SUBMISSION INSTRUCTIONS

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:

hatfieldt@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:

Anne Hansen
Consultant
Office of Education Improvement & Innovation

OR

Tammy Hatfield
Consultant
Office of Education Improvement & Innovation

Telephone: (517) 373-8480 or (517) 335-4733
Email: hatfieldt@michigan.gov
Under the Final Requirements for School Improvements Grants, as defined under the Elementary and Secondary 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>
</tr>
</thead>
<tbody>
<tr>
<td>1. Description of comprehensive improvement services</td>
<td>25</td>
</tr>
<tr>
<td>2. Use of scientific educational research</td>
<td>15</td>
</tr>
<tr>
<td>3. Job embedded professional development</td>
<td>15</td>
</tr>
<tr>
<td>4. Experience with state and federal requirements</td>
<td>15</td>
</tr>
<tr>
<td>5. Sustainability Plan</td>
<td>15</td>
</tr>
<tr>
<td>6. Staff Qualifications</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td><strong>Minimum Points Required for Approval</strong></td>
<td><strong>70</strong></td>
</tr>
</tbody>
</table>

**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.
 APPLICATION OVERVIEW

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>
</tr>
</thead>
<tbody>
<tr>
<td>01-0959202</td>
<td>Catapult Learning West, LLC.</td>
</tr>
</tbody>
</table>

### 3. Name of Entity as you would like it to appear on the Approved List

Catapult Learning

### 4. Entity Type:

| For-profit | Business |
| Non-profit | Community-Based Organization |
|           | Educational Service Agency (e.g., RESA or ISD) | Institution of Higher Education |
|           | School District | Other |
|           | (specify): | |

### 6. Applicant Contact Information

<table>
<thead>
<tr>
<th>Name of Contact</th>
<th>Phone</th>
<th>Fax</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lyn McCullen</td>
<td>(856) 831-7751</td>
<td>(856) 831-7886</td>
</tr>
<tr>
<td>Street Address</td>
<td>City</td>
<td>State</td>
</tr>
<tr>
<td>2 Aquarium Drive, Suite 100</td>
<td>Camden</td>
<td>NJ</td>
</tr>
<tr>
<td>E-Mail</td>
<td>Website</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:lyn.mccullen@catapultlearning.com">lyn.mccullen@catapultlearning.com</a></td>
<td><a href="http://www.catapultlearning.com">www.catapultlearning.com</a></td>
<td></td>
</tr>
</tbody>
</table>

### 7. Local Contact Information (if different than information listed above)

<table>
<thead>
<tr>
<th>Name of Contact</th>
<th>Phone</th>
<th>Fax</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matt Young</td>
<td>586-713-7513</td>
<td>856-831-7938</td>
</tr>
<tr>
<td>Street Address</td>
<td>City</td>
<td>State</td>
</tr>
<tr>
<td>56760 Hartley Dr. West</td>
<td>Shelby Twp</td>
<td>MI</td>
</tr>
<tr>
<td>E-Mail</td>
<td>Website</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:matt.young@catapultlearning.com">matt.young@catapultlearning.com</a></td>
<td><a href="http://www.catapultlearning.com">www.catapultlearning.com</a></td>
<td></td>
</tr>
</tbody>
</table>

### 8. Service Area

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.

| Statewide |
|-----------|-----------|
| Intermediate School District(s): | Name(s) of District(s): |
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: _____

In what capacity are you employed or do you serve (position title): _____

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 (25 points possible)**

Describe how comprehensive improvement services that result in dramatic, documented and sustainable improvement in underperforming urban secondary schools will be delivered to LEA’s that contract for your services. Comprehensive services include, but are not limited to the following:

- Support systems to ensure student and teacher success and sustain improvement
- Content and delivery systems and mechanisms proven to result in dramatic and sustained improvement linked to student achievement
- Job embedded professional development at leadership, teacher and support levels to increase internal capacity for improvement and sustainability linked to student achievement
- Comprehensive short cycle and summative assessment systems to measure performance and goal attainment linked to the building school improvement plan.
Catapult Learning Application for Preferred External Educational Services Provider

**Exemplar 1 Narrative Limit: 4 pages (insert narrative here)**

“If we are to put an end to stubborn cycles of poverty and social failure, and put our country on track for long-term economic prosperity, we must address the needs of children who have long been ignored and marginalized in chronically low-achieving schools. Our goal is to turn around the 5,000 lowest-performing schools over the next five years, as part of our overall strategy for dramatically reducing the drop-out rate, improving high school graduation rates, and increasing the number of students who graduate prepared for success in college and the workplace.”

- Arne Duncan, US Secretary of Education, August 2009

As an education management organization with a 35-year track record of success, Catapult Learning is well positioned to partner with districts and schools to build their capacity. Our goals are twofold: 1) make an immediate improvement in the academic experience at a school and within a district and 2) create a framework for sustainable long-term change. We draw upon our vast experience, capable team, and considerable resources to bring about the fundamental changes necessary to turn around and take significant action for secondary schools in Michigan.

While we deploy numerous, research-based methods to restart a school, all of our actions focus on our ultimate goal of improving the academic success of at risk students. Through efficient management, effective intervention, and valuable professional development we address various issues including administration and staffing, teacher effectiveness, and student attendance and motivation, and parental and community involvement.

Catapult Learning provides a multi-faceted solution to school transformation by incorporating all or some of the following components depending upon the needs of the school and the District:

- Data analysis (Sustaining Excellence™)
- Leadership coaching
- Targeted and intensive intervention for low performing students
- Professional development and on-site coaching for instructors
- Professional Learning Communities (PLC)
- Common Core State Standards Alignment
- Family Involvement Seminars
- Safe Schools
- Sustainability Plan

Our organization will lead the effort to support the principal, school leadership team, and school staff with the mission of ultimately improving student performance and achieving school level accountability goals. We will assist the principal with school operations, planning, and enhancement of school programs. We will provide leadership development seminars and coaching, working with the principal and school leadership team.

In all of our programs, we use data (student test scores, school wide or district wide analyses, surveys from principals, teachers, and students) to drive decisions about our implementation, instruction, and management. We also use data to determine the method of differentiation and categories of intervention. Our professional development includes empowering teachers to collect and analyze school data, including both student achievement measures and tools for evaluating their own professional practice. Our professional development program also includes a value-added approach to data, and develops in each teacher the capacity to make that data actionable for their students. Our success with at risk student populations is evidenced in our student outcome data and positive feedback from our turnaround partners.
Our school improvement model combines Sustaining Excellence™, Safe Schools, job-embedded leadership and teacher professional development, family involvement seminars, professional learning communities, and student intervention programs. Catapult Learning will develop sustainability and transition plans to strengthen, support, and guide the school’s transformation. Our professional development for teachers addresses both content knowledge and pedagogical skills. Our data driven model incorporates socio-economic supports, and will transform the existing school culture to create a positive learning environment. We follow Mass Insight’s readiness model for high poverty-high performance schools to shape our school improvement model.

**Support Systems to Ensure Student and Teacher Success and Sustain Improvement**

**Professional Learning Communities (PLC) -** Through consultation, customized workshops, and coaching, we support administrators and teachers to communicate expectations for results-focused practice and also build a culture of openness, trust, and cooperation. Leadership and teacher coaches encourage and support school leaders and teachers to personally engage in and foster a climate of reflection and collaboration. We help schools and districts form PLCs that equip teachers and school leaders to:

- Create a collaborative supportive environment for teachers to engage in discussions about instruction that works and does not work
- Establish a process to gather classroom information and provide constructive feedback to teachers about the implementation of instruction
- Reinforce teachers who are effectively using expert instructional practices
- Encourage and model reflective school-based professional learning activities including book studies, webinars, journaling, and collaborative planning and reflection activities.

**Common Core State Standards (CCSS) Alignment -** On June 15, 2010, the Michigan State Board of Education unanimously adopted the CCSS. We assist schools with implementing the new CCSS by:

- Developing a gap analysis of existing standards, assessments, instructional programs, technology use, accountability measures, and student achievement levels to those required for the implementation of CCSS
- Building awareness, understanding, and ownership of CCSS and the need for change
- Providing educators and leaders with resources and tools to adjust classroom practice
- Providing professional development focused on how CCSS impacts teaching practices
- Identifying instructional materials needed to align to new standards
- Developing/identifying assessments to measure student progress against CCSS

**Family Involvement Seminars -** We understand that transforming school discipline and creating positive school climates is a team effort involving administrators, teachers, and family members. The results of recent research studies are very clear: when parents are actively involved in their children’s education, they do better in school. There are many factors which impede families from becoming involved with their children’s schools. Poverty, language barriers, negative school experiences, poor communication, low self-esteem and limited skills are some obstacles which families must overcome before an effective partnership between family and school is forged.

To help bridge the connection between families and schools, we offer family involvement workshops, which can cover a variety of topics, including instruction in reading and math, as well as introducing parents to concepts such as learning styles, creating successful school relationships, navigating the transition to 9th grade, and fostering a career and college ready school community. Catapult Learning will work closely with administrators to select topics and create custom schedules that work best with families and provide marketing and registration support to help maximize attendance.
Safe Schools - In order to improve school climate, students need to have an active voice in their school and the code of conduct that is expected of them. We plan to introduce the SafeMeasures™ project through a subcontract with the Center for School Climate and Learning. SafeMeasures™ is a student-led collaborative action research process that has been used in K-12 schools across the country to help schools lower dropout rates, reduce bullying, improve school safety, prevent violence, encourage inspired teaching, and enhance student leadership and learning. The process provides opportunities for a highly diverse group of students to work as leadership partners and researchers within their school, and enables teachers and students to work together to understand and solve challenging problems. Through data collection, analysis and reflection, and the development and implementation of research-based projects that target specific needs identified through their school’s data, students and teachers can take effective action to create more respectful and effective schools.

Content and Delivery Systems and Mechanisms

We also provide extended learning time for Tier II students who are two to three years below grade level. We will work with schools to make specific recommendations around the curriculum for extending learning time. We provide at-risk students with two intensive sessions in each subject per week for an estimated 30 weeks. Students attend four one-hour sessions per week. Through discussion with the school and screening the students, we determine which reading program is most appropriate. Students at a 9.0 reading grade level will participate in our AchieveReading™ High School and students below a 9.0 reading grade level will participate in our AchieveReading™ Flex program. We ensure all materials are age-appropriate for teenagers.

We have had great success in working with our partner schools to implement a period 0 or period 8 to roster an intervention elective class. However, we are fully flexible and will work with our partner school to develop a program to meet specific needs. Incorporating extended learning time into a scheduled part of the school day improves attendance rates and ensures program and curriculum fidelity. Technology on its own is not a solution for students who are struggling. They need contact with teachers who encourage them and create a supportive learning atmosphere directly connected to the core instruction.

AchieveReading™ High School - Our program focuses on reading comprehension and vocabulary development for students who have an instructional reading level of 9.0 or higher. Our high school program is designed to improve students overall reading ability, and enable them to perform tasks related to content area reading within grade level and school expectations. The program targets a culturally and economically diverse student population and is designed for a small group setting.

AchieveReading™ Flex - The program design draws upon current research indicating that instruction which is systematic (progressive in scope and sequence), intensive, (providing an instructional sequence that includes direct instruction, guided practice and independent practice) and explicit (carefully articulated instruction in target skills) is highly effective in addressing the needs of at-risk students who are struggling academically.

AchieveMath™ High School - AchieveMath™ High School uses a research-based, instructional approach to strengthen the math skills of underachieving students in a motivating, engaging, and successful manner. The program targets students in grades nine through twelve who are struggling with basic math and algebra skills and who require more systematic, intensive, and explicit instruction than can be provided in a classroom setting. AchieveMath™ High School is designed for students who need help with general math skills in order to improve their proficiency in mathematics and/or to prepare for ACT success and course completion. The program incorporates instruction in skills ranging from numeration through algebra, and follows a sequential continuum of objectives within a scaffolded lesson design.
Job Embedded Professional Development at Leadership, Teacher, and Support Levels

Leadership Coaching & Seminars—Through research-based seminars and embedded coaching, we provide the school leadership team with an opportunity to sharpen their leadership skills and enhance a school environment that is positive, industrious, and reflective of best practices.

We guide principals on the core values of our leadership model:

- Socioeconomic status is not destiny.
- Nothing matters more than student learning.
- Results-focused instruction fosters consistent high achievement.
- Leadership for results can be learned.
- Enabling effective teaching and learning drives EVERY decision.

Instructional Coaching & Seminars—Catapult Learning has developed a model that focuses on sustainability. The model is characterized by three hallmarks: Capacity Building, Concrete Results, and Collaborative Conversations. Our teacher effectiveness services incorporate formal and informal learning experiences for large and small groups of teachers as well as onsite, job-embedded, one-on-one coaching for teachers as they work to integrate new instructional practices into their classrooms. Our flexible services allow us to match process and services to the particular needs of each teacher and school.

