

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

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EXTERNAL PROVIDERS: BACKGROUND & APPROVAL PROCESS

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

Exemplar	Total Points Possible
1. Description of comprehensive improvement services	25
2. Use of scientific educational research	15
3. Job embedded professional development	15
4. Experience with state and federal requirements	15
5. Sustainability Plan	15
6. Staff Qualifications	15
Total Points Possible	100
Minimum Points Required for Approval	70

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

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.

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

The Hybrid Virtual Solution to Turnaround Schools (“HVSTS”) model focuses on whole-school reform, providing comprehensive improvement services that result in dramatic, documented and sustainable improvement in low-performing schools. Matchbook Learning Solutions, Inc. (“Matchbook”), a national non-profit and formerly known as Alvarez & Marsal Education Management Organization, LLC (“A&M”), a best-in-class provider of school turnaround services, will partner with Florida Virtual School (“FLVS”), Connections Academy, and Wireless Generation to implement this hybrid school model— combining methods that are research-based and have been proven effective for virtual education with the social, emotional, and instructional benefits of a traditional school. **Note, this exact same MDE Preferred External Education Services Provider Application was submitted and approved by MDE in 2010 under “Alvarez & Marsal Education Management Organization, LLC” (“A&M EMO”). A&M EMO was succeeded by a new non-profit called Matchbook Learning Solutions, Inc.. However, the contents of this application, including the methodology, personnel involved and their bios, the hybrid model itself along with key subcontract partners Connections Academy, Wireless Generation and Florida Virtual School remain unchanged. By re-submitting this application under the banner of “Matchbook Learning Solutions, Inc.”, we are requesting that the A&M EMO approval be transferred or reapproved to Matchbook Learning Solutions, Inc. who will serve as the prime contractor and serve in the exact same role, capacity and provider of same services as was approved for A&M EMO.**

1. Support Systems to Ensure Teacher and Student Success and Sustained Improvement: The HVSTS model seeks to turn around underperforming urban elementary, middle and high schools in Michigan by creating an innovative alternative to the traditional school turnaround approach. By blending customizable online curriculum and individualized real-time assessment software with proven on-site turnaround instructional and administrative methods, the model extends virtual learning into a physical classroom. Schools benefit from physical classroom teachers, guidance counselor, principal, etc., as well as cultural and social strengths of the traditional physical school. The HVSTS attributes include:

- Anytime, Anyplace, Any Pace Learning: A model of education that allows students to learn at any pace and in extended days and weeks, as courses can be accessed anywhere from an Internet connection (e.g. school, home, library, etc.);
- Standards-based Curriculum: Robust, high-quality online curriculum aligned to state and future common core standards;
- Differentiated Learning: Powerfully embedded features of a best-in-class online learning management system (e.g., customized, differentiated learning, virtual teacher supports, engagement and accountability);
- Augmented Learning: Extension of virtual learning into a physical classroom augmented with traditional teachers, a guidance counselor, principal, etc., as well as other cultural and social strengths of the traditional physical school, including: Physical Education, Music and Art, lunch in the cafeteria, recess, and transportation;
- Highly Qualified Teachers: A highly qualified, virtual teacher for each class who provides core instruction through the Internet with a dynamic communication plan that allows for real-time video and audio communication between the teacher, student, and parents; and a traditional classroom teacher, physically present in each classroom, who provides just-in-time intervention and one-on-one instruction specifically focusing on the students who need it most;
- Real-time Professional Development: Robust real-time, job-embedded professional development for classroom teachers and integrated professional development for the virtual and traditional teacher teams to help teachers drive data-driven instruction; and
- Systemic Reform: A comprehensive review and revision of school-wide processes and systems to identify opportunities for efficiencies and improvements.

In HVSTS, the typical school day begins with students arriving in their classrooms and being greeted by their classroom teacher for daily announcements and a morning meeting. Students then open their own netbook computers and commence their coursework where they last finished. The highly customizable and

individualized curriculum tracks beginning and ending points, making it easy for students to identify their learning paths for the day. Students who are on pace with their achievement metrics will be taught by the virtual teacher and proceed with their coursework accordingly. Students who are falling behind are placed into small groups with like needs. The traditional classroom teacher then provides highly focused and individualized instruction to help remediate their needs and get them back on track. This method provides an opportunity for struggling students to catch up while not slowing down the rest of the class. The HVSTS benefits high-needs students in a way that traditional approaches cannot—through truly differentiated instruction that targets each individual student’s needs.

