, writing strategies, reasoning strategies, and general self-regulation strategies will be the focal point of instructional transformation system-wide, we will employ RT and insert into its dialogues. We will demonstrate higher student assessment results and incremental indications of student achievement posted on data walls throughout the school, that the approach we employ improves reading and learning ability among secondary learners and provides secondary learners with an array of cognitive strategies from which they can choose to use when they are engaged in learning. We will provide professional staff development, scaffolding, modeling, and peer-to-peer supports for the entire school staff, the administrative and leadership team, and the instructional staff including teachers and instructional supervisors.

**Professional Staff Development: All School Staff:** Accordingly, initial professional staff development will begin with a set of courses or modules the entire school staff will complete to develop shared understandings about (1) the importance of the school team working together in pursuit of the school’s goals, (2) a description of cognitive strategy instruction and its role in content reading and learning, (3) a review and dissection of a smart accountability process that evolves into a data-driven decision making mechanism that engages the entire school staff on high academic goals for all students, and (4) modules advising of the importance of Invitational Education as a climate setter and a way of establishing coherence among the school staff in terms of desired responses of all members of the team. Each staff member will complete a pre-assessment survey, (the) Five Dysfunctions of a Team Questionnaire, a forced choice survey of staff perceptions about the school team and its operation to determine the nature of the
existing team reality at the school and to provide a baseline of the team’s functionality; each member of the school will read The Five Dysfunctions of a Team (Lencioni, 2002), and we will assist the principal and the leadership team in developing their school team through weekly staff meeting using surveys, decision-making templates, activities, and processes from the Five Dysfunctions of a Team Activities to Build Good Teams as well as the Fifth Discipline Field Book. Staff will engage also in team building activities designed to eliminate team dysfunctions and create a teams’ foundation onto which sustainable school improvement processes can be built.

Concurrent to development in team behaviors, the entire staff will learn the precepts of cognitive strategy instruction and come to recognize that cognitive strategies assist with comprehension, problem solving, writing, and reasoning and as such are ideal for secondary content learning as learning aids. They will focus on learning a general cognitive strategy, Reciprocal Teaching, that can be applied across all content areas. As we engage all staff in reading Five Dysfunctions, we will model RT and help them practice in the process meaning construction that is expanded as a result of cognitive strategy instruction. They will read, question, discuss, clarify, summarize, predict, associate, contrast, expand ideas, and generally construct meaning about the key elements from Five Dysfunctions. Staff will receive in-service training in a smart accountability process to ensure staff familiarity with and understanding of the school improvement process we will employ and to clarify the importance of the whole team engaging in the process. All staff will receive in-service training in Inviting School Success (Purkey and Novak, 1996) and 90, 90, 90 Schools where 90% of students score at or above state academic averages even though 90% are ethnic minorities and Free-lunch eligible. In 90, 90, 90 schools, the staff operates as a team that is riveted on improving student achievement. We will administer the Invitational Teaching Survey (ITS) to all students to measure the frequency of occurrences of various teacher practices as perceived by high school students. The ITS identifies strengths and areas that need improvement from the students’ perspective and provides guidance in helping teachers improve their teaching practices and use this information to ensure a student-centered climate emerges (Inviting Teaching Survey, Amos, Smith, and Purkey, 2006 and Purkey and Novak, 2004).

Professional Staff Development: Principal & School Leadership Team; Recognizing that leadership is second only to classroom instruction as an influence on student learning, we will engage the school leadership team in developing and implementing a long-term strategic plan that begins with development and implementation of a team-building process that engages the whole school staff in the academic goals of the school. We will assist the principal and the school leadership team in developing an implementation plan that includes shared learning and collaborative planning in (1) vision-setting, (2) climate setting, (3) shared leadership, (4) improved instruction, and (5) management of the change process. Using The Fifth Discipline: Strategies and Tools for Building a Learning Organization and its Field Book as well as the Five Dysfunctions handbook materials, administrators will examine models of learning organizations and their recommended approaches to build sustainability. We will use cognitive strategy instructional techniques to facilitate administrators understanding, adapting, and implementing a five stage process of leadership development. Stage One: Vision Setting. We will guide administrators in developing activities and responses likely to surface a vision of success based on defined academic goals and high standards for all students. Stage Two: Climate Setting. We will approach climate setting via Invitational Educational precepts which provide a theoretical foundation and a framework for thinking about the goals to be accomplished in education. Its basic goal is to create a total school environment that intentionally summons success for everyone associated with the school. Stage Three: Shared Leadership. We will use the Five Dysfunctions of a Team to engage administrators in reviewing and discussing shared leadership and assist them in developing the mental models of the same. Administrators will cultivate shared leadership skills and engage the whole school staff as a team with specific responsibilities related to goal attainment. (Mendels. 2012.) Also, we will review simulated case studies with school staff and use these to discuss and reach consensus about shared leadership. (Hargreaves and Fink 2004). Stage Four: Improvement of Instruction. We will focus administrators on improving instruction by helping them employ the key components required to lead learning organizations and strengthen their understanding of what effective learning environment look like and how to monitor them informally and formally. (Brown, Bransford, and Cocking, 1999). We will provide administrative development in coaching, scaffolding, monitoring, collecting, and displaying student achievement results on a data wall for public consumption. Stage Five: Management of Change Process. We will provide cognitive coaching to the leadership team that develops their skills in managing people, data and processes to foster
school improvement in a learning organization. This will include development in the precepts from The Fifth Discipline and the steps within the smart accountability process as well.

Professional Staff Development for Instructional Staff: The Center of Instruction (COI) provides a cutting-edge collection of scientifically based resources on instruction, useful for improving the achievement of all students, but in particular, students in the lowest performing schools, those with difficulties learning mathematics, students requiring intensive instruction, or special needs/diverse learners, including English language learners. COI identified five recommendations of scientifically-based instructional focus and improvement recommended to provide direction for improving classroom instruction for all secondary students and intervention instruction for struggling readers. (Adolescent Literacy Development & Reciprocal Teaching Correlations: COI recommends that content-area teachers can make to improve reading comprehension for adolescents and they suggest that these implemented widely and effectively, would likely lead to significant growth in adolescents’ literacy abilities. The recommendations call for (1) a focus on strategy instruction, (2) more emphasis placed on discussion-oriented instruction, (3) high standards for academic achievement for all students, (4) increased opportunities for motivational context, and (5) instructional strategies that help students learn and master essential content. Access will help secondary teachers understand the COI recommendations and gain instructional competence in implementing the same in academic departments throughout the school. We will accomplish teacher training through high-quality professional development in Reciprocal Teaching that correlates closely to the COI’s five recommendations.

Five Recommendations for Adolescent Literacy Development & Reciprocal Teaching Correlations: COI’s first recommendation is that all teachers should provide explicit instruction and supportive practice in effective comprehension strategies throughout the school day. Students need to engage in comprehension strategies to improve their understanding of the text or repair comprehension when it breaks down. RT is a cognitive instructional and learning strategy that provides a structured process for students to follow as they read. The second COI recommendation calls for increasing the amount and quality of open, sustained discussion of reading content; research establishes that rich discussions among small groups of students, or discussions led by the teacher, can increase students’ ability to think about and learn from text. Rich discussions about text help students analyze what they read, think critically, and build conceptual understanding. The impact of these experiences extends beyond one lesson, ultimately supporting comprehension when students read text independently. Using the RT process, students engage in dialogues about the text read in an effort to construct meaning and expand learning through student or teacher elaboration. The third COI recommendation is to set and maintain high standards for text, conversation, questions, and vocabulary. Classroom teachers need to use instructional methods that support student growth toward meeting the literacy standards of the state, and of the National Assessment of Educational Progress (NAEP). Using RT, students question information they encounter, define and describe vocabulary terms, and generally connect content knowledge with background experiences of students. The fourth COI recommendation calls for teachers to increase students’ motivation and engagement with reading. Students who are motivated to engage with and understand text will be more successful. Teaching students the RT process provides them with a self-directed mechanism they can employ when they read. Inserts added to the RT dialogues will include instruction in text features, text structure, and rhetorical patterns common to content area text. The fifth COI recommendation calls for content area teachers to teach essential content knowledge so that all students master critical concepts, connecting new knowledge with old knowledge and understanding content concepts and processes. Teaching through which teachers can help students master challenging content, concepts, and processes.

Professional Staff Development for Teachers: Implementing the COI’s 5 Recommendations: We propose a 3 stage process to assist secondary teachers in developing instructional delivery systems that correlate to the COI’s recommendations. During stage one, we will build an understanding and school-wide practice of literacy-based instruction. We will help the teachers create a structure through which student achievement can accelerate. In this...
stage, we help teachers make the connection between learning and language and develop their understanding of using language to teach academic content. Teachers will receive development in Reciprocal Teaching and will be scaffolded as they move from teacher directed learning to student directed learning which is built into the RT process. Within this stage will be modules of instruction that include paragraph basics to establish shared understandings of text features and structures, sentence basics to ensure a school wide set of standards for the sentence, and self-directed study skills, among them surveying or previewing, skimming, concept illustration, mapping, task specific graphic organizers, thinking process maps, and brainstorming webs. In stage two, we will help teachers acknowledge the imperative for teaching students high quality information literacy skills; we will provide professional development in the Big6 and help content area teachers integrate these skills into their teaching and learning activities. To engage the whole staff in promoting writing across curriculum areas, all staff will receive training in a three phase writing across the curriculum structure that places significant emphasis on informal writing development as a route to better writing. Academic departments will choose the specific areas of focus as their contribution to writing development. To add more rigor to content learning, teachers will receive development in the Backwards Design Process to ensure multiple pathways and options for students to demonstrate learning, and we will facilitate teachers’ modifying their course syllabi and lesson plans to reflect the inclusion of writing and backwards design process. In stage three, we will focus on establishing a cadre of instructional leaders who will provide coaching and at-the-elbow support for teachers as they implement content teaching and learning and scaffolding for administrators as they strengthen their instructional leadership skills.

To assist teachers in meeting COI’s recommendations, we will help them learn the basic precepts of content-area reading to learning and writing to learn and place specific emphases on cognitive strategy instruction in its many forms. Because RT is a venerable cognitive instructional strategy that integrates a number of other cognitive strategies, we will encourage and assist the school staff in integrating Reciprocal Teaching into the instructional systems and help them create specialized intervention for all students scoring below basic or basic on the state assessments. Teachers will begin RT development by reflecting on their current instructional strategies and activities they use to teach their specific content area. Next, theory supporting RT will be introduced and examined by teachers. Key theoretical elements include teachers modeling the strategies by thinking aloud and by consciously striving to have students control the dialogue. Next, teachers will view and make video tapes using RT for review and reflection from peers, examine transcripts of RT dialogues to note student development in thinking and meaning construction, and role play using RT strategies. Finally, we will provide instructional protocols and training in teaching and reinforcing self-directed learning skills to ensure students learn an array of self-regulated strategies from which they can choose when engaged in learning. All these will be integrated into a customized delivery system selected by the staff based on the needs of their students that results in a whole school focus on cognitive strategy instruction, accelerating student learning capacity through self-regulated strategies, and monitoring student growth as it emerges incrementally. In addition to these, as the needs arises, we will provide hands-on professional development courses that include instructional manuals with lesson plans and classroom materials that will ease teachers into learning and implementing the 5 recommendations of the COI.