Our instructional coaches show teachers how to create school connectedness and positively affect the classroom’s culture. When teachers make learning meaningful and relevant to their students’ lives, students develop a stake in their own education. When teachers create a clear classroom structure with consistent expectations for behavior and performance, they provide a healthy setting in which students can exercise autonomy and practice decision-making skills. Teachers build connectedness in the classroom when they encourage team learning exercises. Cooperative learning tends to break down social isolation by integrating student teams across gender, academic ability, and ethnicity. Rewarding a variety of student achievements and recognizing student progress toward behavior goals, good citizenship, as well as academic goals, not only top performance, are also important components.

Comprehensive Short Cycle and Summative Assessment Systems

We develop our professional development plans based on the results of our Sustaining Excellence analysis and inquiry. We develop data-driven, customized plans built to accommodate administration, leader, teacher, and student needs. Our ongoing evaluation allows us to alter professional development goals and plans as needed to ensure we are continually delivering the most appropriate and needed services. We incorporate surveys and leader and teacher feedback into our evaluation process.

Sustaining Excellence™ Program—Catapult Learning is a leader in providing expert consultation and research-based education improvement services. We work with teachers, principals, and other school leaders to assess needs and tailor services to meet the unique instructional and leadership challenges facing school districts. Catapult Learning’s overarching framework for improvement is Sustaining Excellence.

Sustaining Excellence is a data-centered, value-added student growth model process that is flexible enough to allow Catapult Learning to tailor the process and services to the particular needs of participating schools. The service begins with analysis and in-depth understanding of quantitative and/or qualitative school data. Both existing standardized student test score data and either existing or new survey data (teachers, students, parents, and community members) make up this part of the service. This initial analysis promotes data-driven decision making about instruction, strategic interventions, and leadership for the entire learning community. Sustaining Excellence provides a blueprint and full guidance every step of the way for sustained improvement.
Exemplar 2: Use of Scientific Educational Research
(15 points possible)

Describe how scientific educational research and evidence based practices will be used as the basis for all content and delivery systems and services provided to the LEA.

- The applicant should provide detailed data that supports successful performance in utilizing research and evidence-based practices in the delivery of systems and services, especially as applied to secondary school settings.
- Cite and reference available research studies (as appropriate) and provide data that indicate the practices used have a positive impact on the academic achievement of students in the subjects and grade levels in which you intend to provide services.
Exemplar 2 Narrative Limit: 3 pages (insert narrative here)

“High school literacy is key to a high school student’s overall prospects for success. Out of a student’s ability to read comes the capacity to graduate and the opportunity to gain access to the workplace and/or post-secondary education.”

- National High School Center

The needs of the 21st century call for building a “culture of thinking,” a “classroom environment in which several forces—language, values, expectations, and habits—work together to express and reinforce the enterprise of good thinking” (Tishman, Perkins, and Jay, 1995, p. 2). Over the last decade, significant gains have been made in building a body of research-based best practices for language arts and math instruction.

Catapult Learning’s professional development is rooted in such research. Whether it’s drawing on the work of Clay, Fountas and Pinnell, or Allington for reading instruction, Calkins or Fletcher for writing, Tomlinson for differentiation, Smith and Stein for orchestrating productive mathematics discussions, or Gardner for identifying new ways of learning and thinking in school, our integrated services will ensure that teachers and leaders are familiar with the research and its implications for their professional practice, as well as the steps needed to ensure that what they do is reflective of such knowledge.

As part of ongoing efforts to address the needs of our diverse student population, Catapult Learning has completed extensive review of research on instruction and the implications of this research on the design of its educational programs. We follow Mass Insight’s readiness model for high poverty-high performance schools to shape our school improvement model.

Data that supports successful performance in utilizing research and evidence-based practices in the delivery of systems and services, especially as applied to secondary school settings

Foorman and Torgesen (2001) indicate that children who enter school at risk for experiencing difficulty in learning to read usually fall into two groups. In the first group are those children with adequate ability but cognitive weaknesses. The second group, often from families of lower socioeconomic or minority status, is more significantly delayed in a much broader range of skills (Hecht, Burgess, Torgesen, Wagner, & Rashotte, 2000; Hart & Risley, 1995). Both groups require special support.

Effective instruction for students at risk and high poverty students must be more supportive. At-risk children tend to need more positive emotional support in the form of encouragement, feedback, and positive reinforcement. This aspect of support has been widely recognized and a focus of our program. Exhibit 1 reflects standardized test score NCE data from the 2009-2010 school year indicating academic gains for high school students who received an average of 40 hours of instruction in reading, and an average of 37 hours instruction in math, through our programs.

In Exhibit 2 we present our national high school outcome data (these numbers are based on students that received 20+ sessions in a Catapult Learning reading or math program).

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Pre</th>
<th>Post</th>
<th>NCE Gain</th>
<th></th>
<th>N</th>
<th>Pre</th>
<th>Post</th>
<th>NCE Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008 Reading</td>
<td>26</td>
<td>54.30</td>
<td>66.43</td>
<td>12.13 Math</td>
<td>3</td>
<td>27.00</td>
<td>27.33</td>
<td>0.33</td>
<td></td>
</tr>
<tr>
<td>2008-2009 Reading</td>
<td>242</td>
<td>32.24</td>
<td>38.60</td>
<td>6.36 Math</td>
<td>229</td>
<td>29.42</td>
<td>38.02</td>
<td>8.60</td>
<td></td>
</tr>
<tr>
<td>2009-2010 Reading</td>
<td>593</td>
<td>34.45</td>
<td>36.90</td>
<td>2.45 Math</td>
<td>588</td>
<td>26.20</td>
<td>29.97</td>
<td>3.77</td>
<td></td>
</tr>
<tr>
<td>2007-2010 Reading</td>
<td>861</td>
<td>34.36</td>
<td>38.17</td>
<td>3.81 Math</td>
<td>820</td>
<td>27.10</td>
<td>32.21</td>
<td>5.11</td>
<td></td>
</tr>
</tbody>
</table>

Exhibit 2
Exhibit 3 contains our data from 2008-2010 for programs having significant gains (more than 5 NCEs) in reading and math (after participating in 20+ sessions in a Catapult Learning reading or math program).

<table>
<thead>
<tr>
<th></th>
<th>2009-2010</th>
<th></th>
<th></th>
<th>NCE</th>
<th></th>
<th></th>
<th></th>
<th>NCE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Pre</td>
<td>Post</td>
<td>Gain</td>
<td>N</td>
<td>Pre</td>
<td>Post</td>
<td>Gain</td>
<td></td>
</tr>
<tr>
<td>Miami Reading</td>
<td>30</td>
<td>35.84</td>
<td>43.32</td>
<td>7.48</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Milwaukee Reading</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>Math</td>
<td>332</td>
<td>22.42</td>
<td>31.13</td>
<td>8.70</td>
</tr>
<tr>
<td>Minneapolis Reading</td>
<td>10</td>
<td>34.00</td>
<td>45.50</td>
<td>11.50</td>
<td>Math</td>
<td>21</td>
<td>31.67</td>
<td>40.19</td>
<td>8.52</td>
</tr>
<tr>
<td>Nashville Reading</td>
<td>9</td>
<td>33.13</td>
<td>42.88</td>
<td>9.75</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Palm Beach Reading</td>
<td>21</td>
<td>39.67</td>
<td>45.17</td>
<td>6.05</td>
<td>Math</td>
<td>11</td>
<td>27.36</td>
<td>33.27</td>
<td>5.91</td>
</tr>
<tr>
<td></td>
<td>2008-2009</td>
<td></td>
<td></td>
<td>NCE</td>
<td></td>
<td></td>
<td></td>
<td>NCE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>Pre</td>
<td>Post</td>
<td>Gain</td>
<td>N</td>
<td>Pre</td>
<td>Post</td>
<td>Gain</td>
<td></td>
</tr>
<tr>
<td>Chicago Reading</td>
<td>140</td>
<td>33.01</td>
<td>39.71</td>
<td>6.70</td>
<td>Math</td>
<td>151</td>
<td>27.94</td>
<td>35.48</td>
<td>7.54</td>
</tr>
<tr>
<td>Miami Reading</td>
<td>27</td>
<td>27.07</td>
<td>35.96</td>
<td>8.89</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Minneapolis Reading</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>Math</td>
<td>50</td>
<td>26.34</td>
<td>41.12</td>
<td>14.78</td>
</tr>
<tr>
<td>Palm Beach Reading</td>
<td>5</td>
<td>33.60</td>
<td>41.60</td>
<td>8.00</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
</tbody>
</table>

**Research studies and data that indicate the practices used have a positive impact on the academic achievement of students**

**Research on Sustaining Excellence™** - Catapult Learning’s Sustaining Excellence approach to leadership and school improvement is driven by an inquiry process that engages administrators and teachers in study, analysis, and reflection on student achievement, teaching, and school leadership. Our inquiry process draws from research on collaborative inquiry and professional learning communities including studies by Milbrey McLaughlin and Joan Talbert, (2006); Michael Fullan, (2005); Mike Schmoker, (2011); Richard Dufour and Robert Eaker, (2002, 2010); and others.

Central to the Sustaining Excellence inquiry process is growth model analysis which frames each student’s test results based on expectations given prior results. We look beyond how well schools are doing overall, and even beyond the extent to which individual students are making gains, to pay particular attention to the gains students are making compared other students with similar assessment histories. Catapult Learning employs a model developed by Damian Betebenner of the National Center for the Improvement of Educational Assessment. (Betebenner, 2008).

**Research on the Leadership Workshop Series** - In their research, The Declining Academic Quality of School Principals and Why it May Matter: Evidence from Missouri and Wisconsin, Bruce Baker and Ed Fuller found that, “School level leadership plays a role in the school culture, the teachers’ perception of their work environment, the quality of the teaching staff, and student outcomes.” (Fuller, Baker 2007) Baker and Fuller also found the following research supports their findings on the influence of a school leader:

- “Specifically, research has found that principals indirectly influence student achievement through several key ‘avenues of influence’: people, purposes and goals of the school, structure of the school and social networks, and organizational culture.” (Hallinger & Heck, 1998).

- “Additionally, principals play a leading role in designing and supporting school social contexts that support professional learning (Printy, 2008), which has been associated with increasing teacher retention (Ingersoll, 1999).”

- “With respect to the influence that principals have on the people working in their schools, studies indicate that effective schools leaders hire and retain high quality teachers not only by influencing retention but also by influencing hiring (Bateille, Kalogrides, Loeb, 2009; Baker and Cooper, 2005: Brewer, 1993).”
Leading Data-Driven Schools is based on the work in evidence-centered design and reasoning found across multiple professions and used in education in advanced performance-based assessment design (ETS Research Report RR-03-16, July 2003, Robert Mislevy et al, A Brief Introduction to Evidence-Centered Design).


Leading for Learning is based on the work of Christopher R. Wagner and others on school culture and its effects on teaching and learning.

Leading to Success combines findings from investigations of the principalship (including Review of Literature on Leadership: School Leadership Study—Developing Successful Principals, Stephen Davis, Linda Darling-Hammond, Michelle LaPointe, Debra Meyerson, Stanford Educational Leadership Institute, 2005) as well as business-based studies of the characteristics and components of successful leaders and theory of action processes.

Research on Instructional Coaching - According to the Annenberg Institute for School Reform (AISR) at Brown University, coaching aligns with the focal areas for system-wide school improvement, namely: district redesign, leadership, opportunity and accountability, and community-centered education reform. Catapult Learning coaches introduce and promote the use of research-based instructional practices while maintaining a focus on results. We view results on two levels – first in terms of shifts in teacher behaviors, and ultimately, in terms of student achievement. AISR’s research also indicates that the structures that well-implemented coaching models promote can increase collective responsibility and accountability. Our model highlights the criticality of personal accountability to any system-wide change effort, and incorporates tools for establishing such accountability.

Research References for Instructional Program


Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application 15
Exemplar 3: *Job Embedded Professional Development*
(15 points possible)

Describe how a job-embedded professional development plan will be put in place to support principals, school leadership teams, teachers, and support staff.

- The applicant should provide detailed data that supports successful performance in developing job-embedded professional development plans for:
  - principals
  - school leadership teams
  - teachers
  - support staff
**Exemplar 3 Narrative Limit:** 2 pages (insert narrative here).

Catapult Learning utilizes data gathered during the needs assessment to plan sustainable coaching services that are designed to support the Principals and School Leadership Teams and teaching faculty and that are focused on research-based best practices in student learning and teacher effectiveness. Throughout the program implementation, we provide comprehensive, timely, goals-focused reports to decision makers and adjust the focus as needed.

🌟 Principals & School Leadership Teams

We designed our School Transformation and Administrative Mentor and Coaching to address critical issues in results-focused leadership and improve organizational effectiveness. School leadership is viewed through the lens of student learning and its support, encouragement and improvement. For this reason, assessment of all kinds and the evidence that results from such assessment are key elements throughout the process.

Our coaching program is job-embedded, instructionally focused, and supports the principal and school leadership team in their work with faculty in content areas, expanding and adding to the leadership skills that principals use in their analysis of data to make daily decisions with their staff, students, and parents, and improve overall organizational effectiveness.