2. Content and delivery systems and mechanisms proven to result in dramatic and sustained improvement linked to student achievement: The HVSTS combines customizable online curriculum and instructional services provided by FLVS (high school and middle school) and Connections Academy (middle school and elementary school), with professional development, individualized mCLASS® assessment software and intervention provided by Wireless Generation, to tailor instruction to each student’s specific needs. With HVTS, students benefit from having access to both a highly qualified online teacher and a traditional classroom teacher (giving each student access to 2 teachers). The operational, financial and managerial school support is provided by Matchbook, a best-in-class provider of K-12 turnarounds. Matchbook’s founder and CEO Sajan George, formerly led its predecessor organization, Alvarez & Marsal Education Management Organization, LLC (“A&M”), which was the first corporate restructuring firm to be hired by a public school system to implement a major overhaul. Matchbook/A&M has amassed significant experience in managing the financial and operational turnarounds of large urban school districts in New Orleans, St. Louis, New York City, Washington, DC and Detroit, to name a few which it brings to this solution.

The FLVS online curriculum and instructional solution to be used in the HVSTS model is aligned to state and common core standards and has been demonstrated to increase student achievement. A national leader and pioneer for quality online learning and education reform, FLVS provides robust, teacher-led online solutions for grades one to twelve, offering 125 courses including core subjects, 13 Advanced Placement (AP) courses, and rigorous courses needed for students to graduate from high school ready for college. FLVS is currently the largest virtual school in the country serving over 112,547 students in 256,236 half-credit enrollments, including completers. An FLVS analysis of scores from the 2007-2008 Florida Comprehensive Assessment Test (FCAT), which compared the FCAT scores of FLVS students against the average State scores, indicated that FLVS students in Grades 4 through 9 scored higher than the state average for both Reading and Math. Further, a 2007 Florida TaxWatch report examined the viability of FLVS as a credible alternative to traditional schooling with regards to both student achievement outcomes and cost-effectiveness. The report found that FLVS was both cost effective and had a positive impact on student achievement, and that FLVS students consistently outperformed their counterparts in Florida’s traditional middle and high schools on such measures as grades, AP scores and FCAT scores (Florida TaxWatch, 2007).

The Connections Academy virtual curriculum and instructional model, which will be used in elementary and middle schools, is also aligned to state standards and has demonstrated effectiveness in producing significant academic gains among students in the bottom achievement quartile based on state standardized tests. For example, the K-8 full-time Florida Connections Academy has received a state school grade of A in each of the past three years (2006-09), the highest possible rating for a Florida public school, in significant part because of its record in improving the performance of students in the lowest quartile in the previous school year. In 2006-07, 70% of bottom-quartile students made gains in Reading and 68% made gains in Math. Connections Academy is a premier national provider of high-quality K-12 virtual school curriculum and instructional services to school districts, states, charter schools, and families. In school year 2009-10, Connections Academy served nearly 25,000 full-time public school students. For 2010-11, Connections Academy was selected by Michigan charter authorizers to operate one of the Michigan’s two first-ever statewide cyber charter schools.

Wireless Generation will provide assessment and intervention tools to support differentiated instruction, as well as the analysis and professional development services that enable teachers to connect students with the right curriculum and learning resources. With its CODiE Award-winning mobile assessment software, Wireless

Generation invented a better way to give classroom assessments and make data-based instructional decisions. It has also developed an adaptive literacy intervention that uses assessment data to group students and provide targeted lesson plans every two weeks based on evolving student needs. In addition, the company offers a comprehensive writing curriculum that will be used to help struggling students improve their writing skills. Finally, Wireless Generation has made a positive impact in districts across the country through professional development. Working with over 200,000 educators in all 50 states, Wireless Generation has provided comprehensive instructional support to hundreds of schools, promoting strong student gains across all AYP sub-groups. For example, since 2004, Wireless Generation has worked with Oklahoma's statewide Reading First schools to provide a comprehensive literacy assessment solution and build capacity, including the mCLASS:DIBELS assessment and professional development programs. During 2007-08, Wireless Generation provided a more comprehensive and customized solution to fifteen of the lowest-performing schools. Participating schools saw an almost 20% increase in the number of students reading at proficiency during the participating year — more than the prior three years combined. Participating schools also closed the gap between their performance and that of the state's highest-performing schools by 35% in one year.