A Recent Reciprocal Teaching Intervention in Real Time School Settings: In 2010, Access employed the above process at Dreamland Academy, an urban charter school in Little Rock, Arkansas. The results were astounding and in concert with research results related to Reciprocal Teaching. Students who had been below basic readers and basic readers, the previous year, demonstrated improvement in literacy on the Arkansas state examination by 28% higher than their scores in the previous year. (Carter, 2011). We added the smart accountability process and Response to Intervention structure in 2011-12 and beefed up the teacher development with embedded literacy consultants, external learning-oriented consultants, and reading professors. We added a tiered Response to Intervention structure that provided tutoring in Reciprocal Teaching and 6 Plus 1 Writing Traits for all students. Students who had previously scored below basic and basic level in literacy received in addition to their whole class Reciprocal Teaching intervention, daily instruction in small groups in Reciprocal Teaching and using the strategies to construct meaning in mathematics. Student scores on the 2012 Arkansas assessment revealed the effectiveness of the RT dominant intervention as students improved their literacy scores by 50% across 3 grade levels. This increase represents the first time Dreamland students hit the 50% mark in literacy.
Exemplar 2: Use of Scientific Educational Research

The research concerned with improving secondary learning and reading competence—though not as rich as elementary research findings—provides a strong case for cognitive strategy instruction as an important route to improving adolescent learning. For example, researcher Hutchinson (1993) investigated the effects of a two-phase cognitive strategy on algebra problem solving of adolescents with learning disabilities. Statistical analyses of the two-group data showed that the instructed students had significantly higher posttest scores than the comparison group. Overall, the instructed students demonstrated improved performance on algebra word problems. Similarly, Hoek, van den Edden, and Terwel (1999) studied the general and differential effects of an experimental mathematics program on student achievement in secondary education. Specifically, they sought to learn the general and differential effects of training students to use social and cognitive strategies on both mathematical reasoning ability and domain-specific knowledge. In the experimental program, students were trained to use meta-cognitive strategies and to co-operate in small groups in order to facilitate one another’s learning. The results indicated students in the experimental program gained more than the students in the control program on two of the three tests. More importantly, low achieving students made more progress, indicating the possible benefit from strategy instruction for them (Hoek, van den Edden, and Terwel, 1999).

Spence, Yore and Williams (1995) suggested that, “science reading appears... to involve much greater conceptual demands than most narrative text (because) readers must have knowledge about the scientific enterprise, the concept under consideration, the scientific language, the patterns of argumentation, the canons of evidence, the science reading process, the science text, and science reading strategies. Spence, Yore, and Williams (1995) considered the effects of embedding multiple strategy instruction in a secondary science classroom and used explicit strategy instruction to teach strategies such as using the text structure, accessing prior knowledge, setting a purpose for reading, monitoring comprehension, using context to interpret the meaning of difficult vocabulary, identifying the main ideas, and summarizing. In addition, they promoted a general metacognitive awareness through open dialog about strategies with students. Students’ posttest scores showed a significant improvement in metacognitive awareness, self-management, and reading comprehension over their pretest scores. Fang (2006) proposed that secondary students should be taught to consider Greek and Latin roots of prefixes and suffixes in order to understand scientific words, to recognize and deal with lengthy noun phrases, to translate science language into ordinary language and to use an author’s signposts to follow the author’s logic and argumentation. Hofstein, Navon, Kipnis and Mamlok-Naaman (2005)

Wineburg (1991) compared the reading strategies used by historians with those used by above average high school students and reported that historians employed three strategies to construct meaning from multiple texts: sourcing, corroboration, and contextualization. Wineburg (1991) also considered students’ use of cognitive strategies. Eight academically gifted high school students thought aloud as they read the same documents the historians read. Without exception, these students read the documents in linear fashion, took the information at face value, made more effort to remember the facts than to understand the event, and became frustrated when the documents included contradictions. Stahl, Hynd, Britton, McNish, and Bosquet (1996) also found that high school students had a difficult time analyzing documents. They observed high school students’ use of strategies while engaged in a writing activity after reading multiple historical texts and found that most above-average 10th grade students were able to learn the basic historical content while reading multiple texts. However, students did not employ sophisticated strategies such as sourcing, contextualization, or corroboration when they read, and they failed to notice contradictions between sources. Hynd-Shanahan, Holschuh and Hubbard (2004) found that explicit cognitive strategy instruction yielded positive results with older students. Conley (2004) argues that cognitive strategy instruction holds great promise for improving adolescents’ reading, writing, and thinking across content areas.

Additionally, researchers found that metacognition was an essential element arched across how good learners approach tasks,(Campione, Brown, & Connell, 1988). Because of the executive nature of metacognitive strategies—similar to a foreman overseeing all parts of a project and directing the action, including any problem solving that
needs to occur—they are often referred to as self-regulatory strategies. Self-regulated learners tend to achieve academically as they routinely set goals for learning, talk to themselves in positive ways about learning, use self-instruction to guide themselves through a learning problem, keep track of (or monitor) their comprehension or progress, and reward themselves for success.

Cognitive strategy research translated the above research findings into instructional approaches to teach less effective learners how to approach academic tasks in the systematic manner of the good learner. The research indicates, for example, that the most effective strategy interventions combine the use of cognitive and metacognitive strategies (Ellis, Deshler, Lenz, Schumaker, & Clark, 1991; Mastropieri & Scruggs, 1991; Scruggs & Wong, 1990). Also, researchers have found that effective learners and thinkers use more effective strategies for reading, writing, problem solving, and reasoning than ineffective learners and thinkers. Pressley & Woloshyn (1995) held that cognitive strategies can be general strategies that can be applied across many different disciplines and situations or specific strategies that are more narrow and specified toward a particular kind of task. Researchers have found significant differences in strategy use between more and less proficient learners, reasoners, and problem solvers. Graham, MacArthur, & Schwartz (1995) examined the effects of training students to learn by employing a strategy or set of strategies.

Cognitive Strategies for Secondary Learners

Langer (2001) compared high-performing schools with low-performing schools to see if they differ in their emphasis on strategy instruction and found that higher-performing schools focus more on helping students learn effective cognitive strategies than lower-performing schools do. Much of the research on cognitive strategies has sought to identify particular strategies that are effective on different kinds of tasks. These include (1) comprehension strategies, (2) problem-solving strategies, (3) writing strategies, (4) reasoning strategies, and (5) general self-regulated strategies. Within each category are general and specific strategies.

Description of Comprehension Strategies: Comprehension strategies are strategies that help students understand and remember material such as texts and lectures. Most of the research on comprehension strategies has focused on learning from reading texts. Five strategies that have been found to be useful for enhancing comprehension are monitoring, using text structure, summarizing, elaborating, and explaining. One widely studied comprehension strategy is monitoring (Markman, 1979). When students monitor their understanding, they review as they read in order to check that they comprehend what they are reading or learning. This skill develops with age as students’ reading proficiency increases. Many unsuccessful learners mistakenly believe that they understand ideas that they do not in fact understand; they have not mastered the strategy of accurately monitoring their understanding. Three other important comprehension strategies are summarization, elaboration, and explaining. When students summarize, they choose the most important concepts from the text and express them in their own words. Summarization is not an easy task for students (Dole, Duffy, Roehler, & Pearson, 1991). Poor readers often generate summaries with too much detail and too little focus on key points. In addition to summarization, effective learners elaborate, which means connecting new information to information that they already know (Gagné, Weidemann, Bell, & Anders, 1984). Elaboration is different from mere paraphrasing. When students paraphrase, they simply reinterpret, in their own words, the text that they have read. In contrast, when students elaborate, they actively link the new information to old information. Finally, when students explain ideas, they ask themselves “why” questions and then attempt to answer these questions.

Description of Problem-Solving Strategies: Because real-world problems tend to be complex, they cannot be solved with a simple one-step solution. As a consequence, problem-solvers must set sub goals that must be achieved on the way to achieving the overall goal (Thevenot & Oakhill, 2006). Effective problem solvers learn to establish sub goals that effectively break down complex problems into manageable steps. The mathematician George Polya (1887–1985) devised four effective problem-solving strategies: (1) understanding the problem, (2) developing a plan for a solution, (3) carrying out the plan, and (4) looking back to see what can be learned. In addition to looking back to see
what can be learned, learners can check to make sure that the solution makes sense. In addition to these strategies, there are other strategies that researchers have found to be highly effective for problem solving. These strategies include (a) representing the problem, (b) identifying sub-goals, and (c) noticing similarities and differences. When representing the problem, problem solvers develop a clear picture of the problem. Sometimes this means literally making a drawing or a diagram. Sometimes it means creating a mental vision of the problem situation. Useful problem representations are complete, embed initial inferences that can be drawn from the problem information, and exclude irrelevant information.

**Description of Writing Strategies:** Strategies that are useful in writing will be strategies that are more likely to be useful for ill-structured tasks (such as designing a house or developing a campaign plan) than for well-structured problems with agreed-upon solution procedures. Hayes and Flower (1986) developed an influential model of writing that has guided thinking about effective writing strategies by identifying three basic writing processes: (1) planning, (2) sentence generation, and (3) revising. When students plan, they think about what they are going to write about and organize these ideas before they start writing (Kellogg, 1988). Effective writers spend substantially more time planning than less successful writers and are more likely than ineffective writers to make major changes to their plans as they are planning, or even later when they begin writing. Effective student writers tend use a planning strategy called knowledge transformation, by which they take their existing ideas and fashion them anew into new ideas and new structures of thought (Bereiter & Scardamalia, 1987). Ineffective writers (and younger writers, as well) use a strategy called knowledge telling. Knowledge tellers do little or no planning, and they certainly do not fashion their current ideas into new structures. Instead, they write down ideas on paper exactly in the order that they think of them. Once a draft is composed, effective writers revise their work (Hayes & Flower, 1986).

**Description of Reasoning Strategies:** Reasoning strategies are strategies that help people decide what they believe to be true or correct and what they believe to be false or incorrect. There are several strategies that differentiate more successful reasoners from less successful reasoners: generating arguments and counterarguments, fair-mindedness in evaluating evidence, considering control or comparison groups, sourcing, and seeking corroboration. Generating counter-arguments refers to the ability to come up with arguments that oppose one’s own argument. Researchers have argued that an important reasoning strategy is therefore to learn to consider alternative positions and arguments more carefully (Kuhn, 1991). Ineffective reasoners tend to be biased when evaluating evidence. (Chinn & Brewer, 2001). Effective reasoners tend to consider relevant comparison groups (Stanovich, 1999). A fourth reasoning strategy used by effective reasoners is sourcing (considering the source of the information when evaluating it). Students reading historical documents typically fail to consider—or even pay attention to—who wrote the document (Wineburg, 1991). Thus, they will not notice important issues such as whether the source might have been biased. Finally, effective reasoners employ the strategy of corroboration, which refers to consulting different sources of information to try to verify what is learned from one source with supporting information from another source (Wineburg, 1991).

**Description of General Self-Regulation Strategies:** General self-regulation strategies are strategies that can be used in almost any learning, problem solving, or reasoning situation. Researchers have stressed the importance of a number of general self-regulation strategies (Zimmerman, 1998). Prominent among these are goal setting, self-monitoring and self-evaluation, time management, and executive control. When students set goals, they are recognizing and identifying what exactly they want to accomplish. Research also supports the value of focusing on process goals (such as the goal of using the summarization strategy effectively) rather than just focusing on outcome goals (such as the goal of getting an A on the test) (Zimmerman & Kitsantas, 1999). As students self-monitor, they are evaluating their progress toward achieving their goals. Effective time management requires students to organize their time effectively in order to accomplish goals. Proficient learners tend to manage their time more effectively than their less proficient peers. Lastly, effective outcomes demand that the learner be skilled at controlling and managing different strategies and using them when appropriate. When learners can manage strategies effectively in this way, they have achieved executive control over the strategies and the likelihood of their improvement as learners is enhanced.
Exemplar 3: Job Embedded Professional Development

As part of the school transformation process, Access will embed a FTE literacy turnaround specialist at each school to support transformation processes and to provide leadership in adolescent literacy at the school site. He or she will support the school principal in achieving the following goals (1) to increase student achievement, (2) to refine existing instructional strategies, to introduce new instructional strategies recommended by the COI, to incorporate training time to learn new instructional strategies within the school day. He or she will assist administrators and staff reform instructional systems with literacy development as a norm of content area teaching. The assigned literacy turnaround specialist will serve as a member of the school leadership team and work closely with the school’s leadership to enact the required changes for achievement. He or she will rely on small group dialogues, whole school seminars, departmental training sessions and meetings training during preparation periods, daily meetings and briefings with school administrators, modeling of instructional strategies, observing and monitoring implementation of instructional strategies, scaffolding teachers and administrators, co-teaching, modeling and scaffolding administrators in instructional walkthroughs, and providing direct instruction to lead the transformation process. She or he will provide development in the COI’s 5 recommendations for adolescent literacy and assist with school improvement planning, implementation of smart accountability process, and data-driven leadership.

Training for Principals, School Leadership Team, and Coaches

Administrators and instructional coaches will receive training in team building, vision and climate setting, smart accountability process for sustaining an effective school improvement process that delivers all of the following: (1) high achievement, (2) implementation of the COI’s recommendations for adolescent literacy development, (3) intensive development in cognitive strategy instruction, (4) development in best instructional practices, (5) strategies to facilitate systemic change, (6) a professional learning community, (7) teacher training and development in peer coaching, (8) monitoring student achievement, and (8) providing teacher feedback for change where needed. We will assist the principal and the school leadership team in developing an implementation plan that includes shared learning and collaborative planning in (1) vision-setting, (2) climate setting, (3) shared leadership, (4) improved instruction, and (5) management of the change process.