More specifically, leadership coaches will provide guidance and support in the following areas:

- Developing a systematic approach to data-driven goals and decisions
- Analyzing gaps in student test results and Michigan standards-based learning outcomes
- Examining the organizational culture of the school and district—as measured by actual assessment of that culture—and its effects on teaching and learning
- Working with principals and lead-teachers in each school to develop an improvement plan for instruction using output from data
- Helping principals establish a process to gather classroom observation data and provide constructive feedback to teachers about instruction and student math learning practices in classrooms
- Encouraging and supporting principals to reinforce teachers who are effectively tying their instruction to Michigan learning standards and effectively assessing students’ progress toward achieving those standards

Mass Insight is a leading organization in school turnaround. We are familiar with and employ the Mass Insight “School Turnaround Models – Emerging Turnaround Strategies and Results,” from the June 2010 report as illustrated in Exhibit 4. According to Public Impact in their School Turnaround Leaders: Competencies for Success, school leaders trying turnaround must stay focused on accomplishing the most critical, consistent success actions. Exhibit 5 is Public Impact’s Fast Cycle of Actions in Turnaround, illustrating how leaders must act quickly in a fast cycle of trying new tactics, measuring results, discarding failed tactics and doing more of what works.

![Exhibit 4](image1.png)

![Exhibit 5](image2.png)
**Teachers & Instructional Staff**

Catapult Learning’s instructional coaches are highly experienced K-12 educators who possess expert knowledge of research-based instructional strategies. We provide job-embedded, classroom-based support to help to change instructional practices and ensure that shifts in classroom practice are reflected in improved student achievement. We partner with school leadership teams to design a customized coaching program to facilitate this effort.

- **Identify/Clarify Expectations.** Before coaching begins, we meet with the leadership team to identify and/or clarify expectations relevant to coaching (i.e. What will success look like?).

- **Establish Desired Behaviors.** Based on initial discussions, Catapult Learning develops a continuum of teacher behaviors that helps the system and school leadership team determine the “as is” and “to be” states, and identify goals for the year in terms of the desired behaviors.

- **Meet School Leadership Team.** We meet with the school leadership team to:
  - Learn about the culture of the school, the needs of the faculty, test score data
  - Use a continuum to create an overall picture of instruction in the schools
  - Establish goals (collaborative) for the school
  - Discuss who will be part of the coaching process
  - Review Catapult Learning’s approach to coaching as well as expectations for the coach’s first day on site

- **Initial Coaching Visit.** We recommend an initial orientation meeting for coaches to meet all faculty in the school. Following this general introduction, teachers and coaches should meet one-on-one, in a quiet setting. Initial discussions are critical to the success of the project as coaching is relationship-based – rapport and trust are fundamental to productivity. After sharing information about each other, the coach reviews the school goals with the teacher, asking which of the desired behaviors are already a routine part of the teacher’s professional practice and which are not. We then establish individual teacher learning goals that align with the school’s behavioral expectations.

- **Subsequent Visits.** The coach’s work is differentiated to meet the individual needs of each teacher. On a typical day, a coach may: co-plan a lesson, co-teach an activity, review student products, model instruction, facilitate a discussion group, or observe.

- **Cumulative Records** – In addition to any paperwork that might be required by the school, coaches:
  - Maintain cumulative logs of their work with individual teachers
  - Summarize discussions and actions taken and record individual teacher results

- **Reporting**
  - Monthly progress updates are prepared and submitted to administrators.
  - Mid-year and year-end reports are prepared that provide both qualitative and quantitative data. While the qualitative data comes primarily from the cumulative logs maintained by the coaches, the quantitative data is derived from surveys, and measures of goal achievement.
  - Catapult Learning also conducts its own internal program assessment through observations of coaches, review of logs and other data, surveys, and focus groups.
Exemplar 4: Experience with State and Federal Requirements (15 points possible)

Describe your experience with State and Federal Requirements, especially as it relates to the following:

- Aligning model(s) to be implemented with the School Improvement Framework
- The Michigan Comprehensive Needs Assessment
- Individual School/District Improvement Plans, North Central Association (NCA)
  - Response demonstrates alignment of the above mentioned elements, AKA “One Common Voice - One Plan.”
- Understanding of Title 1 (differences between Targeted Assistance and School-wide)
- State assessments — Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME)
- Michigan Grade Level Content Expectations (GLCEs)
- Michigan High School Content Expectations (HSCEs)
- Michigan Merit Curriculum
- Michigan Curriculum Framework
- Section 504 of the Individuals with Disabilities Education Act (IDEA)
Catapult Learning Application for Preferred External Educational Services Provider

Exemplar 4 Narrative Limit: 2 pages (insert narrative here)

The key to our success not only comes from the high quality programs we offer but from the high caliber staff we hire and train. Our staff is our most valuable asset. More than any other factor, staff expertise has enabled Catapult Learning to maintain its position as the leading provider of educational services nationwide. We draw upon that expertise and our company experience/performance history with State of Michigan and Federal requirements to ensure we offer the most effective and compliant programs possible.

School Improvement Framework

Catapult Learning supports schools and districts in their continuous improvement efforts by aligning our programs to the goals for each of the five strands within the School Improvement framework. Our qualified staff and our company have experience working within the framework and will bring that experience to the programs in Michigan. Our programs align to the five strands as illustrated in Exhibit 6.

<table>
<thead>
<tr>
<th>Strand</th>
<th>Catapult Learning Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand 1 – Teaching for Learning</td>
<td>● Professional development and on-site coaching for instructors</td>
</tr>
<tr>
<td></td>
<td>● Targeted and intensive intervention for low performing students</td>
</tr>
<tr>
<td></td>
<td>● Common Core State Standards (CCSS ) Alignment</td>
</tr>
<tr>
<td>Strand 2 – Leadership</td>
<td>● Leadership coaching</td>
</tr>
<tr>
<td></td>
<td>● Professional Learning Communities</td>
</tr>
<tr>
<td>Strand 3 - Personnel and Professional Learning</td>
<td>● Professional development and on-site coaching for instructors</td>
</tr>
<tr>
<td></td>
<td>● Professional Learning Communities</td>
</tr>
<tr>
<td>Strand 4 - School and Community Relations</td>
<td>● Family Involvement Seminars</td>
</tr>
<tr>
<td></td>
<td>● Safe Schools</td>
</tr>
<tr>
<td>Strand 5 - Data and Info Management</td>
<td>● Data analysis (Sustaining Excellence™)</td>
</tr>
<tr>
<td></td>
<td>● Sustainability Plan</td>
</tr>
</tbody>
</table>

Exhibit 6

Michigan Comprehensive Needs Assessment

Through Sustaining Excellence, we can provide assistance to schools in conducting Comprehensive Needs Assessments (CNA) by collecting and analyzing data that includes but is not limited to student achievement, demographics, and processes information. We work with schools and districts to update the CNA annually. As part of our student services, we provide supplemental instruction for underperforming students and therefore can be a solution to challenges identified on the Michigan Comprehensive Needs Assessment and Individual School District Improvement Plans.

Individual School/District Improvement Plans

All Catapult Learning programs are customized to meet individual school and district improvement plans. Our Sustaining Excellence™, Leadership coaching, professional development and on-site coaching, and sustainability planning are all flexible and scalable services and therefore can be adjusted to accommodate individual school and district improvement plans.

Understanding of Title I

Catapult Learning has extensive experience in the implementation of Title I programs under the current requirements of the No Child Left Behind Act. Our curriculum, teacher training and professional development, and assessment protocol meet the requirements of both targeted assistance and school-wide models. Our experience and knowledge in relating the Title I program to the "regular" program, and ensuring collaboration and communication among all the educational professionals in a Title I student's life is particularly valuable in the school-wide model. We understand that materials purchased for targeted assistance students must only
be used by those students. Targeted assisted buildings also have different regulations than school-wide as discussed in school improvement plans. We work within all regulations and provide compliant programs.

**Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME)**

Through our extensive professional development coaching and workshop services, we prepare teachers to assist their students with the MEAP and MME. Our services target training on developing students' more advanced writing skills such as persuasive writing. This enables students to take a clear position on an issue, demonstrate a clear understanding of the issue, and evaluate various positions on the issue that do not agree with the student writer’s point of view. Our knowledgeable staff has the expertise to support classroom teachers in preparing students for MEAP and MME.

AchieveReading™ High School provides students with multiple exposures to reading for information and response writing specifically persuasive responses both of which are assessed on the MME. These reading opportunities are presented in articles with topics such as, “My Dear” (From “Breaking Ice”) Terry McMillan, “The Bicycle” (from The Color of Water) James McBride, “Excessive Behavior” from Newsweek etc.

AchieveMath™ High School provides students with key foundational mathematics support introduced through teacher modeling and guided practice to ensure understanding of concepts assessed on the MME.

AchieveMath™ data collection lessons prepare students for the MME by requiring them to organize, synthesize, interpret and explain information that addresses a concept or problem.

**Michigan Grade Level Content Expectations (GLCEs) and Michigan High School Content Expectations (HSCEs)**

Catapult Learning reading and math programs are aligned to the MI GLCEs and HSCEs. Due to space limitations, we are providing an example of the HSCE alignment for English Language Arts in Exhibit 7. A complete report for reading and math is available upon request.

<table>
<thead>
<tr>
<th>Grade/Topic</th>
<th>Michigan HSCE Standard</th>
<th>Michigan HSCE Benchmark</th>
<th>Catapult Learning Objective Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-12 ELA</td>
<td>Standard 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within an across texts</td>
<td>Analyze and reflect on universal themes and substantive issues from oral, visual and written texts.</td>
<td>Compare and contrast similar themes across literary works and genres by examining textual evidence.</td>
</tr>
</tbody>
</table>

** Exhibit 7 **

**Michigan Merit Curriculum & Michigan Curriculum Framework**

Catapult Learning provides supplemental reading and math instruction for students who need more systematic, explicit and intensive instruction than can be provided in the regular classroom. Our programs focus on ensuring that students have the basic skills needed in order to perform successfully in the more difficult courses required to meet state mandated graduation requirements. Our programs and services support the rigorous expectations for student performance as outlined in the Curriculum Framework. This includes alignment to the Content Standards and GLCEs, frequent assessment and performance monitoring, and professional development.

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

We work with students with disabilities and students covered under Section 504 to the extent practicable within the parameters of small group instruction. We utilize a number of accommodations (e.g., seating the student in close proximity to the teacher, establishing routines, giving both oral and written directions, having student repeat directions) that can assist special needs students with their learning. We request that any IEPs be made available to our staff in order to best meet the needs of each student. In all cases, we comply with the requirements set forth by IDEA and ADA.

Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application
Exemplar 5: Sustainability Plan  
(15 points possible)

Describe how a sustainability plan will be put in place for the building to become self-sufficient at the end of the 3-year grant period.

- The applicant should demonstrate significant knowledge and experience in developing sustainability plans.
Exemplar 5 Narrative Limit: 2 pages (insert narrative here)

A key aim of Catapult Learning’s school improvement services is to build, over time, a sustainable community of practice and learning. Through our Sustaining Excellence™, Professional Learning Community (PLC), and Leadership and Instructor Coaching programs, we provide schools and staff with the tools necessary to build their capacity and create future sustainable success. Our goals are twofold: 1) make an immediate improvement in the academic experience at a school and within a district and 2) create a framework for sustainable long-term change. In order to reach our goals we ensure all stakeholders provide input, participate fully, and take ownership for the change. We also work with school leadership teams and teachers to

Sustaining Excellence™ provides an overarching framework of assessment, planning, guided implementation, and coaching services for teachers and school administrators. The three-year sustainability plan components include gathering and analyzing student and school data, designing and implementing professional development to address student learning needs, implementing small group instructional programs, developing principal and teacher leadership capacity through workshops and coaching, and providing on-going evaluation and reporting.

During this three-year period, the Catapult Learning will: (1) build capacity of school leaders to guide school improvement strategies and interventions; (2) develop communities of learning for teachers to engage in meaningful conversations, problem solve classroom issues, share experiences, ideas, strategies, and help create a shared knowledge-base; and (3) establish a professional learning culture that engages new faculty in acquiring strategies and skills.

Year One of grant period

- We will work with the school to gather data and plan a three-year program of professional development that will help teachers to build best practices and intervention strategies over time.

- Specific interventions will be matched to students as they are identified by the school and via existing state and local assessment results for services.

- A timeline will be established with specific benchmarks and activities designed to address student learning needs. In addition, we will provide specific training in Catapult Learning intervention models and will provide all required teacher training and support services, interventions, classroom monitoring, and initial principal and teacher leadership professional development

- Catapult Learning will monitor, provide feedback, and follow up on all aspects of the program.

- The school will identify a co-manager and lead teacher(s) who will work closely with Catapult Learning and begin in the first year to understand all components of the programming, documentation, and assessment. These persons will liaison with school administrative staff and other concerned entities in conjunction with Catapult Learning.

- At the end of year one, Catapult Learning and the school will identify key school staff to work in tandem with Catapult Learning staff to monitor and support implementation in year two, as well as initiate various support activities to build teacher learning communities.