3. Job-embedded professional development at leadership, teacher and support levels to increase internal capacity for improvement linked to student achievement: The HVSTS job-embedded professional development program is designed to help build classroom teachers' and school leaders' capacity to use data to provide truly differentiated instruction and to promote student achievement. Each partner is responsible for providing the optimal professional development ("PD") to a different set of stakeholders—FLVS for virtual high school teachers, Connections Academy for virtual elementary and middle school teachers, and Wireless Generation for classroom teachers, instructional leaders, and parents/community members. Regardless of provider, the core principle is that all PD is customized to the teachers' needs based on student and teacher data.

The professional development services of the HVSTS align with the National Staff Development Council's (NSDC) Context Standards and the Michigan School Improvement Framework in that they promote the development and maintenance of professional learning communities, both in the virtual and traditional school environments. Learning communities enable teachers and leaders to continuously collaborate around student performance and progress, supporting each other in finding the right instructional solution for each student. The core competency of the HVSTS model is the collaborative use of data to drive instruction, which is reflected in the NSDC's Process Standards. Disaggregated student data abounds, from attendance and course completion information, to progress and proficiency data, to fidelity of implementation. All staff members—school and district leaders, principals, virtual and classroom teachers—learn to use these data to individualize instruction for students' unique needs. In addition, these data sets (from FLVS, Connections Academy, and mCLASS systems, as well as teacher observation data and self-reported needs) are used to determine how to best focus professional development resources for teachers by analyzing areas in which large percentages of students in a class are struggling. Content-specific professional development can then be provided to that teacher, in the form of job-embedded coaching. Trends that cross multiple classes may result in a larger group session during an in-service or after-school PD day.

Professional development is driven by a formal "data analysis" methodology, which provides concrete steps for analyzing formative and summative student data as well as other information sources. Specifically, learning communities of classroom and virtual teachers participate in data meetings every 2-3 weeks, in which a Wireless Generation consultant facilitates the "Cycle of Continuous Improvement"—an inquiry-based process that encourages teachers to analyze data, draw conclusions about student needs, make instructional plans to mitigate needs, and come back to evaluate the effectiveness of those instructional decisions. At the beginning of the program, the Wireless Generation consultant serves as the data expert, pulling disparate data sources from the FLVS and Connections Academy Learning Management Systems and combining those data with mCLASS® literacy and math data sets. Throughout the year, teachers learn to conduct their own analyses and make instructional decisions, and support tapers by the end of the year. Wireless Generation also provides ongoing one-on-one coaching and feedback to teachers and school leaders on their own practices of using data to inform instruction. Classroom teachers also receive ongoing professional

development in English/Language Arts and mathematics, as well as other content areas such as social studies and science. The amount and type of PD provided depends on both student assessment results and teachers' observed and self-reported needs.

To ensure that students receive high-quality instruction online as well as in the classroom, FLVS and Connections Academy provide initial and ongoing PD for virtual teachers. New FLVS instructors work as part of a cohort group for the first six weeks of their tenure and participate in weekly calls facilitated by members of the Professional Learning team. They participate in book talks about serving students with diverse needs, discuss how all employees in education play a leadership role, and share ideas via social networking sites. After the initial six weeks, virtual teacher PLCs continue to engage in monthly learning opportunities, both instructional and non-instructional. Connections Academy uses the National Standards for Quality Online Teaching published by the International Association for K-12 Online Learning (iNACOL) as its guide for pinpointing necessary teacher skills and professional development requirements, providing its virtual teachers with comprehensive PD program focusing on curriculum and state standards, strategies and best practices for virtual learning and instruction, and knowledge of program processes and policies. Each virtual teacher has access to a robust online PD portal. PD for teacher-leaders and emerging administrators is also provided through partner universities.

4. Comprehensive short cycle and summative assessment systems to measure performance and goal attainment linked to the building school improvement plan: The HVSTS includes the use of assessments to diagnose student needs and measure growth throughout the year. In addition to curriculum-based assessments that are part of the core virtual curricula, classroom teachers will administer one or more of Wireless Generation's student assessment tools, which were selected because of their validity and reliability; their efficiency (all are administered either by a teacher with a mobile device, or by students on computers, and all provide real-time views of data); and their connection to instruction.