Training for Teachers & Instructional Leaders

After review of informal assessment of teacher strengths and needs, we will create and implement a customized graduate level course in adolescent literacy for all instructional staff. Specifically, teachers will learn to organize learning around reading research recommendations which include a three phase structure recommended within reading research findings. Phase 1 is the Before Reading Phase which has two parts: activation of students’ prior knowledge and pre-teaching of all relevant vocabulary; we will help secondary staff recognize and use the background experience of students when they engage students in content area learning and help them master vocabulary instructional strategies; Phase 2 is the During Reading phase that involves teacher actions to assist students while they are reading; teachers will learn and implement cognitive strategy instruction specific to their content area and learn to insert reading and writing to learn strategies into the same; and Phase 3, called After Reading phase, provides an opportunity for teachers to extend or reinforce critical concepts or understandings or to re-teach concepts students missed; These 3 parts or phases are recognized in reading research as Before Reading, During Reading, and After Reading; using this framework, all teachers will develop skills in the strategies recommended for each phase. To help teachers implement the COI’s recommendations, we will place specific emphases on cognitive strategy instruction in its many forms.

The literacy turnaround specialist will provide leadership and training in reflective coaching that includes (1) Planning where the teacher and the reflective coach confer to establish guiding questions, the intended learning outcomes, the tasks or work the students will complete to achieve the stated outcomes, the evidence of student achievement, and other student or teacher behaviors the instructional coach should observe; (2) Execution wherein the teacher and reflective coach deliver the planned lesson and gather information about the significance of the learning outcome to
the unit, the degree to which students have mastered the learning outcome, the work the students were engaged in and the quality of that work, the strategies used by the teacher, and the instructional decisions the teacher made during the lesson; (3) Reflection where the reflective coach mediates the conference by having the teacher summarize the impressions of the lesson, determine the effectiveness of the evidence for learning, recall the evidence for those impressions, compare the lesson plan with the performed lessons, identify the decision-making process for modifying the lesson plan, and infer the relationship between student behavior or achievement and teacher planning, decision making, and behavior.

Training for Support Staff

Initial professional staff development will begin with a set of courses or modules the entire school staff will complete to develop shared understandings about (1) the importance of the school team working together in pursuit of the school’s goals, (2) adolescent literacy recommendations including cognitive strategy instruction as well as its role in content reading and learning, (3) a review and dissection of a smart accountability process that evolves into a data-driven decision making mechanism that engages the entire school staff on high academic goals for all students, and (4) modules advising of the importance of Invitational Education as a climate setter and a way of establishing coherence among the school staff in terms of desired responses of all members of the team.

Each staff member will complete a pre-assessment survey, (the) Five Dysfunctions of a Team Questionnaire, a forced choice survey of staff perceptions about the school team and its operation to determine the nature of the existing team reality at the school and to provide a baseline of the team’s functionality; each member of the school will read The Five Dysfunctions of a Team (Lencioni, 2002), and we will assist the principal and the leadership team in developing their school team through weekly staff meeting using surveys, decision-making templates, activities, and processes from the Five Dysfunctions of a Team Activities to Build Good Teams as well as the Fifth Discipline Field Book. Staff will engage also in team building activities designed to eliminate team dysfunctions and create a teams’ foundation onto which sustainable school improvement processes can be built. Staff will receive in-service training in a smart accountability process to ensure staff familiarity with and understanding of the school improvement process we will employ and to clarify the importance of the whole team engaging in the process. All staff will receive in-service training in Inviting School Success (Purkey and Novak, 1996) and 90, 90, 90 Schools where 90% of students score at or above state academic averages even though 90% are ethnic minorities and Free-lunch eligible. In 90, 90, 90 schools, the staff operates as a team that is riveted on improving student achievement.

Experience & Effectiveness with Embedded Professional Development

In 2009, Access embedded a FTE literacy specialist at Dreamland Academy (Little Rock, AR) who provided literacy leadership for the principal, the school leadership team, teachers, and support staff. She provided leadership in the school improvement planning, smart accountability process, professional staff development for teachers and administrators, and helped them create a responsive Response to Intervention structure that accommodated all students. Staff received year-long training in learning strategies and in setting climates for learning, and were trained in collecting student achievement data and displaying the same for public consumption. All staff participated in the school transformation process, and all learned the fundamentals of dialogue instruction (RT). The school improvement plan was modified to include interventions during the school day and daily small group pull outs for students scoring Below Basic or Basic in literacy. All students were taught cognitive strategies (RT) and 6 Plus 1 Writing Traits were reinforced daily; students with high needs were provided additional tutoring in cognitive strategies if they were 2 or more years behind in reading. We placed the RT intervention in two classes, 4-5 grade English. The 2010 test results indicated that the 4th graders improved their performance on the state literacy assessment by 28%, leading the entire state of Arkansas in growth. In 2011-12, we broadened the RT intervention to include grades 3, 4, and 5. The 2012 test results were stunning: students who had previously averaged 25% proficient on the Arkansas literacy state assessment, doubled their literacy performance to 50% even though they had been described previously as Below Basic and Basic status in literacy.
Exemplar 4: Experience with State and Federal Requirements

Beginning with the most recent state and federal programs’ experience, in 2009, Access provided administrative, comprehensive school improvement, and school transformation services for Dreamland Academy (Little Rock, AR). This role included oversight for all state and federal programs, including Title One, IDEA, Special Education, Gifted and Talented, Technology, Child Nutrition, and Medicaid in the Schools. In this role, we embedded a specialist who provided leadership and oversight of all required programs. Initially, Dreamland was identified as Title One Target Assistance, and our planning reflected this status as only the lowest performing eligible students received services paid for with Title One funds. We provided the leadership for the needs assessments required to transform Dreamland into a School-wide Title One status, and assisted the leadership and staff in school improvement planning for all students. In 2009, we assisted Dreamland staff in writing a 21st Century Community Learning Center grant; Dreamland received the grant for after school programming, and we provided the planning and oversight for the grant. We oversaw the Section 504 program and connected the student study team with internal and external support systems for high needs students. While in this role, Dreamland received a $550,000 allocation from the American Recovery and Reinvestment Act that Access led the planning process for the funds and assisted the school administrator and staff in creating a responsive spending plan that fit the ARRA goals for schools and provided oversight of all ARRA requirements for vendors and spending options. Our plan included professional staff development for teachers, facilities enhancement, and increasing teachers’ resources for regular and special education. The ARRA audit found us in compliance with the spending plan as well as with the required postings, and required documents from vendors.

Also, while in this role, Dreamland was subjected to a Title One Desk Audit which was successfully adjudged to be without findings and in compliance with all mandates and regulatory procedures for Title One School Wide Programs. We completed a Child Nutrition Audit adjudged to be in compliance and without findings, and when we were examined for compliance with special education mandates, we were assigned a status of compliant.

We provided leadership in financial oversight of state and federal funds and have 4 consecutive independent audits without findings ad evidence of our allegiance to fiscal integrity with public funds. Additional related experience was gained in Michigan school districts in front-line assistant roles. For example, as Deputy Superintendent, Teaching and Learning in Jackson Public Schools, job responsibilities included supervision of all state and federal programs, among them Title One, Gifted and Talented, Special Education, Section 31a, and Child Nutrition. The same experience was gained in Highland Park Public Schools as Assistant Superintendent, Teaching and Learning. For the record, front line assistants such as Deputy Superintendents and Assistant Superintendents oversee all academic programs, all state and federal programs related to any group of students, and are responsible for implementing the programs and complying with state and federal regulations and laws. We have a senior administrator who has served in these roles for more than 10 years and has always been in compliance.

<table>
<thead>
<tr>
<th>Area</th>
<th>Our Experience/Location</th>
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<tbody>
<tr>
<td>The Michigan Comprehensive Needs Assessment</td>
<td>Carter, Kirkland, Rivers, Clark all conducted a comprehensive needs assessment in Michigan, Georgia, and Arkansas as part of SIP planning.</td>
</tr>
<tr>
<td>Individual School/District Improvement Plans, North Central Association (NCA)</td>
<td>Carter, Kirkland, Rivers, Clark, Jackson provided administration of K-12 school improvement plans in Michigan, Georgia, and Arkansas; in Michigan, they led North Central Accreditation process.</td>
</tr>
<tr>
<td>Understanding of Title 1 (differences between Targeted Assistance and School-wide)</td>
<td>All administrators have served both kinds of Title One programs, targeted assistance and school-wide; experience gained at Dreamland, Jackson Public Schools, Highland Park was translated into higher student achievement on state assessments.</td>
</tr>
<tr>
<td>State assessments — Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME)</td>
<td>Oversaw, administered, and provided interventions to increase student performance on assessments in Michigan, Georgia, and Arkansas. Highland Park is the subject of Educational Leadership article detailing the reading intervention used to increase MEAP performance.</td>
</tr>
</tbody>
</table>
Michigan Grade Level Content Expectations (GLCEs)

Carter, Kirkland, Rivers all served as principals or higher in Michigan districts where students took these examinations and know that the GLCEs derived from the Benchmarks from the Michigan Model Course Curriculum. we provided interventions and analyses about the same with teachers and staff; Carter led Jackson and Highland Park teachers in comprehensive curriculum revision and alignment to reflect the inclusion of these.

Michigan High School Content Expectations (HSCEs)

Served as Assistant Superintendent and Deputy Superintendent in Michigan districts when the Michigan Model was specified in grade level standards and expectations as opposed to benchmarks. Oversaw all assessment programs for high school students in Jackson and Michigan.

Michigan Merit Curriculum

We are versed in the Common Core State Standards for English and Math which have been connected to this curriculum. On our team are Michigan principals and supervisors who have worked directly with the Michigan Merit Curriculum.

Michigan Curriculum Framework

We all have significant experience with the MCF and its benchmarks, outcomes, and grade level expectations that stem from the same.

Section 504 of the Individuals with Disabilities Education Act (IDEA)

We have experience with Section 504 as our lead administrator was the 504 Compliance Coordinator for Jackson Public Schools; we are quite familiar with Section 504 and have experience conducting student study teams to develop accommodation plans for 504 students.

### Access Core Facilitators

<table>
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<tr>
<th>Access Facilitator</th>
<th>Experience Areas</th>
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<tbody>
<tr>
<td>Carolyn Carter, Ed. D.</td>
<td>Former deputy supt and assist. supt for teaching &amp; learning; former secondary principal and high school English teacher; led school reform in Highland Park &amp; Jackson; reading &amp; English professor.</td>
</tr>
<tr>
<td>Karen Keaton Jackson, Ph. D</td>
<td>Professor of writing, Director of writing program, K-12 writing specialist; specific expertise in urban students and their needs.</td>
</tr>
<tr>
<td>Brendly Clark, Ph. D</td>
<td>Principal, specialist in compliance, diversity, and change processes, used smart accountability process to increase students' literacy.</td>
</tr>
<tr>
<td>Raahul Reddy, Ms</td>
<td>Former reading and English instructor, former secondary English &amp; reading teacher, reading consultant, reciprocal teaching and CCSS</td>
</tr>
<tr>
<td>Barbara Rivers, Ed.S.</td>
<td>Special Educator, experienced in student interventions, reciprocal teaching, CCSS, team building, and classroom management, cognitive strategy instruction</td>
</tr>
<tr>
<td>Reginald Kirkland, Ed.S.</td>
<td>Principal with excellent record for improving student achievement through use of team building, smart accountability, reciprocal teaching, &amp; cognitive strategy instruction</td>
</tr>
<tr>
<td>William Carter, Ms. Ed.</td>
<td>Secondary reading to learn and writing to learn strategies, Smart accountability, climate, team building</td>
</tr>
<tr>
<td>Katie Murph, Ed.S</td>
<td>Secondary Literacy, smart accountability, learning interventions</td>
</tr>
<tr>
<td>Mark Loken</td>
<td>Secondary math and science.</td>
</tr>
</tbody>
</table>

In addition to this team, new staff will be added based upon a thorough review of qualifications and experience. Any additional staff will be selected based on the particular needs of the school involved. The needs are based on the Comprehensive Needs Assessment. In the process of reviewing staff, specific focus will be given to leadership, systems work, curriculum, assessment, and instruction experiences and expertise.
Exemplar 5: Sustainability Plan

In addition to helping staff implement the COI's recommendations for adolescent literacy and providing the scaffolding and support the school staff (administrators, leadership team, instructional staff, and support staff) needs, we will engage in the following activities to sustain the program we implement:

1. Facilitate Rigorous Curriculum and Instruction: We will encourage everyone in the system to accept responsibility for ensuring that all students have access to rigorous content and instruction that is aligned to local, state, and national standards and that look toward the depth of knowledge, skills, and abilities needed for students to thrive in emerging economic, citizenship, and community contexts; incorporate multiple research-based instructional strategies, such as cognitive instructional strategies, reading to learn and writing to learn strategies for all teachers and students, including students with special instructional needs; incorporate new modalities for learning and information sharing.