Year Two of grant period

- Catapult Learning will work with the school to examine year one data results, gather any needed new data, and modify (as needed) year two plans for professional development to help teachers continue to build best practices and intervention strategies.
Specific interventions for year two will be matched to students as they are identified by the school and via existing state and local assessment results for services.

The three-year timeline will be reviewed and modified (as needed) with specific benchmarks and activities designed to address student learning needs in year two. We will continue to provide specific training in Catapult Learning intervention models and will provide all required teacher training and support services, interventions, classroom monitoring. This includes training and support of new faculty members.

Principal and teacher leadership development will continue with ongoing coaching and mentoring support that target specific interventions.

The school co-manager and lead teacher(s) will continue to work closely with Catapult Learning and to implement all components of the programming, documentation, and assessment. These persons will liaison with school administrative staff and other concerned entities in conjunction with Catapult Learning.

During year two, key school staff will begin to lead learning community activities and support tasks as they work with Catapult Learning staff to monitor implementation.

Catapult Learning will continue to provide overall monitoring, feedback, and follow up on all aspects of the program.

**Year Three of grant period**

In a consulting/coaching role, Catapult Learning will support school administrators and lead teachers as they examine year two data results, and will support the gathering and analysis of any new data as needed.

In year three, Catapult Learning will coach/assist school leaders to identify specific interventions matched to students as they are identified by the school and via existing state and local assessment results for services.

Year three of the sustainability timeline will be reviewed and modified as needed with respect to specific benchmarks and activities designed to address student learning needs in year three. In a consulting/coaching role, we will support the school in the implementation of Catapult Learning intervention models and assist the school in providing any needed teacher training and support services, interventions, classroom monitoring. This includes assisting in the training and support of new faculty members.

Catapult Learning will provide ongoing consulting and coaching support to school leaders (administrators and teachers) to address targeted interventions. The co-manager and lead teachers, working with Catapult Learning consultants, will implement all the components of the programming, documentation, and assessment. Catapult Learning will provide overall monitoring and reporting on all aspects of the program.

During year three, teacher leaders will facilitate learning community activities with consulting/coaching support from Catapult Learning staff.

Near the end of year three, school administrators and lead teachers supported by Catapult Learning consultants will develop a new plan of school improvement to be implemented and managed locally. As part of this movement forward, we would recommend a continuation of Catapult Learning consultation to support ongoing data analysis, reporting, coaching services, and professional development for new faculty.

Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application 24
Exemplar 6: Staff Qualifications
(15 points possible)

Provide names and a brief summary of qualifications for the primary staff who will be involved in providing services to LEA’s. Provide criteria for selection of additional staff that are projected to be working with LEA’s. Include vitae of primary staff.

- Staff qualifications and vitae should match with areas that the applicant wishes to serve. Staff should have extensive experience in implementation of all applicable areas.
**Exemplar 6 Narrative Limit:** 1 page plus vitae for personnel (insert narrative and vitae here)

Catapult Learning's history is rich with the educational knowledge, experience, research, and development needed to consistently achieve maximum results for leaders, teachers, and students. We configure our teams to meet each school’s individual needs. Our local, regional, and corporate personnel actively support and provide resources for the on-site teams. We place a team of seasoned personnel on-site at turnaround schools to help schools transform to sustained improvement. Upon award, we will hire an On-Site Project Manager to manage daily operations and local staff at the site level plus regularly communicate with the school staff. *Exhibit 8* lists our current staff available to support programs in Michigan. We provide complete resumes for all staff.

<table>
<thead>
<tr>
<th>Team Member</th>
<th>Program Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giuseppe Basili, Senior Vice President of School Turnaround</td>
<td>Oversight/ program guidance</td>
</tr>
<tr>
<td>Kristen Campbell, Vice President of Professional Development</td>
<td>Oversight/ program guidance</td>
</tr>
<tr>
<td>Barbara Byrd-Bennett, Senior Advisor</td>
<td>School Management Support and Instructional Leadership and Advice</td>
</tr>
<tr>
<td>Lynn Spampinato, School Turnaround Specialist</td>
<td>School Management/ Turnaround Support</td>
</tr>
<tr>
<td>Diane Rymer, Director of Teacher Effectiveness Programs</td>
<td>Professional Development leadership</td>
</tr>
<tr>
<td>Dr. David Wallace, Director of Sustaining Excellence &amp; Leadership Programs</td>
<td>Sustaining Excellence &amp; Leadership Programs</td>
</tr>
<tr>
<td>Dr. Maria Lamattina, Director Coaching</td>
<td>Guide and Supervise Coaching Program</td>
</tr>
<tr>
<td>Sean McGrew, Director of Research and Evaluation</td>
<td>Data Analysis and Summary</td>
</tr>
<tr>
<td>Karen Roper, Director, Curriculum &amp; Product Development</td>
<td>Intervention</td>
</tr>
<tr>
<td>Bob George, Territory Vice President</td>
<td>Consult and Provide Local Knowledge</td>
</tr>
<tr>
<td></td>
<td>Provide guidance on Michigan’s guidelines and any state law and district policies</td>
</tr>
<tr>
<td>Joanne Hawley, Regional Director</td>
<td>Provide guidance on Michigan’s guidelines and any state law and district policies</td>
</tr>
<tr>
<td>Sandra Barnes, Professional Development Manager</td>
<td>Assist the project manager and school-level coaches</td>
</tr>
</tbody>
</table>

*Exhibit 8*
GIUSEPPE BASILI, SENIOR VICE PRESIDENT OF SCHOOL TURNAROUND
Catapult Learning Experience
2011 - Present  Sr. Vice President – Program and Implementation
Catapult Learning, LLC – Camden, NJ
- Develops additional support and professional services in the area of school turnaround and transformation, managed instruction, and the common core curriculum
- Develops a comprehensive strategy to better serve the needs of all children in private, religious, public, and charter schools

Relevant Work Experience
2010 – Present  Vice President and Chief Academic Officer – Programs and Implementation
Scholastic Inc., The International Center for Leadership in Education - Rexford, NY
- Lead our implementation and product development efforts for the fast-growing subsidiary.
  Responsibilities include:
  - Leading our consulting business – with more than 220 consultants working on a wide range of projects
  - Developing our program offerings – including conference agendas, consulting packages and other media (web offerings, publishing)
  - Serving as a key liaison in launch of Scholastic Achievement Partners, a cross-divisional effort designed to deploy the Scholastic team to promote our work

2001 - 2010  Senior Vice President
Kaplan Inc., Kaplan K12 Learning Services - New York, NY
Member of the leadership team responsible for the development of a national K-12 business.
Accomplishments include:
- Forged a new line of business for Kaplan – Custom Curriculum. Responsible for P & L and all product creation and implementation of the programs, which reached 26MM in sales in 2006.
  Led a 75-person team in these complex implementations
- Developed Key Accounts-- both large district relationships (e.g., Chicago Public Schools, Los Angeles Unified School District) and corporate partnerships
- Led Product Management of our intervention and supplemental product lines
- Launched Virtual High School programs to school districts nationwide
- Managed government relations and serving as lead spokesperson for the organization

1995 - 1998  Executive Director, PreCollege Programs
Kaplan Test Prep - New York, NY
- Responsible for operation, content creation and marketing of Kaplan’s 30 million dollar Pre-College Business. During my tenure, Kaplan went from offering standard classes to a new wide set of offerings – from private tutoring to online programming and retail books. Primary product management functions included the continued growth of business, development of new business opportunities, managing team of 8 and solidifying the sales channel with field offices in 150 locations worldwide.
- Grew Pre-College business by more than 15% annually
- Budgeted and controlled $4MM for expenses
- Managed all Pre-College products including live classes, books, CD Rom and Web Site
- Responsible for competitive review and product positioning
- Led field sales and operations activities
- Acquired and integrated a small competitive tutoring company – and rolled out the program nationally
- Launched new products (e.g., Kaplan Newsweek Guides) and opened new channels (e.g., AOL partnership)
- Created programs with non-profit organizations including New York Cares, the National Mentoring Partnership, and the Independent Educational Consultants Association
- Conducted 100+ interviews each year including regular appearances on the Today Show & CNN
GIUSEPPE BASILI, SENIOR VICE PRESIDENT OF SCHOOL TURNAROUND (CONTINUED)

Relevant Work Experience

1990 - 1994
Other Kaplan Experience:
Director of Student Services - Washington, DC
Director of Bar Review Programs - Philadelphia, PA

2000 - 2001
Co-Founder & Chief Knowledge Officer
Learning Brands - Westwood, MA
- Company was founded on the premise that brands should be engaging their customers by teaching them over the Internet. Responsibilities included:
- Content creation and client management
- Public Relations
- Recruiting the team in an extremely competitive environment
- Helping to raise capital

1998 - 2000
Director of Research
The Institute for Academic Achievement - Madison, WI
- Created a research portfolio for the Accelerated Reader and Accelerated Math programs.
- Managed a small three person team as well as a network of independent contractors and professors who worked on a contract basis.
- Informed new product development.

Education

University of California at Berkeley
Master of Arts in Educational Leadership
Emory University Atlanta, Georgia
Juris Doctor
Kenyon College Gambier, Ohio
Bachelor of Arts in History
KRISTEN CAMPBELL, VICE PRESIDENT OF PROFESSIONAL DEVELOPMENT

Catapult Learning Experience (and predecessor companies)
February 2011- Present

Catapult Learning, Camden, NJ

- Manage all aspects of operations for the Professional Development Business Unit, including product development, quality assurance, and evaluation management systems, as well as field management and instructional coaching recruitment, training, and ongoing professional development.

Other Relevant Work Experience
2005-2011

Executive Director, Strategic Initiatives (K12 & College Prep Programs) - Kaplan Test Prep & Admissions
Kaplan Inc. – New York, NY

- Led expansion into new markets and new product opportunities. Evaluated emerging threats and drive competitive strategy.
- Incubated in-school and consumer-based tutoring model with a team of 6 staff and 50 tutors.
- Developed new product strategy designed to showcase differentiated instruction in the classroom, adaptive instruction online, and a virtual student incentive program.
- Led annual strategic planning process with senior management team and field leadership.

Executive Director, Pre-College Products - Kaplan Test Prep & Admissions
Kaplan Inc. – New York, NY

- Managed 5-person team. Lead product development and academic excellence initiatives, drove operational improvements, and supported sales teams in new business development efforts.
- Identified demand for Small Group Tutoring offering; led cross-functional team that executed the product development, teacher training, and marketing plan, and sales strategy.
- Led education quality and teacher improvement efforts with field teams.

Brand Manager, Pre-College Programs (ACT, SHSAT, SSAT, ISEE) - Kaplan Test Prep & Admissions
Kaplan Inc. – New York, NY

- Developed product strategy, messaging, and marketing campaigns designed to growing emerging products.

Associate, Kaplan Leadership Development Program – Kaplan, Inc.
Kaplan Inc. – New York, NY

- Selected as one of five MBA associates for one-year management training program.
- Chief Strategy Officer / General Counsel (First Rotation). Researched and evaluated 20 potential acquisition targets in the higher education, professional training, and international education markets. Resulted in acquisition of multi-state bar prep and Singapore-based English language training companies.
- Kaplan Test Prep & Admissions (Second Rotation). Built initial business plan and 5-year operating model to support new business opportunity in international education resulting in the launch of the Global Pathways Program at Northeastern University and The University of Utah.
- Kaplan Test Prep & Admissions (Third Rotation). Served as interim marketing director for Pre-College test preparation products.

2004

Product Marketing Intern – Education Software
Schoolnet, Inc. – New York, NY

- Venture-backed New York City based start-up that provides accountability, assessment and curriculum management software to large, public school districts.
- Mapped competitive landscape.
- Evaluated acquisition and partnership opportunities.
- Conducted interviews with industry experts, market research, and analysis in order to develop approach to bidding on State-wide opportunities.
KRISTEN CAMPBELL, VICE PRESIDENT OF PROFESSIONAL DEVELOPMENT (CONTINUED)

1999 - 2003
Associate, Equity Research – Enterprise Software
Soundview Technology Group (Formerly Wit Capital) – Old Greenwich, CT
- Identified and evaluated company-specific, industry and economic trends for 12 enterprise software companies under coverage, including Oracle, PeopleSoft, and SAP.
- Developed and presented investment recommendations to 25 institutional sales representatives and 40 traders during morning sales meetings and institutional clients during one-on-one sessions.
- Founding member of the equity research department at Wit Capital, the first online investment bank.
- Co-authored company and industry reports; created franchise marketing presentation.
- Forecasted detailed financial models and performed comprehensive valuation analyses.
- Communicated with CEOs, CFOs and other senior executives to evaluate business and product trends.