- mCLASS®:Reading 3D – Formative assessment that combines the early literacy screening and progress monitoring power of DIBELS with the rich diagnostic capabilities of Running Records and oral/written comprehension measures.
- Literacy Building Blocks assessments – Brief, modular formative assessments that measure comprehension, vocabulary, and advanced decoding skills.
- mCLASS®:Math – Formative assessment that combines quick screening/progress monitoring tool with diagnostic interviews to create an integrated view of a student's knowledge and abilities.
- mCLASS®:PK-12 – Assessment platform that integrates assessment, data analysis and instructional planning by providing a robust assessment item bank, standards alignment tools, online or paper-based administration, instructional planning tools, and easy-to-read data views.

Student needs are assessed throughout the school year to determine the appropriate support needed to supplement the any-pace curriculum provided by the virtual teacher. Specifically, benchmark assessments are given at the beginning, middle, and end of year, and psychometrically equivalent assessments can be given to monitor progress as frequently as every week in between benchmarks. In elementary school, each student is assessed with mCLASS:Reading 3D and mCLASS:Math, which provide normed scores for reading and math at that grade level and time of year. In middle and high school, each student takes an assessment in each subject area from mCLASS:PK-12, which provides immediate information about mastery according to state or common standards. The progress of at-risk students is monitored every two weeks. These data are linked to the school improvement plan because they help classroom teachers personalize the intervention each student receives, both through tools (e.g. Burst:Reading and the Writers' Express) and increased capacity of teachers.

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)

The HVSTS model is based on scientific educational research around blended instruction and professional development, both generally and for high-mobility students, which are common to urban districts. The HVSTS utilizes a high-quality virtual curriculum aligned to state and national standards. It provides highly effective teachers, both virtual and face-to-face, who understand how to tailor the curriculum to different students based on English proficiency, disabilities, readiness, learning preferences, and background knowledge.

Blended Instruction: Recent research has indicated that blended online instruction has a positive effect on student achievement (Means, B., Toyama, Y., Murphy, R., Bakia, M., and Jones, K., 2009). A recent study released by the U.S. Department of Education entitled, "Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies," found that students who took all or part of their instruction online performed better, on average, than those taking the same course through face-to-face instruction. Further, the meta-analysis found that "Instruction combining online and face-to-face elements had a larger advantage relative to purely face-to-face instruction than did purely online instruction" (Means, B., Toyama, Y., Murphy, R., Bakia, M., and Jones, K., 2009). Several other reports and studies have found that students who take online courses perform as well as or better than those taking traditional courses (Shachar & Neumann, 2003; Hughes, J. E., et al., 2007).

A recent study in which Algebra students' achievement and perceptions of their classroom environments in both online and traditional face-to-face learning contexts were examined found that "online courses can provide successful, alternative learning opportunities for Algebra students while maintaining similar academic standards and achievement levels, even for students who are on less rigorous academic paths" (Hughes, J. E., et al., 2007).

Professional Development: The PD philosophy behind HVSTS is based on the National Staff Development Council standards. The standards of utilizing "...disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement" and "...multiple sources of information to guide improvement and demonstrate its impact" both provide the basis for the HVSTS model. In addition, in their paper titled, Reconceptualizing Professional Development for Curriculum Leadership, Kesson and Henderson (2010) "propose a differentiated and disciplined approach to professional development," which is embodied in the way all HVSTS partners design and deliver professional development to teachers. Studies conducted over the past two decades suggest that professional development experiences that share all or most of the six characteristics of high quality professional development can have a substantial, positive influence on teachers' classroom practice and student achievement (Birman, Desimone, Garet, & Porter, 2000; Garet et al., 2001). All professional development provided to support the implementation of the HVSTS will align with the six characteristics of high quality professional development (form, duration, participation, content focus, active learning, and coherence).

Mobility: The HVSTS helps increase student academic achievement in schools with high student mobility rates by building a community atmosphere around the education process. The program will bring all of the strengths of customized, differentiated, "anytime, anywhere" virtual learning to the student, while simultaneously providing the needed resources of face-to-face teachers, physical peer classmates and other social and extra-curricular norms that traditional schooling offers and that form the needed fabric of school-based communities that poor urban communities desperately need to sustain an academic environment ripe for learning and growth.