2. Assessment and Accountability: We will encourage balanced assessment and accountability systems that will cover a broad range of formal and informal assessment policies and practices aligned across multiple levels that (a) include formative assessments embedded in instruction; (b) may include school-based portfolios or projects, interim or benchmark exams, as well as end-of-course exams, state standards-based assessments, and high-stakes competency or exit exams; (c) provide timely and effective feedback and access to data so that teachers, students, and parents can capture and evaluate student knowledge and skills, plan for future educational programs, and adapt instruction to better meet student needs; (d) encourage and support continuous progress monitoring through both formal and informal assessments.

3. Teacher Quality and Professional Development: We will promote teacher quality and professional development systems that recognize a teacher's need for deep content and pedagogical knowledge and include a broad set of recruitment, preparation, induction, professional growth, and retention policies and practices that include standards for staff development and adult learning; promote knowledge of adolescent development, varied and effective pedagogy for secondary students, and the ability to motivate students and to work with diverse student needs effectively and empathetically; increase the abilities of and opportunities for teachers to work together to improve classroom practice and help all students connect information across disciplines and programs; provide teachers with skills in assessing students and adjusting instruction accordingly; help teachers develop and build on their classroom and leadership skills and abilities over time and, preferably, in collaboration with other teachers and instructional leaders; and promote effective classroom management skills.

4. Student and Family Supports: We will encourage guidance and supports for secondary students that address the whole child, including physical and socio-emotional needs, through positive conditions for learning that (a) incorporate formal and informal guidance programs, including peer and professional counseling and mentoring; (b) include attendance and behavior monitoring and support systems, such as Positive Behavior Intervention and Supports (PBIS); (c) support wrap-around and English-language services that extend beyond the classroom; (d) foster a positive school climate, including safe schools and respectful environments (e.g., anti-bullying); cultivate student voice and leadership in the classroom, school, co-curricular activities, and community; (f) promote health and physical education and co-curricular activities; (g) provide family-focused services and outreach that engage parents and family members in programs and services; and (h) respect and honor the strengths and resources of the student's family and community.

5. Stakeholder Engagement: We will promote understanding of secondary schools and their unique social, political, and cultural contexts, and school improvement efforts that incorporate stakeholder engagement strategies that (a) engage the interests, needs, skills, and resources of its multiple stakeholders, such as school staffs, students, parents and family members, guardians, community organizations and members, and business partners; (b) foster relationships among secondary schools, middle-level and elementary schools, and postsecondary education
6. **Leadership and Governance:** We will promote and support high-quality instructional and organizational leadership at the building level that (a) provide principals with adequate knowledge, time, and interpersonal skills to work with teachers as they define curricular and instructional goals and develop instructional strategies; (b) promote distributed leadership, encouraging multiple roles for teacher leaders and tackling organizational change where necessary; (c) incorporate alternative structures to address management, discipline, and other functions of running secondary schools traditionally performed by principals; (d) enact enabling policies and codify a vision, a mission, and/or strategic plans for scale-up and sustainability; develop strategies and skills to lead and support required organizational change; and (h) clarify decision-making authority at all levels and recognize the expectations, requirements, compensation, and recognition of faculty and staff.

7. **Organization and Structure:** We will promote secondary school improvement initiatives that (a) support effective teaching and learning and personalization through physical and operational changes, such as the creation of small schools and smaller learning communities, freshman academies, career academies, career-tech high schools, and other alternative structures; (b) incorporate alternative time/scheduling approaches, such as block scheduling, year-round schooling, and double dosing, especially in core academic courses; (c) provide increased opportunities to learn, such as virtual courses, dual enrollment opportunities, and work-based internships; (d) include students with special needs in the general curriculum with access to rigorous content through co-teaching, tiered intervention structures, and adaptive supports; (e) support teacher organizational changes beyond traditional departmental structures, such as common planning periods, professional learning communities, and co-teaching; and (f) support the difficult process of culture changes as roles, responsibilities, relationships, and patterns of engagement change.

8. **Resources for Sustainability:** We will promote as critical to any secondary school improvement certain related initiatives such as identification and commitment of adequate fiscal and other resources that (a) grow both the physical and human capital within the system for implementation and sustainability of secondary school reforms; (b) continuously upgrade facilities, tools, and materials to keep pace with the changing economy, technology, and citizenship expectations; (c) adequately staff the initiatives and acknowledge the need for workload equalization and/or reduction; (f) provide appropriate time and necessary fiscal support for initiatives to be implemented and take hold; (f) continuously develop teacher knowledge and skills to incorporate these changes into their instruction; (g) move effective practices to full implementation and scale-up; and (h) define priorities and allocate needed resources to sustain them over time.

Therefore, in our quest to build sustainability among urban school staff, we will establish a framework that includes a number of the above components that will transition the school staff from a group of educators seeking to solve the problems inherent in poor student achievement to a group of educators who utilize a systems’ approach to higher literacy and numeracy through school improvement planning that has at its core (1) data-driven decision making, (2) a tiered response to students’ needs, and (3) a commitment among the school staff to continuous learning. In addition to the above components, we will assist the school in developing internal capacity for sustaining increased student achievement by building the internal capacity of the staff instead of using outside one or two time visits from a consultant or two. We will devote the needed time to identify and develop local school staff (administrators, certified, and classified) and develop their leadership, coaching, and monitoring skills to ensure onsite support for the school improvement process and for data-driven decision-making. We will scaffold administrators, teacher leaders, and support staff’s use of external change agents who will be available anywhere/anytime to staff who continue with the school. This investment in developing internal capacity increases commitment to the improvement plan as the staff recognizes the work as their own rather than what is being —done to or for them and it promotes sustainability.
Dr. Carolyn Carter has garnered over 30 years of experience as a secondary level teacher, building administrator, public school district central office administrator, University professor, and charter school developer. She is the chief developer of Dreamland Academy in Little Rock, Arkansas. She has served as a professor at Eastern Michigan University, as well as the University of Toledo. As the deputy superintendent of the Jackson (Michigan) Public Schools, Dr. Carter was the district’s Chief Academic Officer, and was responsible for guiding day to day operations of a large public school district which served a diverse student enrollment of over 5000 students. Dr. Carter was Executive Director of the Benjamin Carson Academy Charter School housed within the Wayne County (Michigan) Juvenile Detention Center. At Carson, Dr. Carter led a team of high-performing educators who delivered instruction to pre-adjudicated adolescents and young adults within the greater Metropolitan Detroit area.

Dr. Karen Jackson is a professor of English and Director of the Writing Programs at North Central College. She is an expert in writing applications and has significant experience working with teachers and secondary students in writing applications as well as in 6 Plus 1 Writing Traits, RAFTS, and Common Core State Standards, English language Arts.

Mr. Reginald Kirkland, Ed.S. has twenty years of experience as a teacher, assistant principal, and eight years as a principal. In addition, I have worked with students at various educational levels. Mr. Kirkland has a great amount of experience with developing and managing budgets, recruiting and selecting talented instructional and non-instructional team members, supervising and evaluating faculty and staff, providing and facilitating professional development, effective and data-driven school improvement, and with assessment, curriculum and instruction. He has led Henry Ford Academy in Highland Park, Michigan, Hanneman Elementary School in Detroit, Michigan, J.E. Richards Middle School in Lawrenceville, Georgia, and Blanchette Middle School in Inkster, Michigan from schools that failed to meet the annual measurable objectives to schools that made adequate yearly progress through advancing student academic achievement across all demographic subgroups.

Mrs. Barbara Rivers is a former special education teacher and supervisor. She coordinates curriculum programs for Access and is an expert in learning applications for special needs students. Among her specialties are CCSS (English), classroom management, and structuring the school climate with inviting rules and processes.

Ms. Katie Murph is a literacy specialist who applies elementary principles to secondary reading and writing strategies. She led school reform initiatives that led to significant increases in students’ literacy scores at Dreamland Academy. She specializes in Reciprocal Teaching strategies.

Mr. Rahuul Reddy is a former English and reading instructor who has significant experience teaching adults. He has developed a specialty in Reciprocal Teaching.

Mr. Mark Loken is a specialist in secondary math and science. He has assisted with implementing the smart accountability process at Dreamland and provided leadership in science and mathematics.

In addition to this team, new staff will be added based upon a thorough review of qualifications and experience. Any additional staff will be selected based on the particular needs of the school involved. The needs are based on the Comprehensive Needs Assessment. In the process of reviewing staff, specific focus will be given to leadership, systems work, curriculum, assessment, and instruction experiences and expertise.
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Fluent in Swedish and Norwegian    Licensed in Virginia, Arkansas, & Michigan

Summary of Qualifications:

MS in Geology/Geophysics, BS in Physics Secondary Ed., and BA in European Studies
Teaching skills: Highest SOL scores in science department, among highest in county
Analytical skills: Highest reasoning score rating in MTTC test, high LSAT and PRAXIS scores
Computer skills: MS Office, Promethean, data processing, and more
Written communication: Daily memos, reports and letters resulting in informed community
Oral communication: Led conferences, banquet/award ceremony speeches, daily instruction
Leadership skills: Scout Leader, Club Sponsor Leader, Church Leadership
Clean FBI background checks
Wood Badge award, BSA premier leadership course, 6-day camp, year goal completion, 40
awarded from 2000 registered scout leaders in 2010.

Education:
The University of Akron       MS Geology, Geophysics        3.79/4.0      5/2005
Western Michigan University BS Physics 2nd Ed., Math minor    2.98/4.0      12/2000
New England School of Law    JD –withdrew due to family crisis  2.50/4.0
Brigham Young University     BA European Studies            3.30/4.0      12/1990

Highlights of Teaching Experience:
Loudoun County Public Schools Mercer Middle School 9/2006 to 6/2010
21000 Education Court, 42149 Greenstone Drive John Duellman
Ashburn, Virginia 20148 Aldie, VA 20105 571-233-4525
571-252-1000 703-957-4340 John.Duellman@lcps.org
Math and Science Teacher: Mercer Middle School’s science department has some of the best
SOL passing rates in the school and the county. Mr. Loken has the best SOL passing rates in the
department. As project coordinator, sponsor and treasurer of Future City Club, Mr. Loken led
teams of students to successfully compete regionally and nationally with the engineering
competition. His teaching duties included meeting with county and school leaders to coordinate
curriculum requirements, participate in educational conferences and workshops, and participate
in the development and implementation of LCPS Core Experiences, a large set of educational
material required county-wide. Other duties included a project of creating and updating lesson
plans using Promethean technology with attached web links and helps that met outcome
measures and time deadlines. He taught and encouraged students to maintain high academic
standards and maintained a web site with assignments, assessments and events to inform
students and parents of expectations. He measured and tracked student success through formal
and informal assessments, distributed periodic grade reports extra support and encouragement where needed. He led or participated in parent teacher conferences, led student scientific and mathematical discovery. Mr. Loken also maintained constant oral and written communication with educational community resulting in well-informed parents, colleagues and administrators. Last school year Mr. Loken mentored a new mathematics instructor. He has a Postgraduate Professional License (teaching) by the Virginia Board of Education in Mathematics and Physics.

Shenandoah County Public Schools
600 North Main Street, Suite 200
Woodstock, VA 22664
540-459.6222

Mathematics Teacher: Mr. Loken successfully taught students to formulate questions, collect data, make predictions, find linear regressions, calculate probability of outcomes, and more. Additional teaching duties were the same as above and included meeting with county and school leaders to coordinate curriculum requirements, participation in educational conferences and workshops, the creation and coordination of lesson plans that met outcome measures and time deadlines. He led student mathematical discovery, taught and encouraged students to maintain high academic standards, and maintained a web site with assignments, assessments and upcoming events to inform students and their parents of expectations. Student progress was measured and tracked with formal and informal assessments and reported back home via phone, email and periodic grade report distribution. Mr. Loken has maintained in constant oral and written communication with parents and students to provide support and encouragement where needed, including parent teacher conferences.