1998 -
Research Assistant, Equity Research – Israeli Technology
1999
Salomon Smith Barney – New York, NY
1997 -
Research Assistant, Strategic Consulting & Research Group
1998
FIND/SVP – New York, NY

Education
2005
Harvard Business School – Boston, MA
Masters of Business Administration
1997
College of William & Mary – Williamsburg, VA
Bachelor of Arts in Public Policy
BARBARA BYRD-BENNETT, SENIOR ADVISOR

Summary of Qualifications
- Experienced educator with demonstrable quality skills as a successful Superintendent/CEO, supervisor, administrator, manager, teacher and researcher at state, city and local levels.
- Visionary to plan, coordinate, supervise, manage and lead school reform in urban communities.
- Demonstrated ability to cooperatively and collaboratively work with individuals and groups including parents, students, teachers, administrators, unions, businesses, universities and community based organizations.
- Sensitive and responsive to the needs of special education populations and diverse ethnic and linguistic groups.
- Comprehensive knowledge of academic program design, curriculum, instructional methodologies and assessment practices for pre-kindergarten through grades fourteen.
- Support documentation and evidence to be provided upon request.

Catapult Learning Experience (and predecessor companies)
2011- Present
Senior Advisor
Catapult Learning, LLC

Relevant Work Experience
2009-2011 Chief Academic and Accountability Auditor
Detroit Public Schools – Detroit, MI
The Chief Academic and Accountability Auditor is responsible for all academic and assessment activities in the Detroit Public schools, including development of the design and strategy to conduct academic audits and to review of all district programs, school based programs and front offices of the Detroit Public School District. Responsibilities include examining current programs to determine alignment to state and national standards; to lead reorganization efforts to align academic reforms to the financial planning and deficit reduction plan; to leading effort to implement the recent Council of Greater City School peer review findings as mandated by the District’s Consent Agreement with the State of Michigan.

The Chief Academic and Accountability Auditor is responsible for the re-examine the recommendations from the 2005 Governor’s Transition Team and to determine current applicability of the findings to Detroit Public School. With a team of experts identified and assembled by the Chief Academic and Accountability Auditor, the findings will be used to develop a comprehensive and cohesive 21st century standards driven performance based academic plan which is contiguous to the available and projected finances. The Chief Academic and Accountability Auditor is responsible for the direct oversight and implementation of the academic plan. As a result of the implementation of the academic plan, the Detroit Public Schools met the Adequate Yearly Progress for the first time since 2006.

2006-present Executive Officer New Leaders for New Schools
Washington DC
The Executive Officer is responsible for the leadership, administration and management of the New Leaders for New Schools non for profit national program in Washington DC. The Executive Officer is responsible for the yearly recruitment, identification and selection of principal candidates to serve in both the Washington DC Public Schools and Charter Schools. Selected participants are members of a cohort group for a year-long Residency program and Post Residency program. A curriculum of study for the differentiated candidates for the public schools and charter schools was developed. As a result of the development of a successful competitive proposal developed by the Executive Officer, upon completion of the intense leadership program, Residents receive accreditation from the state as licensed principals. Effective July 2009, the Executive Officer transitioned to new role with New Leaders for New Schools as Senior Advisor for District Turnaround Strategy which is currently being implemented in Prince George’s County and Baltimore City Schools.
Relevant Work Experience

2006–present  Superintendent Executive Coach
Broad Superintendent Academy
The Superintendent Executive Coach is responsible for mentoring and coaching services provided to both traditional and non-traditional fellows who are accepted into the highly competitive professional academy offering administrative training and managerial preparation for prospective superintendents of large urban school districts. As a member of the Broad Prize review panel, the Superintendent Executive Coach is a member of the candidate selection team and the urban district review panel.

2006 - 2010  Executive –in-Residence
Cleveland State University, College of Education and Human Services, Cleveland, Ohio
The Executive-in-Residence is responsible for nationally promoting the education programs offered by Cleveland State University’s College of Education and Human Services. In this role, the Executive-in-Residence is the primary leader in the effort to use the “scholarship of practice” model to examine the contributions of the university to the community in the areas of academic relevancy, prominence of faculty and staff and the impact of graduates and research to the pre-kindergarten through grades fourteen reform efforts. The Executive-in-Residence is the founding member and Chair of the Rozalyn Wolfe Advisory Board. In addition to responsibilities for implementation of innovative community forums, the Executive-in-Residence represents the President of the University and the Dean of the College of Education and Human Services at meetings, conferences and panel discussions at the national, state and local levels.

2006-2009  Superintendent-in-Residency
The Superintendent-in-Residency is responsible for working with Superintendents and/or their designees, principals of schools grades k-12 and school based coaches in 12 districts throughout the country to develop district-wide coherent and comprehensive strategies for dramatic improvement in student achievement outcomes and overall school improvement. Additional responsibilities include participation at national conferences and forums and serving as panelist and/or keynote speaker at state and national conferences, conventions and seminars.

1998-2006  Chief Executive Officer
Cleveland Municipal School District, Cleveland, Ohio
This position is the first appointed by the Mayor of the City of Cleveland as a result of state legislation. Upon appointment by the Mayor of the City of Cleveland, the Chief Executive Officer is responsible for direct oversight and management of all aspects of the school district which serves over 77,000 students of which approximately 74% are African American, 11% Hispanic and 15% Caucasian with 15% of the students identified with special needs and approximately 93% of the students eligible for free and reduced lunch. The school district is the largest in the state of Ohio and the 39th largest school district in the nation. The Chief Executive Officer is responsible for the effective management of approximately 12,000 employees in over 125 school buildings and 11 administrative sites with an annual budget of over 2 billion dollars (including the capital budget). Success is evidenced by dramatic student achievement gains with movement from the state’s list as a district in academic emergency to academic watch; with successful financial management removing the district from state fiscal emergency and the successful campaigns resulting in a 1.3 billion dollar capital bond and the referendum for continued mayoral control. Twelve new schools were built; others were closed and twice eleven separate collective bargaining contracts were successfully negotiated.
BARBARA BYRD-BENNETT, SENIOR ADVISOR (CONTINUED)

Relevant Work Experience

1996-1998 Supervising Superintendent
Chancellor’s District, New York City, New York
The Supervising Superintendent is responsible for the direct oversight of a select group of the lowest performing schools in New York City school district as identified by the Commissioner of New York State and the New York State Board of Regents. The Supervising Superintendent assumes all of the powers and responsibilities for the identified schools and school districts in the areas of instruction, budget and personnel with a major function of developing, expanding, supporting and monitoring the implementation of the redesign and reconstitution of persistently underperforming schools. The Chancellor’s District serves as a national model for turnaround school efforts and the results of the progress has been widely recorded and documented.

1994-1996 Superintendent
Crown Heights Brooklyn District, Brooklyn, New York
Appointment by the Chancellor of New York City to the Superintendent of an administrative “take-over” of the third largest district in New York City which placed the full responsibility for the leadership and direct oversight of the district and charged with establishing order in the areas of budget, personnel and redesign of the district academic plan.

1992-1994 Deputy Executive Director for Instruction Curriculum and Professional
New York City Board of Education, New York City, New York
The Deputy Executive Director is responsible for the development, planning, administration and professional development and training for New York City’s teachers and administrators in the citywide curriculum, standards and innovative programs in the areas of arts, early childhood education, mathematics and English language arts for grades Pre-kindergarten through grade 12. The Deputy Executive Director serves as the liaison to the New York State Department of Education and is responsible for the management of $400 million dollar budget.

1984-1992 Principal, Margaret Douglas School
Harlem, New York City
The Principal is responsible for the administration and supervision of the school with a student population of 845 served by 35 teachers and 16 paraprofessionals and other support staff. The school was recognized at the state and national level as an effective “School that Works”. It was the subject of a documentary by the Public Broadcast System.

1982-1984 Curriculum and Instruction Specialist
Harlem School District, Harlem, New York City
The Curriculum and Instructional Specialist is responsible for the implementation, professional training of teachers and administrators in the areas of Reading, Writing, Arts Education and Parent Involvement.

1970-1982 Teacher for Common Branches and Bilingual Spanish grades k-8; high school
BARBARA BYRD-BENNETT, SENIOR ADVISOR (CONTINUED)

Education

May 2001, 2002 and 2003

Honorary Doctorates confirmed by:
- Cleveland State University
- Baldwin-Wallace College
- John Carroll University
- Notre Dame

June 1987
- Doctorate Candidate
  - Columbia University Teachers College, New York City - Penn Fellow

June 1984
- Master of Science
  - Pace University, New York City

August 1970
- Master of Arts
  - New York University, New York

August 1969
- Bachelor of Arts
  - Long island University, New York City

State Certifications

* Certified New York City Common Branches teacher Pre-kindergarten-grade 8
* Certified New York City bilingual high school teacher
* Certified New York State Administrator
* Certified New York State Superintendent

Honors/Awards

* 2010 Mike Kneale Educator of the Year Award-Education Research Development Institute
* 2006 City of Cleveland Dedicated and Named a building -Barbara Byrd-Bennett Professional Development Center
* 2005 City Year Cleveland Lifetime Idealism Award
* 2004 State Distinguish Educator for the Arts Award
* 2004 Omega Psi Phi Zeta Omega Chapter Community Dedication Award
* 2003 Jewish National Fund of America Tree of Life Award
* 2003 National Council of Negro Women Community Impact Award
* 2003 Continental Society – Woman of Distinction Award
* 2002 Northern Ohio Live Award Top Rainmaker Education Award
* 2002 Ohio Black Professional of the Year Award
* 2002 Ohio Federation of Teacher Friend of Public Education Award
* 2002 Greater Cleveland Chapter of the Public Relations Society Award
* 2002 HOST Champion for Children Award
* 2001 Inside Business Woman of the Year Award
* 2001 Council of Greater City Schools Superintendent of the Year Award
* 2001 100 Black Men Educator of the Year Award
* 2001 Shoes and Clothes for Kids Educator of the Year Award
* 2001 Congressman Louis Stokes Champion Award
* 2001 Project Love Celebration of Goodness Award
* 2000 Urban League Whitney M. Young Humanitarian Award
* 1996 District Attorney Hines Humanitarian Award
* 1994 New York City Council President’s Educator of the Year Award
LYNN SPAMPINATO, SCHOOL TURNAROUND SPECIALIST

Catapult Learning Experience (and predecessor companies)
2011 - Present  School Turnaround Specialist
Catapult Learning, LLC

Other Relevant Work Experience
2008 - 2011 Executive Director of Operations and School Administration
SABIS Management Services Public/Private Partnership - Abu Dhabi, UAE
- Direct all facets of the public/private partnership between SABIS and the Abu Dhabi Educational Council
- Work closely with SABIS staff and the principals of 33 targeted schools to implement curriculum standards, systems of accountability, teacher evaluation, school improvement, leadership development, educational delivery, special needs accommodations and school operations to improve educational opportunities for the children served in the public education system in the Emirate of Abu Dhabi.

2007 Acting Commissioner of Education
United States Virgin Islands
- At the request of Governor John deJongh, assist in the reform of the Virgin Islands Public Schools
- Work closely with the USDOE to improve relations and provide sound fiscal management to the distraught district
- Design a reform plan to include teacher recruitment, teacher training, leadership training, sound fiscal planning, community involvement and enhancement of student achievement.

2006 – 2008 Consultant
Pittsburgh Public Schools – Pittsburgh, PA

2005 – 2006 Deputy Superintendent of Instruction, Assessment, and Accountability
Pittsburgh Public Schools - Pittsburgh, PA
- Provide executive level leadership for school district with over 5,000 employees and over 31,000 students; 66% of whom are eligible for free/reduced lunch and 63% are members of minority groups. District includes thirty-nine elementary schools, ten middle schools and ten high schools.
- Responsibilities include directing, coordinating, evaluating and improving educational programs in all subject areas at all levels represented by the school system.
- Also responsible for the development and implementation of a system of accountability and evaluation to ensure that principals and teachers fulfill their responsibilities to improve student learning.
- Additionally, responsible for the supervision of all principals, teachers, and academic central staff.
Accomplishments:
- Provide ongoing supervision and collaboration in the implementation of district reform.
- Redesigned and implemented new curriculum, programs, and professional development.
- Provided supervision and collaboration for the implementation of right-sizing the district’s facilities, programs, services, and educational staff including the creation of accelerated learning academies.

2004 – 2005 Chief Academic Officer
St. Louis Public Schools - St. Louis, Missouri
- Provided executive level leadership for school district with nearly 44,000 students; 77% of whom are eligible for free/reduced lunch and 84% are members of minority groups. District includes 123 schools.
- Created and implemented a new instructional program from early childhood through 12th grade across all core subjects. Starting with the first year of implementation at the elementary level, St. Louis witnessed strong achievement gains and eliminated a significant achievement gap between African American and white students.
LYNN SPAMPINATO, SCHOOL TURNAROUND SPECIALIST (CONTINUED)

2003 – 2004 Superintendent of Schools
Summit School District RE-1 - Frisco, CO
- Provided executive level leadership for school district with 450 employees and 2,800 students; 15% of whom are eligible for free/reduced lunch and 18% are members of minority groups. District includes six elementary schools, a middle school and a high school.

Accomplishments
- Planned and launched campaign for $30 million mil and levy bond to be on the ballot in November 2004. Proceeds to build a career and technical center addition to the high school.
- Created systems where none had existed to provide for the ongoing evaluation and maintenance of all facilities and structures. Resulted in decreased facilities costs to the district.
- Developed vision and mission for the district. Defined specific measurable goals including raising academic achievement of all individual subgroups in the district. Aligned each school’s goals with district strategic plan.
- Established new professional development programs and calendar. Resulted in significant increase in professional development days for all teachers.

2002 – 2003 Regional Director/Superintendent
Victory Schools Inc. - Philadelphia, PA
- Hired by Victory to implement diverse provider model developed during tenure at Philadelphia Public Schools. Served as superintendent for three elementary schools and two middle schools comprised of the five worst performing schools in Philadelphia. Acted as liaison to the district.

Accomplishments
- Increased test scores by 5 percentage points at all levels at worst performing school in one year.
- Increased staff development to over 10,000 hours per school.
- Implemented intense literacy model including block time for reading, direct instruction and daily in-class coaching for teachers. Resulted in increased scores and an infusion of reading and writing throughout the entire curriculum.
- Developed and implemented single gender academies at low performing middle schools; resulted in increased academic achievement at both boys and girls schools.
- Designed complete high school component currently being added at both middle schools.

2001 - 2002 Special Assistant to the CEO
Philadelphia Public Schools - Philadelphia, PA
- Assisted superintendent during state takeover of a high-poverty, urban district with 210,000 students, 85% of whom were members of minority groups. Served on superintendent’s cabinet and worked directly with New School Reform Commission upon superintendent’s resignation.

Accomplishments
- Researched all reform models being implemented throughout the country. Liaised with every large urban district to compare possible solutions for Philadelphia.
- Developed diverse provider model that was subsequently adopted and implemented by district with state approval.
- Created and wrote plan for reconstitution of the district that was accepted by the state after takeover.
LYNN SPAMPINATO, SCHOOL TURNAROUND SPECIALIST (CONTINUED)

2000 – 2001  
Cluster Leader (Area Superintendent)  
*Philadelphia Public Schools - South Philadelphia, PA*  
● Served in a cabinet level position providing executive level leadership to twelve high poverty schools with over 9,000 students in the South Philadelphia Cluster.  
**Accomplishments**  
● Created a service model to support school reform in South Philadelphia  
● Implemented a K through 12 staff development model focusing on classroom coaching and teacher support.  
● Trained over 500 teachers in new literacy program to increase writing skills throughout the cluster.

1976 - 2000  
*Denver Public Schools – Denver, CO*  
**Principal**, Edison Elementary School  
**Assistant Principal**, Bryant-Webster Elementary School  
**Community Resource Specialist**, Career Education Center  
**Program Manager/Job Development Specialist**, Career Education Center  
**Teacher/Coordinator**, South High School – Manual High School  
**Vocational Teacher, Mentally Retarded/Seriously Handicapped**  
**Principal**, Mitchell Elementary School  
● Led 600 student elementary school; 100% of students were members of minority groups and 98% were eligible for free/reduced lunch.  
**Accomplishments**  
● Improved scores on state exams by 158% over four years. Reduced percentage of students reading in the lowest quartile from 76% to 36%.  
● Piloted school pay-for-performance in Denver Public Schools. Persuaded teachers to agree to group goals for the school based on specific increases to math and reading scores.  
● Restructured elementary delivery system to include extended school year, multi-age grouping, team teaching, problem-based learning model, community partnerships and standards-based curriculum  
● Acquired over $300,000 in private funds for school restructuring during 1997-2000 school years  
● Featured in Great Places to Learn, (Stackman, Scales, and Roberts, 1999)

**Additional Experience**

2000 – 2002  
**Adjunct Professor, Leadership and Elementary Education**  
*Saint Joseph’s University - Philadelphia, PA*

1997 - 2000  
**Adjunct Professor**  
*University of Denver - Denver, CO*

**Education**

2004  
*Broad Urban Superintendents Academy*  
Fellow

1993  
*Harvard University - Cambridge, MA*  
Leadership Institute

1989  
*University of Northern Colorado - Greeley, CO*  
Ed.D. Education Administration

1977  
*University of Northern Colorado - Greeley, CO*  
M.A., Special Education/Mental Retardation

1974  
*Slippery Rock State College - Slippery Rock, PA*  
B.S., Elementary Education/Special Education
LYNN SPAMPINATO, SCHOOL TURNAROUND SPECIALIST (CONTINUED)

Certifications/Credentials
Superintendent Letter of Eligibility: Colorado and Pennsylvania
Principal Certification: Pennsylvania, Colorado
Colorado Type B Teacher Certificate, Elementary Education, K-12 Educable Mentally Handicapped
Colorado Type D Administrative Certificate, K-12 School Administration Colorado Vocational Credential: Special Programs, Work Experience and Study
DIANE RYMER, DIRECTOR OF TEACHER EFFECTIVENESS PROGRAMS

Catapult Learning Experience (and predecessor companies)
20011 - Present  Director, Professional Development Programs
Catapult Learning LLC

Other Relevant Work Experience
2006 - 2008  Supervisor, Department of Professional Development
Baltimore County Public Schools
- Designed and facilitated professional development based on identified needs and in support of best instructional practices.
- Integrated technology into a variety of professional development offerings both face to face and online.
- Developed and maintained online learning communities that strengthened and extended the professional growth of instructional personnel.
- Managed the implementation and budgets of grants in support of high quality professional development.
- Facilitated communication and program development between the departments and offices in BCPS.
- Served on local and state-wide committees focused on high quality professional development and technology integration.

2004-2006  Assistant Director of Professional Development
Maryland Public Television
- Led and supervised the members of MPT’s Professional Development Team.
- Developed and implemented face to face and online professional development initiatives for teachers throughout Maryland based on the effective use of technology in instruction.
- Managed online course offerings including the hiring and training of online facilitators.
- Facilitated the on-going production of online teacher resource materials aligned to state and national standards.
- Coordinated with the Johns Hopkins University Center for Technology in Education to ensure the use of a systematic assessment-based instructional design process in the creation of online activities and assessments that effectively met targeted learning outcomes.
- Participated in the marketing and promotion of MPT’s education-related projects.
- Responded to on-going input from independent evaluators to continuously update the direction and focus of all professional development activities.
- Demonstrated and disseminated MPT’s educational services to key stakeholders and educators both locally and nationally.

2002-2004  Manager of Professional Development
Maryland Public Television
- Designed, organized and implemented professional development trainings for a variety of MPT education grant projects including, Star Schools, Ready to Teach, NTTI, TeacherLine and Connections.
- Maintained monthly publishing responsibilities through the Content Management System of MPT’s super site, Thinkport.
- Supervised contractual employees to ensure quality work products and deliverables.

1996-2001  Teacher
Baltimore County Public Schools
- New Town Elementary School - Technology Coordinator/Teacher
  June 2001 – February 2002
- Wellwood International Elementary School – Fifth Grade Teacher and Technology Liaison
  August 1996 – June 2001
DIANE RYMER, DIRECTOR OF TEACHER EFFECTIVENESS PROGRAMS (CONTINUED)

Education
School Leaders Licensure Assessment – June 2008
Passed with a score of 195

School Administration and Supervision Coursework, Fall 2006-Spring 2008
*Online format through the University of Virginia’s CaseNex platform*

Graduate credits awarded by North Georgia College and State University and Hampton University

Goucher College, Towson, MD
Online reading certification courses, Fall 2004-Winter 2005

The Johns Hopkins University, Baltimore, MD
Masters of Science/Technology for Educators, Spring 2001

Loyola University Maryland, Baltimore, MD
Bachelor of Arts in Elementary Education, Spring 1996
GPA: 3.69, Cum Laude
DAVID WALLACE, DIRECTOR OF LEADER EFFECTIVENESS PROGRAM

Catapult Learning Experience (and predecessor companies)
March 2009 - Present  
Program Development and Management Consultant  
Catapult Learning, LLC

- Provide program development and management expertise to Sustaining Excellence Program serving Catholic Archdioceses and local schools.
- Co-design and deliver Leadership Series for principals serving in private and public schools.

Other Relevant Work Experience
1995 - Present  
Senior Managing Consultant  
The Sequoyah Group

- Recent activities include projects and presentations with Westat, National School Boards Association, and the Texas High School Redesign Initiative – Cycle IV.
- Contractor serving in the role of Director of Research and Reporting for Knowledge Learning Corporation School Partnerships with responsibility to manage evaluation and reporting activities for two academic tutoring programs, Education Station and Champions; also served as a member of Education Department Leadership Team, participated in KLCSP cross-stakeholder task force for managing IT program functions, and managed staff in the Research and Reporting unit.
- Managed consulting activities with the following organizations: National Information Infrastructure Advisory Council (U.S. Department of Commerce), AT&T, AEL Regional Education Laboratory, National Education Association, Institute for Defense Analysis, National School Boards Association, The Danforth Foundation, EC Corporation, VisionTech, Inc., Training Media, Inc., the Brazos-Sabine Connection, and several universities and local education agencies.
- Conducted professional development school (PDS) planning and training in Department of Defense Dependent Schools (DoDDS)-Europe school districts in coordination with superintendents, principals, teachers, university faculty and representatives from the National Education Association and DoDEA.
- Organizations that have participated in international activities with the Sequoyah Group include: Kingston University (UK), Worcester College of Higher Education (UK), and Swansea Institute of Higher Education (UK), The National Education Association, The Colorado Partnership for Education Renewal, Inservice Professional Development Association (UK), Montclair State University, University of Memphis, University of Southern Maine.

1989 - 1994  
Director, Christa McAuliffe Institute for Educational Pioneering and member of NFIE's senior management team

National Foundation for Improvement of Education

- Directed and developed the Christa McAuliffe Institute into a national leadership program for exemplary teachers.
- Directed the development and delivery of leadership workshops and technical assistance activities for NFIE's Learning Tomorrow Program and Dropout Prevention Program.

1985 - 1989  
Independent Consultant  
Arlington – Virginia

- Leadership and consultation with national, state, and local organizations in the areas of long-range planning, school reform, curriculum development, instructional design, program evaluation, and leadership development.
- Projects conducted with state departments of education, universities, foundations, professional associations, regional service agencies and school districts. See consulting experience (below) for list of clients.
DAVID WALLACE, DIRECTOR OF LEADER EFFECTIVENESS PROGRAM (CONTINUED)

1983 - 1985  Director - Division of Curriculum, Staff Development, and Special Programs  
*Kansas City, Missouri School District - Kansas City, Missouri*  
- Position equivalent to Associate Superintendent for Curriculum and Instruction reporting directly to Superintendent of Schools (position one of six senior directors).  
- Directed the development, management, and evaluation of long-range programs of school improvement including assessment of school and professional needs, design of programs for delivering and managing activities, and evaluation of performance information.  
- Managed division budget of fifteen million dollars.  
- Directed planning, implementation, and evaluation of leadership development and professional development programs for teachers and administrators.  
- Managed the preparation and delivery of curriculum materials and programs for elementary and secondary schools.

1982 - 1983  Assistant Professor of Curriculum and Instruction  
*Kansas State University - Manhattan, Kansas*  
- Taught classes in curriculum theory, principles of curriculum and instruction, and instructional leadership for teachers and school administrators.  
- Planned and developed a long range staff development program as special consultant to superintendent of Kansas City, Missouri School District.

1979 - 1982  Senior Program Manager and Project Director  
*Mid-Continent Regional Education Laboratory - Kansas City, Missouri*  
Member of the Laboratory’s team responsible for research and development activities associated with school and teacher effectiveness  
- Developed and directed training programs funded by the U.S. Department of Education for principals and teachers serving in schools in the plains region of the United States.  
- Joint appointment with Avila College as assistant professor teaching graduate classes in curriculum and instruction.

Other Experience  
- Developed and guided national training programs for project directors at 132 local Teachers Corps Projects funded by the U.S. Department of Education.  
- Developed and distributed guidelines for recruiting and hiring interns for the national Teacher Corps Program.  
- Instructor and faculty member at Wayne State University during doctoral program.  
- Community college instructor and high school teacher in the social sciences and cross-curriculum programs in Michigan.