Fairfax County Public Schools
8115 Gatehouse Road,
Falls Church, VA 22042
571-423-3000

Robert E. Lee High School
6540 Franconia Rd
Springfield, VA 22150

Mr. Loken's duties were the same as those listed above, but with only one class, and teaching at a much faster rate. He was offered to continue teaching full-time at Fairfax and his supervisors were even willing to override his contract with Shenandoah. Mr. Loken declined, however, because he felt honor-bound to his contract.

University of Akron
302 Buchtel Common.
Akron, OH 44325
Phone: 330-972-7111

Department of Geology
252 Buchtel Common
Akron, OH 44325
330-972-7630

Graduate Assistant: As a Graduate Assistant Mr. Loken successfully taught several Environmental Geology courses, graded other undergraduate coursework, assisted and substituted for Professors in their undergraduate classes. He led undergraduate students in the magnetic survey portion of a brown site Phase II geophysical project. He assisted the maintenance, supervision and technical support of the student computer lab. He also assisted with Geology field camp for six weeks spread over two summers to the intermountain west.

South Haven Public Schools
554 Green St
South Haven, MI 49090
269-637-0527

LC Mohr High School
600 Elkenburg,
South Haven, MI 49090
269-637-0502

Physical Science and Math Teacher: Mr. Loken’s teaching duties were the same as above and
included meeting with county and school leaders to coordinate curriculum requirements, participation in educational conferences and workshops. He developed and coordinated lesson plans that met outcome measures and time deadlines, taught and encouraged students to maintain high academic standards, and created/maintained a web site with assignments, assessments and upcoming events to inform students and their parents of expectations. Mr. Loken measured and tracked student success through formal and informal assessments, distributed periodic grade reports and provided support and encouragement where needed. He led and/or participated in parent teacher conferences, and led student mathematical discovery. Mr. Loken maintained constant oral and written communication with educational community resulting in well-informed parents, colleagues and administrators. A decrease in student population mandated lay-offs of several new teachers including Mr. Loken.

Western Michigan University
Dept of Mathematics
9/2001 to 12/2001
1903 W Michigan Ave
Kalamazoo MI 49008-5200
(269) 387-1000
Dr. Jay Wood
Mark Crawford
Adjunct Professor: Mr. Loken taught college algebra to adult students, managed the classroom, assigned review material as needed, analyzed student understanding through student's expressions and practice problems. Depending on how they were doing, he re-taught, answered questions and checked for completed work. His contract was to teach a class concurrently with his High School position and he renewed the contract once. Time restraints obstructed further renewals.

Örebro kommun
Lindesskolan,
09/1996 to 3-1997
Box 30000, 701 35 Örebro
Krykv. 5,
kommun@orebro.se
Sweden, Tel: 019-21 10 00
70135 Örebro, Sweden
Full-time/full-year Math/Science substitute-teacher: Mr. Loken was successful in teaching math and science concepts to 7th, 8th and 9th graders in their native Swedish language. He was entrusted with the collection, depositing and record keeping of his homeroom's savings account. Additional teaching duties were the same as above and included meeting with educators and administrators to coordinate curriculum requirements, participation in educational conferences, create and coordinate lesson plans that met outcome measures and time deadlines, teaching and encouraging students to maintain high academic standards, measure and track student success through formal and informal assessments, distribute periodic grade reports to track progress, provide support and encouragement where needed, lead/ participate in parent teacher conferences, lead student discovery, create presentations, maintain in constant communication with educational community resulting in well-informed parents, colleagues and administrators.
Raahul C. Reddy

8900 E. Jefferson - #529
Detroit, MI 48214
(313) 433-8209
raahulr@hotmail.com

QUALIFICATIONS: Extensive experience teaching grammar, literature, reading, composition standards, processes, and products to secondary and post-secondary students; experience developing English and reading courses to parallel recommended curricula in Michigan; experience leading English reading/writing workshops for professional educators and post-secondary students; assisted in the design of a leading educational training seminar, created presentations for clients, and led successful seminars in the metro Detroit area. In addition, extensive expertise in development and administrative operation of education programs for both public and private sectors.

EDUCATION

May, 1998
The University of Michigan
Master of Arts in Education with K-12 Certification
Major: English

The University of Michigan
Bachelor of Arts in English
Major: English

AWARDS

Class Honors 1992-1998
Michigan Competitive Scholarship, 1992-1997
Golden Key National Honors Society
University of Michigan Merit Scholarship, 1997-1998

WORK EXPERIENCE

From 6/04-Present C.E.O./Curriculum Director/Co-Founder

Oversee all daily operations for national education firm specializing in educational programming, consulting, professional development and product development. Assist in design, implementation, development, and operation of all curriculums, courses, and products. Oversee all financial operations and auditing processes. Oversee management of all sites and programs throughout the United States. Oversee all quality control and compliance standards to ensure all requirements are program success.

From 6/03-6/04 Project Director
Highland Park Public Schools
Highland Park, MI

Developed and operated district wide after-school and summer school programs for students and adults of entire city. Supervised program staff of over 100 employees. Assisted in development of curriculum and program structure. Promoted program and assisted in securing funds from both public and private sectors. Ensured program compliance and developed system for reporting and budget oversight. Prepared and submitted reports for local and state entities. Developed system of analysis to continually improve program.

**From 9/01-6/03**
**Head Education Consultant/Lead Staff Development Coordinator**
Evans Solutions, Inc.
Detroit, MI
Assisted in development of education programs designed for at-risk and mainstream youth throughout the Southeastern Michigan area. Developed curriculum and varied content specific courses, particularly in the areas of English composition and reading. Led the design, coordination, and training of professional and para-professional staff throughout all sites in Southeast Michigan. Coordinated numerous administrative tasks, including program analysis, staff evaluations, program implementation, as well as consultant and site director supervision. Additionally, led consultant team on special projects.

**From 8/01-12/05**
**Post-Secondary English Composition Instructor**
Washtenaw Community College (Ann Arbor, MI and off-site campuses)
Oakland Community College (Auburn Hills, MI)
Developed and conducted various composition courses including Writing Fundamentals, Business and Technical Writing, Argumentative Writing, and Advanced Composition. Initiated and supervised peer tutorial and study group programs aimed at accelerating achievement for post-secondary students. Designed courses that provide constant interactions, progressive improvement, and high achievement for all students.

**From 9/99-9/01**
**English/Reading/Special Education Teacher**
Innovative Educational Programs
Detroit, MI
Developed English and Reading courses for at-risk and special education students in grades 4-12. Led staff development initiatives, including training programs for professional and paraprofessional staff in variety of areas. Coordinated various administrative tasks, including recruiting, scheduling, and development of specialty workshops for staff and students. Led
various school committees for activities ranging from school improvement to technology planning.

**From 9/99-Present   Professional Development Consultant**

Independent   Detroit, MI

Lead English reading and writing workshops for teachers at elementary, secondary, and post-secondary levels. Lead professional development seminars on teaching and management techniques. Headed corporate seminars on management training and sales tactics. Assessed clients’ needs and developed materials, schedules, and presentation formats for seminars and workshops. Coordinated with administrations to implement workshops and seminars at various client sites.

**CONSULTANT**

**ACTIVITIES**

- Michigan Reading Association Guest Presenter (March 2002)
- Wayne State University
- George Carver Public School Academy
- Visu Consultants, Ltd.
- Certified MLPP Trainer of Trainers
- Grand Rapids Public Schools

**ACTIVITIES**

- Maxey Boys Correctional Facility Volunteer Instructor
- University of Michigan Volunteer Tutor

**REFERENCES**

Available upon request
Curriculum Vitae

Profile: Doctorate in administration. Experienced school leader with excellent compliance record (Title 1, USDA child nutrition, accreditation, technology, curriculum, school improvement planning, etc.); fiscally conservative: delivered 4 of 4 financial audits without findings. Experienced alternative education administrator who is familiar with needs and desires of at-risk to honor roll students, parents, and staff; experienced in providing school leadership that results in desired positive ends: high achieving, talented students.

Offering school leadership in smart accountability process that provides structure and pathway for data-driven decision making and that rivets all stakeholders on the goals of the school; experienced literacy development leader who led Response to Intervention (RTI) literacy learning initiatives that resulted in urban students (below basic and basic status) improving their literacy scores by 50% on state literacy assessment in 2012; committed to parental involvement, development, and engagement in their children’s learning; committed to developing high quality student focused learning environment that relies on research-based practices to maximize the learning experience for students. Committed to professional staff development.

Core skills include:

Common Core State Standards; Program Development and Implementation; Response to Intervention (RTI) Systems; Smart Accountability Processes and Systems; Parental and Community Support Mechanisms; Administrative Budgeting and Forecasting; Team Building; Classroom Management; Industrial Psychology & Employee Motivation

Education:
Walden University, Naples, Florida 1996, Doctorate Administration and Management

Special Training:
Reciprocal Teaching Literacy Interventions Inviting Educational Principles
Handwriting Analysis (Graphology) Brain Gym
Certification I and II (2000) Sivaroli Reading Assessment
Arkansas Superintendent’s Training

School Leadership Experience:
June 2008 to Present
Dreamland Academy Performing & Communications Arts
Superintendent/Principal, Dreamland Academy
Provide coordination of assigned services and collaboration with identified individuals. Provide oversight and monitoring of assigned processes and programs specific to and identified in consultation with Dreamland Academy. Plan, develop, implement and evaluate personnel and labor relations strategies including policies, programs and procedures to address an organization's human resource requirements. Manage programs, maintain human resources information and related records systems; Authorize, organize and establishment of major departments and associated senior staff positions (i.e., assist with classroom management, client centered responses to parents and students; provide oversight for the business portion of the main office (part time business manager and a full time office manager); provide the leadership and specific processes necessary to erect and operate a high performance, efficient corporate office. Plan and administer training and career development, employee assistance, employment equity and affirmative action programs.

September 2005 - February 2006
Excel Education Centers, Prescott, Arizona
Site Director/Principal Middle and High School
Duties included operations, employee selection, training and development; policy and procedure development; campus revitalization; contract compliance for Department of Education and Charter Board; fundraising strategies and Student Advisement.

October 2001 - March 2003
Tempe Accelerated High School, Tempe Arizona
Leona Group, LLC
Student Services- Consultant
High School support and student resources services provider. Provided student advisement, problem solving and guidance in healthy lifestyles concerns. Facilitated substance abuse education groups, life skills development and education groups, individual counseling, family support and resources referrals as needed. Integrative student services department development, student support services, interpersonal and group sessions, program design and implementation for high students and parents.

June 1999 to July 2000
Arizona Montessori Charter Schools, Inc., Glendale Arizona
Executive Director/Site Director/Principal
Campus principal and executive director of AMCS. Duties included operations, employee selection, training and development; policy and procedure development; campus revitalization; contract compliance for Department of Education and Charter Board; fundraising strategies.

Marquette University Institute for Transformational Learning
Milwaukee, WI
Black Alliance for Educational options (BAEO)
Presenter Annual Symposiums 2000 & 2001 on Montessori Educational Programs

Other Relevant Experience:

August 2006-May 2008
C R and Associates
SES Consultant-Regional Director, North Carolina and Arizona
Develop SES providers/resources with particular expertise working with youth outside of the educational mainstream (i.e. alternative or “at-risk” student populations), as well as mainstream students.

July 2006-January 2007
Catholic Charities
Quality Improvement Assistant
Assist with the planning, organizing, and coordinating of the Quality Improvement Program.
Work in conjunction with the Director of Quality improvement and Regional Directors to help ensure compliance with the COA standards, including ensuring COA compliance and attending the accreditation committee meetings.
Ensure that all reports, standards and indicators are accomplished to ensure the continuous quality improvement for each program and support function. This includes training and evaluation of the training.
Assist with the development of methods to measure performance with outcome indicators meeting compliance standards; specifically BHS licensing and reviews.
Attend workshops, meetings and conferences to increase professional skills, as well as contribute to the goal of providing supportive social services to meet community needs.

Administrative Experience:

September 1996 – August 2007
Organizational Support Systems, Inc., Glendale, Arizona
Vice President Research & Development, Operations
Human Resources Management consulting to include but not limited to policy and procedural manual and personnel manual development, organizational planning/development; program design, implementation and evaluations; proposal/grant writing; Board of Directors development & training; nonprofit bylaws and incorporations; 501 (c) (3) applications and general organizational development.
Minority, Disadvantaged or Women-owned businesses consulting.

August 2007-2012
Wilson Community Development Corporation
**Business/Operations & Compliance Director**

Oversight of all business operations to include but not limited to oversight for the school’s financial controls and procedures, working in collaboration with Superintendent and the accountant; serve as the liaison with the superintendent during audit process; implementing recommended improvements; staff and board development; HR Department and compliance oversight of our funding sources (i.e., nutrition, Title I).

March 1990 - June 1996

**Advanced Care Team, Inc., Phoenix, Arizona**

**President & CEO/Human Resources Director**

Developed and maintained quality community based services to the seriously mentally ill population; fiscal management; human resources functions (recruitment, selection, training & development, employee retention, all personnel duties); contract compliance; billing (AP/AR, HICFA billing); payroll duties, and day-to-day operations. Staff size 15 to 35.

November 1985 to July 1993

**Terros Behavioral Health Services, Phoenix, Arizona**

**Obtained progressively more responsibilities through promotions from Case Manager to Residential Coordinator to Director of Rehabilitation Services.**

Responsibilities included but were not limited to fiscal management (budget $550,000); staff recruitment, training and development, staff retention, program/budget development and compliance reporting, developed services to more than 300 seriously mentally ill adults (short/long term), developed and submitted monthly/quarterly reports to Executive Director; maintained good community and business relationships with funding sources and the community at large. Supervision of staff size 15 to 25.

**Faculty Positions**

**January 2005 - Present**

**Keller Graduate School of Management of DeVry University, Charlotte North Carolina, Adjunct Faculty**

Instructor in MBA Program:
- General Management
- Human Resources Management
- Public Administration

**2009 to 2011**

**University of Phoenix**

**Adjunct Faculty**

Instructor within the graduate programs of Human Resources, Management and Business courses

**April 2006 – May 2011**

**North Central University**
Prescott Valley, AZ  
Adjunct Faculty, Doctoral Program  
Instructor within the doctoral programs of Human Resources, Management and Business courses.

January 1998 - August 2004  
Ottawa University (Bachelors (BBA) and Masters (MBA) programs)  
Adjunct Faculty - Phoenix Arizona, Tempe Arizona, Glendale Arizona, Brookfield, Wisconsin.  
Instructor at Graduate and Undergraduate programs in Human Resources Management and Business courses.

Example Undergraduate and Graduate Courses:  
Human Resource Management  Managing Cultural Diversity  
Training and Development  Compensation and Benefits  
Management  Organizational Behavior  
Strategy and Policies  Research, Design and Analysis  
Employment/Staffing  Interpersonal Communication Skills  

Ottawa University International Program (BBA) and MBA  
Taipei, Taiwan, Beijing, Singapore, Kowloon, Hong Kong and Malaysia.  
Example Undergraduate Courses:  
International Marketing  Cross-Cultural Management  
Management  Organizational Behavior and Leadership  
Liberal Arts  Business Communications  
Strategic Human Resources Management  

Trainings and Workshops facilitated or co-facilitated  
Minority/Small-Business Development Training  
Conflict Management  Organizational Behavior/Planning  
Parenting Skills Development  Business Ethics  
Employee Motivation and Morale Building  Character Development  
Problem solving skills  Personal Peak Performance  
Interpersonal Communication skills  Career Development  
Job Readiness  Cost Effective Management  
Management Development  Anger Management  
Change Management  Employee Issues Resolution  
Human Resources Management  Family Preservation  
June 1996  
Maricopa Community College, Phoenix Arizona  
Lifetime Adjunct Faculty  
Undergraduate Courses:  
Human Development

January 2001 - May 2001  
Lakeland College (Undergraduate)
West Allis, Wisconsin
Example Undergraduate Courses:
Management
Leadership and Development and
Business Research

March 2000
Cardinal Stritch University
Wisconsin
Approved for Management and Business Courses (undergraduate)
BARBARA J. RIVERS  
19525 Suffolk Drive  
Detroit, Michigan 48203  
313-366-0130  
briversbabs@aol.com

**Educational Specialist Degree**  
Wayne State University  
Major: Special Education Administration / School Administration

**Masters of Education Degree**  
Wayne State University  
Major: Special Education- Emotional Disturbances & Impairments Grades K-12

**Bachelors of Science Degree**  
University of Detroit Mercy  
Double Major: Special Education- Learning Disabilities  
General Education Grades K-8)  
Social Sciences Grade 9th.

**Special Education / Certifications/ Full Approvals**  
Special Education Learning Disabilities Endorsement (K-12)  
Special Education Emotional Impairment Endorsement (K-12)  
Teacher Consultant, Learning Disabilities  
Teacher Consultant, Emotional Disturbances & Impairments  
Central Office Administrator’s Certification  
Elementary Administrator’s Certificate  
Full Approval Special Education Director  
Full Approval Special Education Supervisor

**Relevant Experience:**  
Project Designer  
Special Education Director  
Special Education Central Office Supervisor  
Detroit Public Schools  
Location: Central Office / Kahn Building  
Special Education Director  
Middle School Principal  
Principal for Alternative High School  
Special Education High School Teacher  
Special Education Teacher (Learning Disability Program)  
Coordinator, Resource Room & Self Contained Classrooms  
Detroit Public Schools
Karen Keaton Jackson, Ph.D.
Department of English and Mass Communications
North Carolina Central University
1801 Fayetteville Street
Durham, NC  27707
(919) 530-6036
kkjackson@nccu.edu

EDUCATION

2004  Ph.D.  English, Wayne State University, Detroit, Michigan
    Major Areas:  Composition Theory and Pedagogy
                 Writing Center Theory and Pedagogy
                 Writing Across the Curriculum
                 Service-Learning
                 Critical Theory and Pedagogy
                 Cultural Studies

2000  M.A.  English, Wayne State University, Detroit, Michigan
    Title – Issues in Writing Instruction for Inner-City, At-Risk, African-American Students

1998  B.S.  Summa Cum Laude, English Secondary Education,
    Hampton University, Hampton, Virginia

RELEVANT EXPERIENCE

Consultant, Access Educational Management Corp. (Writing applications)
Director, The Writing Studio/Writing Intensive Program at North Carolina Central University
Associate Professor of Composition and Literature
Instructor, Education Department, Le Moyne College
Graduate Teaching Assistant/Instructor, English Department, Wayne State University
REGINALD KIRKLAND, Ed.S.

6818 Retreat
West Bloomfield, MI 48322
Kreginald@aol.com

(248) 277-6255
(248) 994-0869
(800) 820-3730 [fax]

Education:

Eligible: Spring 2011 Eastern Michigan University
Educational Doctorate (Ed.D.)
Ypsilanti, Michigan

Eastern Michigan University
Educational Specialist (Ed.S.)
Ypsilanti, Michigan

University of Detroit-Mercy
Master of Arts /Education
Detroit, Michigan

Eastern Michigan University
Bachelor of Science/Political Science
Ypsilanti, Michigan

Certification:

State of Georgia Administrative Certification Level 6
State of Michigan Administrator Certificate
State of Michigan Professional Education Certificate Expires

Relevant Experience:

Principal, Bates Academy
Consultant and Facilitator: Smart Accountability Process
Principal/Blanchette Middle School
Principal/J.E. Richards Middle School
Consultant/Project Manager Dreamland Academy
Regional Vice President
Principal / Holmes Elementary School
Principal / Hanneman Elementary School
Principal/ Christiancy Elementary
Principal / Henry Ford Academy
Assistant Principal, Benjamin Carson Academy
Interim Assistant Principal/ Henderson
Adjunct Professor, University of Phoenix/Online Faculty
Teacher Detroit Public Schools/Henderson Site Base Council/Teacher
Detroit Public Schools/O.W. Holmes Teacher
Detroit Public Schools/Burbank
QUALIFICATIONS: Extensive instructional, leadership, and managerial experience spanning twenty five years at the following levels: K-12, Department of Education (Michigan); Instructional experience at the community college and university levels; Significant leadership and teaching experience in teaching, learning, and in developing students’ reading, writing, and learning abilities;

Provide numerous in-service workshops and conference presentations concerned with improving reading/writing instruction (instructional leadership and classroom levels), developing informal and formal learning and assessment procedures. Professional Consultant, Lecturer and Author with international, national, state, and local publications; Teacher Educator (Secondary English, Reading, Literacy, Composition); Published Author (International, National, State, Local Levels): teaching reading in the content areas and reading acceleration. Article chosen by Association for Supervision and Curriculum Development (ASCD) for inclusion in its professional training series: The Brain and Reading, 2002. Finalist: Professor of the Year, 2004. Provided leadership that led to increase in urban students’ reading scores by 28% in 2010.

CERTIFICATIONS
State of Michigan Administrator’s Certificate: Superintendent, Central Office, K-12 School Administration
State of Florida: Secondary Teacher’s Certificate, Reading Specialist, English

EDUCATION

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<td>Harvard Graduate School of Education</td>
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<td>1979-1982</td>
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<td>Wayne State University</td>
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<td>1975-1977</td>
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<td>1973-1975</td>
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DATES POSITION EMPLOYER LOCATION

07/01/2010 Chief Academic Officer Access Educational Management Corp Gainesville, Fl.
Description: Provide charter school management services that included financial oversight and budget development,
professional staff development, learning interventions, and student achievement. For 2 years, my students led the state in improvement as the alternately improved 28% and in 2012, 50%.

2007-2010 Executive Director/Chief Academic Officer
Description: Provide leadership for implementing the Dreamland Academy, a specialty elementary charter school established to provide services for academically and behaviorally challenged students; created school’s academic design, performed all duties commensurate with those of chief academic officer, and provided start-up development and leadership for all staff.

08/01/2001-10/16/2005 Asst. Professor, Reading Eastern Michigan University Ypsilanti, MI
Teacher Education Department
Description: Taught undergraduate and graduate reading courses required for certification: Reading in the Secondary School and Secondary Content Area Reading; provided leadership in reading education in local and national settings. Taught Writing to Learn and Composition Methods courses for graduate students.

9/13/1999-7/31/2001 Visiting Professor University of Toledo Toledo, Ohio
Educational Administration
Description: Taught aspiring administrators core education administration courses.

09/01/1999-06/30/2001 Charter School Administrator IEP Baskings Ridge, NJ
Benjamin Carson Academy Charter School Administrator Blanche Kelso Bruce Academy Spectrum Juvenile Justice Detroit, MI
Description: Served as super-principal who was tasked to perform all supervisory duties related to establishing newly authorized charter schools co-located within juvenile detention facilities and those related to staff supervision, curriculum development, student achievement. Provided leadership of two specialized public school academies for incarcerated adolescents; operated large GED preparation programs, provided after school programs teaching reading, writing, and mathematics.

12/19/1995-09/12/1999 Deputy Superintendent Jackson Public Schools Jackson, MI
Curriculum & Instruction
Description: Provided instructional leadership for all administrators, reading specialists, and lead teachers; oversaw all curriculum and instructional programs (regular, special, and compensatory) education. Main accomplishments: (1) orchestrated and led strategic change process involving a cross-section of staff, students, and stakeholders, (2) created nurse in the school program, bilingual center for elementary children, parent educational and training center; led system wide curriculum revision, provided leadership for transformation of junior high school into middle school, raised student achievement scores.

07/03/1992-09/10/1995 Assistant Superintendent Highland Park Public Schools Highland Park, MI
Curriculum & Instruction
Description: (1) orchestrated major change process designed to raise academic standards and expectations of staff, students, and stakeholders, resulting in increased student achievement in reading, (2) developed teachers in using best literacy practices, and (3) provided leadership and design for uniform curriculum revision and alignment (K-12). Performed all administrative duties related to instructional leadership for all schools within district.

07/03/1993-09/12/1995 Assistant Professor University of Toledo Toledo, OH
Curriculum & Instruction
Description: Taught undergraduate and graduate education majors (1) content area reading, (2) English methods, (3) young adult literature, and (4) grammar and linguistics.
07/03/1993- Director of Curriculum & Instruction Highland Park Public Schools Highland Park, MI 06/30/1993

Description: Performed all administrative duties related to curriculum and instruction for all schools within district; led system wide curriculum revision, raised student achievement scores.