Education  
University of Michigan  
B.A. – Social Sciences  
Wayne State University  
M.A. – Political Science  
Wayne State University  
Ph.D. – Education – Curriculum Development
DR. MARIA LAMATTINA, DIRECTOR, COACHING

Catapult Learning Experience (and predecessor companies)
March 2011- Present  Director, Teacher Effectiveness and Coaching
• Provides oversight and direction for Catapult services focused on increasing the
effectiveness of individual teachers
Aug 2010 – Feb 2011  National Coaching Manager
• Provided direction for Catapult’s coaching services
Aug 2009 – Aug 2010  Program Supervisor - Coaching
  Catapult Learning – New York, New York
• Oversaw elementary level literacy and math coaches working in New York City
Nov 2008 – July 2009  Literacy Coach
  Catapult Learning – New York, New York
• Coached K-8 teachers
• Designed/facilitated workshops/faculty presentations on topics such as:
  • Understanding by Design/Integrated Curriculum
  • Reading and Writing Workshop Approaches
  • Developing Fluency in Reading

Other Relevant Work Experience
July 1995 – Present  Learning and Development Consultant
• Develop and conduct workshops for corporations and non-profit organizations
• Design feedback-intensive leadership development processes and related materials,
  including program evaluation protocols
• Act as an action learning coach
Fall 2007 through Summer 2008  Teachers College (Columbia University) – Office of Educational Outreach – New York,
  New York
• Conducted Covey workshops for educators
Fall 2008  Teaching Assistant
  Bank Street College of Education – New York, New York
• Acted as a teaching assistant for a graduate course in Adult Development for Educational
  Leaders
Sept 2005 – Aug 2008  Instructor
  Moore Catholic High School – Staten Island, New York
• Taught Advanced Placement English Language and Composition
• Taught a Reading Apprenticeship class for freshmen
• Developed and taught an integrated curriculum for a freshman honors class
• Served on the Principal’s Advisory Committee
• Acted as Faculty Advisor for the school newsmagazine and literary art journal
• Taught Marketing as a senior elective
Feb 2007 – June 2008  Adjunct Instructor – High School Extension
  St. John’s University – Staten Island, New York
• Taught equivalent of Introduction to Critical Thinking/Reading/Writing and Introduction to
  Marketing
Aug 2004 – Dec 2006  Adjunct Professor
  Laboratory Institute of Merchandising (LIM) – New York, New York
• Taught undergraduate courses such as: Introduction to Management, Human Resource
  Management, English Composition I
1998 – 2005  Leader, Learning Strategy
  Public Service Enterprise Group (PSEG) - Newark, New Jersey

Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application 43
DR. MARIA LAMATTINA, DIRECTOR, COACHING (CONTINUED)

2002 –2004
Instructor
* Wagner College – Staten Island, New York
  - Society of Human Resource Management (SHRM) certification program

1996 –1998
Director, Learning and Performance Management
* The Prudential – Newark, New Jersey

1990 – 1995
Elementary Educator
  - Taught primary grades
  - Co-designed and delivered a six session staff development workshop on designing
    integrated curriculum
  - Served as a member of a school-based leadership team
  - Served on a committee to explore mixed-age grouping
  - Taught in special summer programs for struggling readers

Education
May 2008
* Colombia University – New York, New York
  Organizational Learning and Leadership Department, AEGIS Cohort XVI
  (Adult Learning) - Dissertation topic: Professional Development of Teachers

June 1991
* Bank Street College of Education
  M.S. Elementary Education
  New York University
  B.A. English Literature

Certifications/Licenses
* New Jersey: English 7-12
* New York State: English 7-12, N-6
* New York City: Teaching License: Early Childhood

Professional Affiliations
* National Council of Teachers of English (NCTE)
* International Reading Association (IRA)
* Association for Supervision and Curriculum Development (ASCD)
* National Staff Development Council (NSDC)
* National Science Teachers Association (NSTA)
* National Association for the Education of Young Children (NAEYC)

Publications
- Act as a reviewer of instructional units for readwritethink.org
- Co-authored “Self-directed Learning and Leadership Development” (with J. O’Neil) - Presented at
  the 2000 Academy of Human Resource Development (AHRD) Conference (ERIC Document
  ED441116)
- Wrote a review of the Center for Creative Leadership’s Handbook of Leadership Development for
  Human Resource Planners, (vol. 23 no. 4)
- Wrote a review of The Membership Organization for Performance Improvement, vol. 38 no. 4
  (April, 1999)
- Served as a peer reviewer for research articles/papers for the Academy of Human Resource
  Development
SEAN MCGREW, DIRECTOR OF RESEARCH & EVALUATION

Catapult Learning Experience (and predecessor companies)
February 2010 - Present
Director of Research and Evaluation
Catapult Learning, LLC – Philadelphia, PA

Other Relevant Professional Experience

2010 - 2011
Manager of Research and Evaluation, Catapult Learning, LLC – Philadelphia, PA

Director of Research and Evaluation, Catapult Learning, LLC – Philadelphia, PA

2008 - 2010
Director of School Innovation and Best Practices
Office of Accountability, School District of Philadelphia - Philadelphia, PA
- Manage a team of researchers focused on identifying and replicating school best practices and studying the design, implementation, and effectiveness of district-wide initiatives
- Create systems for internal accountability, including school performance indices, growth models and school-selection tools for major interventions
- Foster relationships with research, community, and government partners
- Monitor the district's progress towards meeting state and federal standards

2006 - 2008
Policy Research Analyst
Office of Accountability, School District of Philadelphia - Philadelphia, PA
- Analyzed and presented data from district data systems to support strategic decision-making, grant applications, and compliance with state and federal laws
- Designed school and office performance measures
- Trained principals to access and use instructional data
- Participated in Data Warehouse steering committee

2005 - 2006
Research Associate
Philadelphia Education Fund - Philadelphia, PA
- Designed and conducted statistical analysis using SAS and SPSS
- Wrote reports for academic and lay audiences

Summer 2005
Research Assistant
Second Language Testing, Inc. - Rockville, MD
- Coordinated field-testing of translation tests, analyzed field-test results, wrote and edited reports

2003
Research Assistant
Center for Research and Evaluation of Social Policy, University of Pennsylvania Philadelphia, PA
- Used SAS to conduct statistical analyses of the Schools and Staffing Survey (SASS), a nationally representative survey
- Developed a novel algorithm in Perl for optimizing match of teachers to positions

2001 - 2002
Annotator/Database Programmer
Linguistic Data Consortium, University of Pennsylvania - Philadelphia, PA
- Annotated corpora for natural language processing research
- Wrote software in Perl to facilitate the annotation project and interface with an Oracle SQL database

Classroom Teaching Experience

Summer 2007
School of Social Policy and Practice, University of Pennsylvania Philadelphia, PA
- Guest Lectured on "Local Implementation of State and Federal Education Policy" for Contemporary Social Policy MSW course

Spring 2006
Adjunct Assistant Professor
Drexel University - Philadelphia, PA
- Taught Sociology 364: Computer Assisted Data Analysis I, an introduction to the theory and practice of statistical analysis using the SPSS software package
SEAN MCGREW, DIRECTOR OF RESEARCH & EVALUATION (CONTINUED)

Fall 2005  Graduate Assistant  
Graduate School of Education, University of Pennsylvania – Philadelphia, PA  
Teaching responsibilities for Education 667: Introductory Statistics for Education Research included:  
• Instructing students in computer software (SPSS)  
• Conducting individual and group tutorials  
• Exam review sessions  
• Grading

Fall 2005  Technology Resource Group, University of Pennsylvania – Philadelphia, PA  
Taught two short seminars:  
• Microsoft Excel Basics  
• Microsoft Excel Beyond the Basics

2001 - 2002  Instructor  
Kaplan Test Preparation and Admissions - Philadelphia, Pennsylvania

1997 - 1998  Instructor  
Northeastern Sino-American Training Center - Shenyang, China  
• Taught English listening, speaking, reading and writing classes to college students and adult professionals

Education  
Expected Fall 2011  University of Pennsylvania – Philadelphia, PA  
Ph.D. - Graduate School of Education

2000  Dallas Theological Seminary – Dallas, TX  
M.A.

1997  Davidson College – Davidson, NC  
B.A.
KAREN ROPER, DIRECTOR OF CURRICULUM AND PRODUCT DEVELOPMENT

Catapult Learning Experience (and predecessor companies)
05/2008 - Present  Director of Curriculum and Product Development
Catapult Learning – Camden, NJ
- Manage the curriculum department and external contractors to develop, update, and maintain all Catapult Learning curricula and support documents
- Develop and implement research-based programs aligned to state and national standards
- Develop quality assurance tools to ensure effective program implementation
- Develop all teacher training materials and training programs
- Develop and implement policies and procedures for Education Department
- Work closely with vendors and printers to establish processes for ordering and accessing required program materials
- Write and review content of proposals and SES applications to ensure accuracy of information and proper alignment of instructional programs
- Member of Senior Leadership Team

Other Relevant Work Experience
06/2006 – 05/2008  Director of Curriculum
Education Station – Knowledge Learning Corporation, Littleton, Colorado
- Developed & updated curricula to reflect current research and best practices in education
- Supervised major company initiative to convert print-based math program for middle school students to an online platform using a combination of synchronous and asynchronous instruction. Responsibilities included: initial budget development and on-going budget management, supervising external content developers and copy editors, creating storyboards, reviewing and approving flash files and online lessons, designing teacher and student consoles, and customizing the online platform to meet all implementation and reporting requirements
- Aligned curriculum to national and state standards
- Developed all teacher training materials
- Worked closely with marketing, sales and field managers to establish need for new or modified instructional programs and implementation models

11/2005- 06/2006  Director of Training Development and Curriculum Support
Education Station – Educate Inc., Baltimore, Maryland
- Developed curriculum and associated training materials
- Developed distance training modules related to implementation of Education Station programs,
- and monitoring program quality, using Adobe Captivate
- Supervised the initial rollout and ongoing implementation of online training for teachers and program managers using a Learning Management System (LMS)
- Worked closely with Director of IT to monitor and refine the quality assurance process to capture
- all training and performance data and address emerging business needs
KAREN ROPER, DIRECTOR OF CURRICULUM AND PRODUCT DEVELOPMENT (CONTINUED)

01/1998- 11/2005
Director of Education Quality
Sylvan Education Solutions – Catapult Learning, Baltimore, Maryland

- Managed, trained, and supervised a team of 12 trainers located across the country
- Developed and monitored quality assurance processes to evaluate student progress and teacher effectiveness
- Worked with school administrators and district personnel to design and deliver staff workshops

12/1995- 12/1997
Midwest Regional Education Quality Manager
Sylvan Education Solutions, Chicago, Illinois

- Provided training and instructional support to public school learning centers in Chicago, IL; Detroit, MI; and St. Louis, MO.
- Developed training materials and quality assurance metrics

05/1993- 11/1995
Center Director/Corporate Trainer
Sylvan Learning Systems, Inc., Baltimore, Maryland

- Managed an in-school learning center offering Academic Reading and Basic Math programs to 100+ students
- Managed a team of teachers
- Administered diagnostic assessments to students
- Evaluated student progress and conducted parent conferences
- Conducted training for new instructors hired to teach in Sylvan’s in-school learning centers

01/1993- 04/1993
Substitute Teacher
Lower Merion School District, Ardmore, Pennsylvania

09/1991- 12/1992
First Grade Teacher
The Good Hope School, Saint Croix, US Virgin Islands

Education
05/1991
St. Joseph’s University – Philadelphia, Pennsylvania
M.S. in Elementary Education

05/1989
Albright College – Reading, Pennsylvania
B.A. in Communications/German

Certifications/Licenses
- Association for Supervision and Curriculum Development (ASCD)
- International Reading Association (IRA)
- National Council of Teachers of English (NCTE)

Honors & Awards
- President’s Award (Catapult Learning, 2002)
- Gumby Awards (Catapult Learning, 2001)
- Educator Excellence Award (Sylvan Learning Systems, 1999)
- Golden Attitude Award (Sylvan Learning Systems, 1997)
BOB GEORGE, SENIOR VICE PRESIDENT

Catapult Learning Experience (and predecessor companies)

2002 - Present  Executive Director/Regional Vice President
Catapult Learning, Baltimore MD
- Responsible for all Catapult Learning and Education Station NCLB, Traditional In School Programs, Non-Public Programs and program operations in the Midwest which includes Illinois, Indiana, Michigan, Minnesota, Missouri and Wisconsin.

1999 - 2002  Title One Regional Director
- Director of Third Party Services for Chicago Non-Public Title One Programs and in Traditional In School Programs for Chicago, Thornton HS and Bellwood.
- Responsible for all aspects of program implementation.
- Liaison with Chicago Public Schools.
- Supervised sixty-five employees.

1997 - 1999  Title One Supervisor
- Supervised four Non-Public and eight Public programs in Compton, CA
- Implemented instructional program and maintained all records.
- Managed forty-four employees.

Other Relevant Work Experience

1992 -1997  Senior Sales Representative
Sales Consultant, Downey, CA
- Assisted Brainchild Corporation to develop sales plan and organization.
- Assisted Collier Corporation to develop sales plan and organization
- Assisted Santillanes Group to develop sales plan and organization

1978 - 1992  Zone/ Branch/Division Sales Manager
World Book Encyclopedia Inc., Los Angeles, CA
- Expanded territorial sales from fifty-fourth to first in country.
- Received company’s highest sales award four years in a row.
- Developed three branch managers and nine division managers for company.

Education

1975 - 1976  University of Wisconsin Milwaukee, Milwaukee, WI
M.S., Educational Psychology
B.A. Elementary Education
JOANNE HAWLEY, REGIONAL DIRECTOR

Catapult Learning Experience (and predecessor companies)

2004-Present  Regional Director  
Catapult Learning, LLC  
- Administrator for a range of services provided to students in schools in a given region. Responsible for the overall service quality and client satisfaction within programs in the region.
  
Area Manager  
- Oversees the Title 1 program and assists Title 1 programs in other parts of the country.