Description: Performed policy analysis and review of federal and state educational legislative mandates. Authored state of Michigan plan for reducing dropout behavior and plan for educating homeless children, Governor’s Appointee: (Homelessness & Cities in Schools). Provided statewide leadership in dropout prevention and education of homeless children.

08/01/1987 - Assistant Professor Indiana University Ft. Wayne, IN 06/30/1989 English Education

Description: Taught undergraduate and graduate English majors the basic courses of their respective programs in English Education.

08/11/1982- Assistant Professor Santa Fe Community College Gainesville, FL 07/01/1987 Rhetoric & Composition

Description: Performed all administrative duties related to instructional leadership for all schools within district; led system wide curriculum revision, provided leadership for transformation of junior high school into middle school, raised student achievement scores.

09/01/1978- Language Arts Department Chairperson Highland Park Public Schools Highland Park, MI 06/28/1982

Description: Supervised High School English Department. Provided leadership for the following programs: secondary reading, writing, and literature, developmental and remedial reading, foreign language, and radio-television, print and electronic media.

07/22/1976- English Teacher Detroit Public Schools Detroit, MI 06/30/1978 Finney High School

Description: Taught literature and grammar to students in grades 9-12.

07/22/1974- English Teacher Detroit Archdiocese Detroit, MI 06/18/1976 St. Brigid Middle School

Description: Taught reading, writing, grammar, and composition to students in grades 6-8.
Appendix: Exemplars 1-3: Bibliography


Steven A. Stahl Cynthia R. Hynd Bruce K. Britton Mary M. McNish Dennis Bosquet


SECTION C: ASSURANCES

The applicant entity:

1. will follow all applicable legislation and guidance governing the Section 1003(g) school improvement grants.

2. will follow all applicable Federal, state, and local health, safety, employment, and civil rights laws at all times.

3. will comply with the MDE Standards for Monitoring Section 1003(g) School Improvement Grants Preferred External Education Services Providers.

4. agrees to make all documents available to the MDE or LEA for inspection/monitoring purposes, and participate in site visits at the request of the MDE, the district, or facilitators/monitors for the SIG grant.

5. agrees to notify MDE and applicable district(s), in writing, of any change in the contact information provided in this application within ten business days.

6. ensures that it will provide written notification to MDE, when external preferred provider services will no longer be provided, thirty days prior to termination of services.

7. assures that they have accurately and completely described services they will provide to the LEA.

8. assures they will comply with SEA and LEA requirements and procedures.
SECTION D: ATTACHMENTS

- **Licensure**: Applicants must attach a copy of their business license or formal documentation of legal status with respect to conducting business in Michigan (e.g., certificate of incorporation, proof of 501(c)(3) tax-exempt status). Schools, school districts, and ISDs/RESAs may substitute documents that include address/contact information and the appropriate building or district code as found in the Educational Entity Master (EEM).

- **Insurance**: Applicants must provide a proof of their liability insurance or a quote from an insurance agency that reflects the intent to obtain general and/or professional liability insurance coverage.
Electronic Articles of Incorporation
For
ACCESS EDUCATIONAL MANAGEMENT CORPORATION

The undersigned incorporator, for the purpose of forming a Florida profit corporation, hereby adopts the following Articles of Incorporation:

Article I
The name of the corporation is:
ACCESS EDUCATIONAL MANAGEMENT CORPORATION

Article II
The principal place of business address:
4417 SW 84TH WAY
GAINESVILLE, FL. US 32608

The mailing address of the corporation is:
4417 SW 84TH WAY
GAINESVILLE, FL. US 32608

Article III
The purpose for which this corporation is organized is:
ANY AND ALL LAWFUL BUSINESS.

Article IV
The number of shares the corporation is authorized to issue is:
100

Article V
The name and Florida street address of the registered agent is:
CAROLYN J CARTER
4417 SW 84TH WAY
GAINESVILLE, FL. 32608
I certify that I am familiar with and accept the responsibilities of registered agent.

Registered Agent Signature: CAROLYN J. CARTER

**Article VI**
The name and address of the incorporator is:

SHEILA DANG  
7083 HOLLYWOOD BLVD.  
180  
LOS ANGELES, CA 90028

Incorporator Signature: SHEILA DANG, LEGALZOOM.COM, INC.

**Article VII**
The initial officer(s) and/or director(s) of the corporation is/are:

**Title:** P, D  
CAROLYN J. CARTER  
4417 SW 84TH WAY  
GAINESVILLE, FL  32608 US

**Title:** T  
CAROLYN J. CARTER  
4417 SW 84TH WAY  
GAINESVILLE, FL  32608 US

**Title:** S  
WILLIAM T CARTER  
4417 SW 84TH WAY  
GAINESVILLE, FL  32608 US
The Travelers Indemnity Company and Its Affiliates

Master Pac℠ Insurance Proposal for:
ACCESS INVESTMENTS
404 JESSICA LN WOODSTOCK, GA 30188

For Policy Effective: 08/10/2012 thru 08/10/2013

Proposal Number: 680 – 001C905934

Proposal Presented By:
NEWTEK INSURANCE AGENCY
301 Mexico Blvd Ste H4-A Brownsville, TX 78520
On behalf of NEWTEK INSURANCE AGENCY and the Travelers Company, we appreciate the opportunity to provide ACCESS INVESTMENTS with the following policy proposal.

This proposal will expire **thirty (30) days** from the date of creation identified below and is not a binding contract of insurance. If you have any questions regarding this proposal, please contact your agent.

**THE FOLLOWING OUTLINES THE COVERAGE FORMS, LIMITS OF INSURANCE, POLICY ENDORSEMENTS AND OTHER TERMS AND CONDITIONS PROVIDED IN THIS PROPOSAL. ANY POLICY COVERAGE, LIMITS OF INSURANCE, POLICY ENDORSEMENTS, COVERAGE SPECIFICATIONS, OR OTHER TERMS AND CONDITIONS THAT YOU HAVE REQUESTED THAT ARE NOT INCLUDED IN THIS PROPOSAL HAVE NOT BEEN AGREED TO BY TRAVELERS. PLEASE REVIEW THIS PROPOSAL CAREFULLY AND IF YOU HAVE ANY QUESTIONS, PLEASE CONTACT YOUR TRAVELERS REPRESENTATIVE.**

Company Quoted: TRAVELERS CASUALTY INSURANCE COMPANY OF AMERICA ONE TOWER SQUARE, HARTFORD CT 06183

**Master Pac**\textsuperscript{SM} **Premium Summary**

<table>
<thead>
<tr>
<th>Coverage</th>
<th>Premium</th>
</tr>
</thead>
<tbody>
<tr>
<td>Property</td>
<td>$62.00</td>
</tr>
<tr>
<td>Liability</td>
<td>$173.00</td>
</tr>
<tr>
<td>Optional Coverages</td>
<td>$165.00</td>
</tr>
<tr>
<td><strong>Total Policy Premium</strong></td>
<td>$400.00</td>
</tr>
</tbody>
</table>

**Created on date 08/06/2012 by NEWTEK INSURANCE AGENCY**

* Refer to your Policy for Actual Terms and Conditions*

* The Limit includes any additionally requested limits.

** Subject to and not in addition to the applicable limit of insurance.**
**Policy Level Coverages:** (These may be replaced by optional coverages)

**Property, Crime, and Inland Marine Coverages and Options:**

<table>
<thead>
<tr>
<th>Coverage Description</th>
<th>Limit*^Time</th>
<th>Deducti</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appurtenant Buildings and Structures</td>
<td>$50,000</td>
<td>$500</td>
</tr>
<tr>
<td>Arson &amp; Theft Reward</td>
<td>$5,000</td>
<td>N/A</td>
</tr>
<tr>
<td>Black Bag Coverage (Physicians and</td>
<td>Included</td>
<td>$500</td>
</tr>
<tr>
<td>Claim Data Expenses</td>
<td>$5,000</td>
<td>$500</td>
</tr>
<tr>
<td>Electronic Data Processing Equipment and Data &amp; Media:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDP Equipment, Data &amp; Media in Transit</td>
<td>$500</td>
<td>$500</td>
</tr>
<tr>
<td>Electronic Vandalism</td>
<td>$500</td>
<td>$500</td>
</tr>
<tr>
<td>Employee Dishonesty</td>
<td>$25,000</td>
<td>$500</td>
</tr>
<tr>
<td>Expediting Expenses</td>
<td>$25,000</td>
<td>$500</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>$25,000</td>
<td>$500</td>
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<tr>
<td>Fire Department Service Charge</td>
<td>$25,000</td>
<td>N/A</td>
</tr>
<tr>
<td>Fire Protective Equipment Discharge</td>
<td>$10,000</td>
<td>$500</td>
</tr>
<tr>
<td>Forgery or Alteration</td>
<td>$25,000</td>
<td>$500</td>
</tr>
<tr>
<td>Green Building Alternatives – Increased</td>
<td>$25,000</td>
<td>$500</td>
</tr>
<tr>
<td>Green Building Reengineering &amp; Expense</td>
<td>$25,000</td>
<td>$500</td>
</tr>
<tr>
<td>Green Business Personal Property Alternatives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Increased Cost</td>
<td>$25,000</td>
<td>$500</td>
</tr>
<tr>
<td>Newly Acquired or Constructed Property:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Personal Property</td>
<td>$250,000</td>
<td>$</td>
</tr>
<tr>
<td>Non-Owned Detached Trailers</td>
<td>$5,000</td>
<td>$</td>
</tr>
<tr>
<td>Pollutant Cleanup &amp; Removal</td>
<td>$25,000 Aggregate</td>
<td>$</td>
</tr>
<tr>
<td>Preservation of Property</td>
<td>Up to 90 days</td>
<td>$</td>
</tr>
<tr>
<td>Temporary Relocation of Property</td>
<td>$50,000</td>
<td>$</td>
</tr>
</tbody>
</table>

**Business Income and Extra Expense Coverages and Options:**

<table>
<thead>
<tr>
<th>Coverage Description</th>
<th>Limit*^Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Income &amp; Extra Expense</td>
<td>Actual Loss for 12 Consecutive Months</td>
</tr>
<tr>
<td>Civil Authority for Business Income &amp; Extra Expense</td>
<td>3 Consecutive Weeks</td>
</tr>
<tr>
<td>Civil Authority, Business Income – Waiting Period</td>
<td>Begins Immediately</td>
</tr>
<tr>
<td>Dependent Properties</td>
<td>$10,000</td>
</tr>
<tr>
<td>Dependent Properties – Waiting Period</td>
<td>24 Hours</td>
</tr>
<tr>
<td>Extended Business Income</td>
<td>90 Days</td>
</tr>
<tr>
<td>Green Building and Personal Property Alternatives</td>
<td></td>
</tr>
<tr>
<td>– Increased Period of Restoration</td>
<td>30 days</td>
</tr>
<tr>
<td>Interruption of Computer Operations</td>
<td>$25,000 Aggregate</td>
</tr>
<tr>
<td>Loss of Communication Supply Services</td>
<td>$25,000</td>
</tr>
<tr>
<td>Loss of Communication Supply Services – Waiting Period</td>
<td>24 Hours</td>
</tr>
<tr>
<td>Newly Acquired or Constructed Property:</td>
<td></td>
</tr>
<tr>
<td>Business Income, Extra Expense</td>
<td>$250,000</td>
</tr>
<tr>
<td>Ordinance or Law – Increased Period of Restoration</td>
<td>$25,000</td>
</tr>
</tbody>
</table>

* The Limit includes any additionally requested limits.
** Subject to and not in addition to the applicable limit of insurance.
Period of Restoration – Waiting Period  |  IMMED

**Commercial General Liability Coverages and Options:**

<table>
<thead>
<tr>
<th>Coverage Description</th>
<th>Limit*/Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Aggregate</td>
<td>$2,000,000</td>
</tr>
<tr>
<td>Products – Completed Operations Aggregate</td>
<td>$2,000,000</td>
</tr>
<tr>
<td>Each Occurrence</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>Personal Injury and Advertising Injury</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>Damage to Premises Rented to You</td>
<td>$300,000</td>
</tr>
<tr>
<td>Medical Expenses – Any One Person</td>
<td>$5,000</td>
</tr>
<tr>
<td>Hired Auto</td>
<td>Included</td>
</tr>
<tr>
<td>Non-Owned Auto</td>
<td>Included</td>
</tr>
<tr>
<td>Contractual Liability (As Defined)</td>
<td>Included</td>
</tr>
<tr>
<td>Limited World Wide Liability (Lawsuits brought in the US)</td>
<td>Included</td>
</tr>
</tbody>
</table>

* The Limit includes any additionally requested limits.