Other Relevant Work Experience

2001  Title 1 Supervisor/Non-Public Schools  
Sylvan Learning Systems, Inc.  
Educate, Inc.  
- Managed a Title 1 program for 23 Non-Public Schools and 12 employees)

1993  Title 1 Teacher/Non-Public Schools  
Sylvan Learning Systems, Inc.  
(Educational –In-Roads)  
- Title 1 Teacher in pull-out program for Non-Public Schools

1992  Preschool Substitute Teacher  
Jewish Community Center Preschool - Nashville, TN  
Brentwood United Methodist Preschool  
Brentwood, Tennessee

1971-1983  Teacher  
Mehlville School District - St. Louis, Missouri  
Second Grade-Forder Elementary  
Remedial Reading Center-Bierbaum Elementary

Education

1974  Masters of Education-Remedial Reading  
University of Missouri-St. Louis

1971  Bachelor of Science-Elementary Education  
University of Missouri-Columbia

Certifications/Licenses

2008  Recertification- Out of State Teacher License  
2005  Certified Trainer, Catapult Learning  
2003  Recertification- Out of State Teacher License - Aquinas College, Nashville TN.  
1998  Recertification-Out of State Teacher License - Trevecca Nazarene University
SANDRA BARNES PROFESSIONAL DEVELOPMENT MANAGER

Catapult Learning Experience (and predecessor companies)
2003 - Present

Professional Development Manager
Catapult Learning, Philadelphia, PA
- Present workshops to clients
- Assign presenters to workshops, manage their personnel operations and facilitate the relationship between the schools and presenters
- Mentor participants after workshops in person and on line
- Manage a local budget, order supplies, and manage Quick Base (database) information.

Area Manager
Catapult Learning, Philadelphia, PA
- Successfully managed an after-school tutoring program in up to 17 schools serving 1,200 students
- Hired and placed 165 teachers who provided remedial reading and math classes
- Managed budget, maintained positive relationship with schools and district, and worked with corporate office to ensure a quality program
- Planned several special events for large group of students
- Provided leadership in seven non-public schools providing contracted Title I services in six elementary schools and one high school
- Hired teachers and worked with the schools’ administration to ensure program compliance with Federal guidelines

Other Relevant Work Experience
2001 – 2003
Support Service Manager
Sovran Inc.
- Provided management to ten plus technicians and engineers who were dispatched to customers for technology issues and problems
- Assisted in the scheduling of technicians, organizing professional training, and providing individual coaching as needed
- Provided excelled customer service and managed department budget

2000 -2001
Resource Manager
Plural, Inc.
- Managed a group of 20 developers, project managers, and business analysts
- Placed workers on appropriate projects
- Worked with other resource managers to staff nationwide projects
- Managed office day-to-day and provided guidance in most personnel issues
- Managed productivity of all developers

1988 - 2000
Support Manager
Hagen Office Equipment/DataSource Hagen (after acquisition)
- Managed a group of technicians that provided support for desktop computers, networks and communications equipment.
- Responsible for the development and profitability of a computer-training program
- Developed both scheduled classes and custom classes to meet the needs of our clients
- Managed the customer call center/dispatch personnel

1976 – 1988
Math/Science Coordinator, Classroom Teacher
Spring Lake Park School District, MN
- Managed the Mathematics and Science curricula for K-12 in the school district
- Provided staff development for teachers and assisted with both high-level students and those having difficulty
- Guided staff with professional development, shadowing, and other methods to better their skills of teaching math and science
- Taught and managed a classroom of students
- Provided guidance, assessment, and discipline for approximately 25 students
SANDRA BARNES PROFESSIONAL DEVELOPMENT MANAGER

Computer Resource Teacher & EIS Director (1981 -1983)
Spring Lake Park School District, MN
  • Assisted teachers and department heads with integrating computers into their classroom and curricula
  • Purchased equipment district-wide and managed the setup and installation of equipment
  • Promoted to Educational Information Systems Director.
  • Managed the student systems office of the district, including grades, attendance, census and transportation
  • Managed the district technology group that made recommendations of the technology
  • Worked very closely with TIES the educational cooperative in all of these areas

1974 - 1976 Teacher
University of Wisconsin, River Falls, WI
  • Taught math and science in the campus lab school for PK - 9
  • Assisted in the curriculum development
  • Supervised many college students working at the school
  • Provided assessment of both classroom students and college students
  • Taught college level education courses
  • Worked with students who were entering the education field

Education
University of Wisconsin, River Falls, River Falls, WI
Bachelor of Science – Education
Masters Work
University of Minnesota, MN
Masters Work
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.

- Catapult Learning West, LLC - Certificate of Authority to Transact Business in Michigan

- W-9

- Certificate of Insurance
Catapult Learning West, LLC - Certificate of Authority to Transact Business in Michigan

This is to Certify That

CATAPULT LEARNING WEST, LLC

a limited liability company existing under the laws of the State of DELAWARE was validly authorized to transact business in Michigan on the 06th day of May, 2010, in conformity with 1993 PA 23.

The company is authorized to transact in this state any business of the character set forth in its application which a domestic company formed under this act may lawfully conduct. This authority shall continue as long as the company retains its authority to transact such business in the jurisdiction of its organization, its authority to transact business in this state has not been suspended or revoked, and the company has not surrendered its authority to transact business in this state.

This certificate is in due form, made by me as the proper officer, and is entitled to have full faith and credit given it in every court and office within the United States.

In testimony whereof, I have hereunto set my hand, in the City of Lansing, this 06th day of May, 2010.

Director

Bureau of Commercial Services
**W-9**

**Form W-9**

(Rev. October 2007)

Department of the Treasury
Internal Revenue Service

---

### Request for Taxpayer Identification Number and Certification

**Give form to the requester. Do not send to the IRS.**

<table>
<thead>
<tr>
<th>Name (as shown on your income tax return)</th>
<th>CATAPULT LEARNING WEST, LLC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business name, if different from above</td>
<td></td>
</tr>
</tbody>
</table>

**Print or type**

See Specific Instructions on page 2.

<table>
<thead>
<tr>
<th>Address (number, street, and apt. or suite no.)</th>
<th>TWO AQUARIUM DRIVE, SUITE 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>City, state, and ZIP code</td>
<td>CAMDEN, NJ 08103</td>
</tr>
</tbody>
</table>

**Requestor’s name and address (optional)**

<table>
<thead>
<tr>
<th>City, state, and ZIP code</th>
<th>CAMDEN, NJ 08103</th>
</tr>
</thead>
</table>

**Part I Taxpayer Identification Number (TIN)**

Enter your TIN in the appropriate box. The TIN provided must match the name given on Line 1 to avoid backup withholding. For individuals, the TIN generally is your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see How to get a TIN on page 3.

Note. If the account is in more than one name, see the chart on page 4 for guidelines on whose number to enter.

**Social security number**

**OR**

**Employer identification number**

**01**

0959202

---

**Part II Certification**

Under penalties of perjury, I certify that:

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

**Certification Instructions.** You must cross out Item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, Item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the Certification, but you must provide your correct TIN. See the instructions on page 4.

**Sign Here**

[Signature of U.S. person] July 8, 2010

---

**General Instructions**

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

**Purpose of Form**

A person who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) to report, for example, income paid to you, real estate transactions, mortgage interest you paid, acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA.

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN to the person requesting it (the requester) and, when applicable, to:

1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),
2. Certify that you are not subject to backup withholding,
3. Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is subject to the withholding tax on foreign partners’ share of effectively connected income.

**Note.** If a requester gives you a form other than Form W-9 to request your TIN, you must use the requester’s form if it is substantially similar to this Form W-9.

**Definition of a U.S. person.** For federal tax purposes, you are considered a U.S. person if you are:

- An individual who is a U.S. citizen or U.S. resident alien,
- A partnership, corporation, company, or association created or organized in the United States or under the laws of the United States,
- An estate (other than a foreign estate), or
- A domestic trust (as defined in Regulations section 301.7701-7).

**Special rules for partnerships.** Partnerships that conduct a trade or business in the United States are generally required to pay a withholding tax on any foreign partners’ share of income from such business. Further, in certain cases where a Form W-9 has not been received, a partnership is required to presume that a partner is a foreign person and pay the withholding tax. Therefore, if you are a U.S. person that is a partner in a partnership conducting a trade or business in the United States, provide Form W-9 to the partnership to establish your U.S. status and avoid withholding on your share of partnership income.

**The person who gives Form W-9 to the partnership for purposes of establishing its U.S. status and avoiding withholding on its allocable share of net income from the partnership conducting a trade or business in the United States is in the following cases:**

- The U.S. owner of a disregarded entity and not the entity,
# Certificate of Insurance

**Certificate of Liability Insurance**

**Date (MM/DD/YYYY)**: 04/03/2011

**Producer**
- Name: Catapult USA Inc.
- Address: Two Logan Square, Philadelphia, PA 19130-2307

**Insured**
- Name: Catapult Learning LLC
- Address: Two Aquarrium Drive, Suite 100, Camden, NJ 08103-8165

**Insurer(s) Affording Coverage**
- Philadelphia Indemnity Insurance Company: 1605
- Liberty Insurance Corporation: 42404
- Philadelphia Insurance Company: 29950
- Charter Oak Fire Insurance Company: 26515

**Coverages**

<table>
<thead>
<tr>
<th>Type of Insurance</th>
<th>Policy Number</th>
<th>Policy Effective Date</th>
<th>Policy Expiration Date</th>
<th>Limits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Liability</td>
<td>PHP9927098</td>
<td>03/02/2011</td>
<td>03/02/2012</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>Automobile Liability</td>
<td>PB102986694COF11</td>
<td>03/02/2011</td>
<td>03/02/2012</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>Workers' Compensation and Employers' Liability</td>
<td>WC72512885122022</td>
<td>03/02/2011</td>
<td>03/02/2012</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>Property</td>
<td>P83676345151511</td>
<td>03/02/2011</td>
<td>03/02/2012</td>
<td>$2,161,850</td>
</tr>
</tbody>
</table>

**Description of Operations / Locations / Vehicles**
- Attach ACORD 101, Additional Information Schedule, if more space is required.

**Certificate Holder**
- Catapult Learning LLC
- Two Aquarium Drive, Suite 100
- Camden, NJ 08103-8165

**Cancellation**
- Should any of the above described policies be cancelled before the expiration date thereof, notice will be delivered in accordance with the policy provisions.

Authorized Representative
- Donna Clampliff
- Marsh USA Inc.

© 1988-2009 ACORD CORPORATION. All rights reserved.

ACORD 25 (2009/09) The ACORD name and logo are registered marks of ACORD
### Certificate of Liability Insurance

**Date:** 02/24/2011

#### Important Note:
If the certificate holder is an additional insured, the policy becomes endorsed. If subrogation is waived, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

#### Insured:
- CATAPULT LEARNING LLC
- TWO AQUARIUM DRIVE
- SUITE 100
- CAVIDEN, NJ 08020-1085

#### Insurer:
- Philadelphia Indemnity Insurance Company
- 18056

#### Certificate Number:
CLE-003259528-07

#### Revision Number:
26

#### Coverage Details:
This is to certify that the policies of insurance listed below have been issued to the insured named above for the policy period indicated. Notwithstanding any requirement, term or condition of any contract or other document with respect to which this certificate may be issued or may pertain, the insurance afforded by the policies described herein is subject to all the terms, exclusions and conditions of such policies. Limits shown may have been reduced by paid claims.

<table>
<thead>
<tr>
<th>Policy Limit</th>
<th>Type of Insurance</th>
<th>MIB</th>
<th>Under</th>
<th>Policy Number</th>
<th>Policy Effective Date</th>
<th>Policy Exp Date</th>
<th>Adjustor Limit Applies Per:</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Liability</td>
<td>COMMERCAL GENERAL LIABILITY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Each Occurrence</td>
<td>DAMAGE TO RENTED PREMISES (Ex), $</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excess</td>
<td>MED EXP (Any one person)</td>
<td>$</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excess</td>
<td>PERSONAL &amp; ADJ INJURY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excess</td>
<td>GENERAL AGGREGATE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excess</td>
<td>PROPERTY - COMPOD AGG</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Autos</td>
<td>ALLO WND AUTOS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excess</td>
<td>BODILY INJURY (Per person)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excess</td>
<td>BODILY INJURY (Per accident)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excess</td>
<td>PROPERTY DAMAGE (Per accident)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Liability</td>
<td>OCCUR CLAIMS MADE</td>
<td>PHBR003008</td>
<td>03/20/2011</td>
<td>03/20/2012</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Professional</td>
<td>EACH OCCURRENCE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excess</td>
<td>AGGREGATE</td>
<td>$10,000,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excess</td>
<td></td>
<td></td>
<td>$15,000,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Certificate Holder**
Catapult Learning LLC
Two Aquarim Drive
Suite 100
Caddens, NJ 08020-1085

**Cancellation Notice**
That ANY of the above described policies be cancelled before the expiration date thereof, notice will be delivered in accordance with the policy provisions.

**Authorized Representative**
Marashi Mukhopadhyay

© 1988-2010 ACORD CORPORATION. All rights reserved.

---

**Michigan Department of Education**
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application