**Subject to and not in addition to the applicable limit of insurance.**
### Described Premises Level Coverages:
(These may be replaced by optional coverages)

Premises 1 Building 1: 404 JESSICA LN WOODSTOCK, GA 30188

#### Described Premises Level Coverages and Options:

<table>
<thead>
<tr>
<th>Coverage Description</th>
<th>Limit*/Time Frame</th>
<th>Deductible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Personal Property -</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Valuation Type REPLACEMENT COST</td>
<td>$500</td>
<td>$500</td>
</tr>
<tr>
<td>Coinsurance – Waived</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Additional Described Premises Level Coverages and Options:

<table>
<thead>
<tr>
<th>Coverage Description</th>
<th>Limit*/Time Frame</th>
<th>Deductible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts Receivable:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>On Premises</td>
<td>$25,000</td>
<td>N/A</td>
</tr>
<tr>
<td>Off Premises</td>
<td>$25,000</td>
<td>N/A</td>
</tr>
<tr>
<td>Building Glass</td>
<td>Included**</td>
<td>N/A</td>
</tr>
<tr>
<td>Combined Ordinance or Law</td>
<td>$25,000</td>
<td>$500</td>
</tr>
<tr>
<td>Debris Removal</td>
<td>$25,000 excess of 25% of loss</td>
<td>$500</td>
</tr>
<tr>
<td>Equipment Breakdown</td>
<td>Included**</td>
<td>$500</td>
</tr>
<tr>
<td>Diagnostic, Power Generating, Production Equipment</td>
<td>$100,000**</td>
<td></td>
</tr>
<tr>
<td>Building (Flood)</td>
<td>Not Covered</td>
<td></td>
</tr>
<tr>
<td>BPP (Flood)</td>
<td>Not Covered</td>
<td></td>
</tr>
<tr>
<td>BIEE (Flood)</td>
<td>Not Covered</td>
<td></td>
</tr>
<tr>
<td>Money and Securities</td>
<td>Included in BPP**</td>
<td>$500</td>
</tr>
<tr>
<td>Money Orders and Counterfeit Paper Currency</td>
<td>Included in BPP**</td>
<td>$500</td>
</tr>
<tr>
<td>Ordinance or Law</td>
<td>$25,000</td>
<td>$500</td>
</tr>
<tr>
<td>Paved Surfaces, Radio &amp; TV Antennas</td>
<td>$10,000**</td>
<td>$500</td>
</tr>
<tr>
<td>Peak Season</td>
<td>25% Seasonal Increase for BPP</td>
<td>$500</td>
</tr>
<tr>
<td>Property Off Premises – Including Transit</td>
<td>Included in BPP**</td>
<td>$500</td>
</tr>
<tr>
<td>Personal Effects</td>
<td>$25,000</td>
<td>$500</td>
</tr>
<tr>
<td>Personal Property of Others</td>
<td>Included in BPP</td>
<td>$500</td>
</tr>
<tr>
<td>Signs within 1,000 feet of premises</td>
<td>Included**</td>
<td>$500</td>
</tr>
<tr>
<td>Spoilage – Consequential Loss</td>
<td>Included in BPP**</td>
<td>$500</td>
</tr>
<tr>
<td>Trees, Shrubs, Plants and Lawns</td>
<td>$3,000</td>
<td>$500</td>
</tr>
<tr>
<td>Valuable Papers and Records:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>On Premises</td>
<td>$25,000</td>
<td>$500</td>
</tr>
<tr>
<td>Off Premises</td>
<td>$25,000</td>
<td>$500</td>
</tr>
</tbody>
</table>

---

*The Limit includes any additionally requested limits.

**Subject to and not in addition to the applicable limit of insurance.
<table>
<thead>
<tr>
<th>Deductible Amount</th>
<th>Minimum Dollar, Deductible Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLDED</td>
<td>$500</td>
</tr>
</tbody>
</table>

*Wind Deductible applies to all premises
**Optional Coverages:**

**POWER PAC℠**

**POWER PAC Coverages and Replacements:**

<table>
<thead>
<tr>
<th>Coverage</th>
<th>Limit(^*/)Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Income from Dependent Properties</td>
<td>$25,000</td>
</tr>
<tr>
<td>Claim Data Expense</td>
<td>$10,000</td>
</tr>
<tr>
<td>Electronic Data Processing Equipment and Data &amp; Media:</td>
<td></td>
</tr>
<tr>
<td>EDP Equipment, Data &amp; Media In Transit</td>
<td>$500</td>
</tr>
<tr>
<td>Electronic Vandalism</td>
<td>$500</td>
</tr>
<tr>
<td>Newly Acquired – Business Personal Property</td>
<td>$500,000</td>
</tr>
<tr>
<td>Newly Acquired – Business Income &amp; Extra Expense</td>
<td>$500,000</td>
</tr>
<tr>
<td>Ordinance or Law – Increased Period of Restoration</td>
<td>$25,000</td>
</tr>
<tr>
<td>Trees, Shrubs, Plants and Lawns</td>
<td>$5,000</td>
</tr>
</tbody>
</table>

**POWER PAC Coverage Additions:**

Accounts Receivable:

<table>
<thead>
<tr>
<th>Coverage</th>
<th>Limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Premises</td>
<td>$100,000</td>
</tr>
<tr>
<td>Off Premises</td>
<td>$100,000</td>
</tr>
<tr>
<td>Brands and Labels</td>
<td>$25,000</td>
</tr>
<tr>
<td>Computer Fraud</td>
<td>$10,000</td>
</tr>
<tr>
<td>Identity Fraud Expense</td>
<td>$15,000 Aggregate</td>
</tr>
<tr>
<td>Lost Key Consequential Loss</td>
<td>$500</td>
</tr>
<tr>
<td>Limited Building Coverage – Tenant Obligation</td>
<td>$5,000</td>
</tr>
<tr>
<td>Ordinance or Law – Extended to Include Tenant</td>
<td></td>
</tr>
<tr>
<td>Improvements and Betterments</td>
<td>Included</td>
</tr>
<tr>
<td>Unauthorized Business Card Use</td>
<td></td>
</tr>
<tr>
<td>Utility Services Direct Damage</td>
<td>$2,500</td>
</tr>
<tr>
<td>Utility Services Time Element – 24 hour waiting period</td>
<td>$2,500</td>
</tr>
</tbody>
</table>

**INCREASED COVERAGE**

Air Craft Chartered with Crew

<table>
<thead>
<tr>
<th>Coverage</th>
<th>Limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blanket Additional Insured:</td>
<td></td>
</tr>
<tr>
<td>Lessor of Leased Equipment</td>
<td>Included</td>
</tr>
<tr>
<td>Lessors or Managers of Premises</td>
<td>Included</td>
</tr>
<tr>
<td>Blanket Waiver of Subrogation</td>
<td>Included</td>
</tr>
<tr>
<td>Broadened Named Insured</td>
<td>Included</td>
</tr>
<tr>
<td>Damage to Premises Rented to You Extension</td>
<td>Included</td>
</tr>
<tr>
<td>Extension of Coverage – Bodily Injury</td>
<td>Included</td>
</tr>
<tr>
<td>Incidental Medical Malpractice</td>
<td>Included</td>
</tr>
<tr>
<td>Increased Supplementary Payments</td>
<td></td>
</tr>
<tr>
<td>Bail Bond</td>
<td>$2,500</td>
</tr>
<tr>
<td>Loss of Earnings</td>
<td>$500 per day</td>
</tr>
<tr>
<td>Injury to Co-Employees and Co-Volunteer Workers (Bodily Injury)</td>
<td>Included</td>
</tr>
<tr>
<td>Knowledge and Notice of Occurrence or Offence</td>
<td>Included</td>
</tr>
<tr>
<td>Non- Owned Watercraft</td>
<td>Increased to 50 Feet</td>
</tr>
<tr>
<td>Personal Injury</td>
<td>Assumed By Contract</td>
</tr>
<tr>
<td>Reasonable Force – Bodily Injury or Property Damage</td>
<td>Included</td>
</tr>
<tr>
<td>Unintentional Omission</td>
<td>Included</td>
</tr>
</tbody>
</table>

* The Limit includes any additionally requested limits.

**Subject to and not in addition to the applicable limit of insurance.**
* XTEND ENDORSEMENT® replaces any previously mentioned coverage
On December 26, 2007, the President of the United States signed into law amendments to the Terrorism Risk Insurance Act of 2002 (the “Act”), which, among other things, extend the Act and expand its scope. The Act establishes a program under which the Federal Government may partially reimburse “Insured Losses” (as defined in the Act) caused by “acts of terrorism”. An “act of terrorism” is defined in Section 102(l) of the Act to mean any act that is certified by the Secretary of the Treasury – in concurrence with the Secretary of State and the Attorney General of the United States – to be an act of terrorism; to be a violent act or an act that is dangerous to human life, property, or infrastructure; to have resulted in damage within the United States, or outside the United States in the case of certain air carriers or vessels or the premises of a United States Mission; and to have been committed by an individual or individuals as part of an effort to coerce the civilian population of the United States or to influence the policy or affect the conduct of the United States Government by coercion.

The federal government’s share of compensation for Insured Losses is 85% of the amount of Insured Losses in excess of each Insurer’s statutorily established deductible, subject to the “Program Trigger”, (as defined in the Act). In no event, however, will the federal government or any Insurer be required to pay any portion of the amount of aggregate Insured Losses occurring in any one year that exceeds $100,000,000,000, provided that such Insurer has met its deductible. If aggregate Insured Losses exceed $100,000,000,000 in any one year, your coverage may therefore be reduced.

The charge for Insured Losses is included in the total policy premium. The included charge for Insured Losses is indicated below, and does not include any charge for the portion of losses covered by the federal government under the Act.

<table>
<thead>
<tr>
<th>Designated Cities are:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albuquerque, NM</td>
</tr>
<tr>
<td>El Paso, TX</td>
</tr>
<tr>
<td>Miami, FL</td>
</tr>
<tr>
<td>San Diego, CA</td>
</tr>
<tr>
<td>Atlanta, GA</td>
</tr>
<tr>
<td>Fort Worth, TX</td>
</tr>
<tr>
<td>Milwaukee, WI</td>
</tr>
<tr>
<td>San Antonio, TX</td>
</tr>
<tr>
<td>Austin, TX</td>
</tr>
<tr>
<td>Fresno, CA</td>
</tr>
<tr>
<td>Minneapolis, MN</td>
</tr>
<tr>
<td>San Francisco,</td>
</tr>
<tr>
<td>Baltimore, MD</td>
</tr>
<tr>
<td>Honolulu, HI</td>
</tr>
<tr>
<td>Nashville-Davidson,</td>
</tr>
<tr>
<td>San Jose, CA</td>
</tr>
<tr>
<td>Boston, MA</td>
</tr>
<tr>
<td>Houston, TX</td>
</tr>
<tr>
<td>New Orleans, LA</td>
</tr>
<tr>
<td>Seattle, WA</td>
</tr>
<tr>
<td>Charlotte, NC</td>
</tr>
<tr>
<td>Indianapolis, IN</td>
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<tr>
<td>New York, NY</td>
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<tr>
<td>St. Louis, MO</td>
</tr>
<tr>
<td>Chicago, IL</td>
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<tr>
<td>Jacksonville, FL</td>
</tr>
<tr>
<td>Oakland, CA</td>
</tr>
<tr>
<td>Tucson, AZ</td>
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<tr>
<td>Cleveland, OH</td>
</tr>
<tr>
<td>Kansas City, MO</td>
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<tr>
<td>Oklahoma City, OK</td>
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<tr>
<td>Tulsa, OK</td>
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<tr>
<td>Colorado Springs,</td>
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<td>Las Vegas, NV</td>
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<tr>
<td>Omaha, NE</td>
</tr>
<tr>
<td>Virginia Beach,</td>
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<tr>
<td>Columbus, OH</td>
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Refer to your Policy for Actual Terms and Conditions

* The Limit includes any additionally requested limits.

** Subject to and not in addition to the applicable limit of insurance.
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