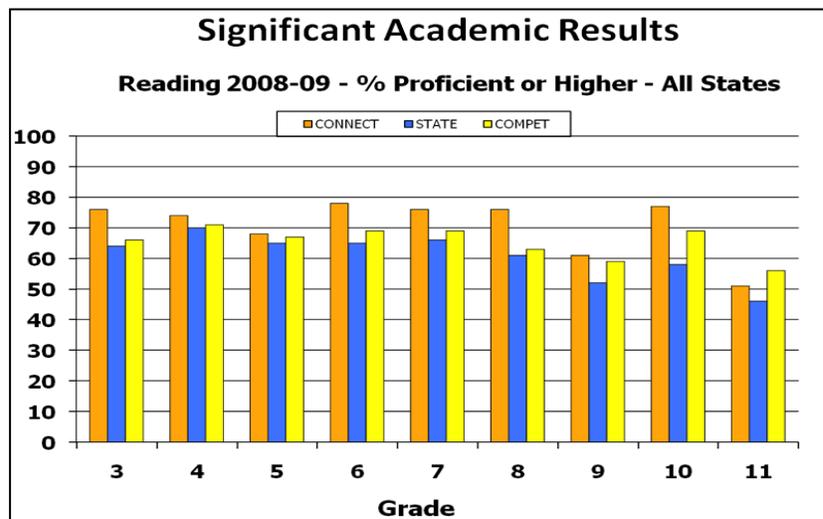
Research has shown that "achievement of students who are highly mobile can be improved by providing social-emotional supports in the school, by making schools engaging and inviting places, and by tailoring instruction to meet the individual needs of students" (Heinlein, Lisa et al, 2000).

Research Case Studies: The hybrid approach has been demonstrated to be successful at improving student achievement based on a FLVS pilot at Daniel Jenkins Academy in rural Polk County, Florida. Students in grades

9-12 take all of their core courses online through FLVS in a traditional school setting. Students work from three school labs and their home computers. They are able to participate in extracurricular activities and electives at a local senior high school. As evidence of the success of this program, on November 6, 2003, Daniel Jenkins Academy was one of only 400 out of 3,000 Florida schools that met Adequate Yearly Progress goals for all NCLB subgroups (Blaylock & Newman, 2005). In addition, 87.5% of the school's graduating seniors enrolled in higher education (Blaylock & Newman, 2005).

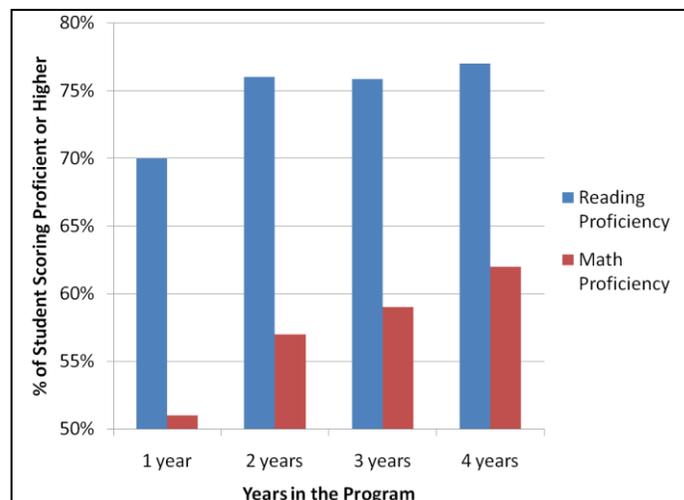
The curriculum to be used in this hybrid model has been proven to be more effective in improving student achievement than traditional courses. In 2007, the Florida TaxWatch Center for Educational Performance and Accountability released "A Comprehensive Assessment of Florida Virtual School," which examined FLVS student demographics and achievement against their state counterparts taking traditional courses (Florida TaxWatch, 2007), found that during the 2004-05 and 2005-06 school years, FLVS students outperformed their traditional school counterparts in nine out of ten subject areas. Further, FLVS students consistently outperformed their counterparts in Florida's traditional middle and high schools on such measures as grades, Advanced Placement (AP) scores and FCAT scores (Florida TaxWatch, 2007). Watson and Gemin (2008) cite promising practices of FLVS in providing online curricula to Florida districts for remedial instruction programs. Among students self-reporting taking FLVS courses for credit recovery, 90.2% passed their course, remarkably similar to the 92.1% passing rate for FLVS students overall.

As a leading provider of full-time K-12 virtual learning, with 15 virtual public schools in 14 states in 2009-10 (not including Michigan Connections Academy launching in Fall 2010), Connections Academy's effectiveness is borne out by state achievement test scores. Connections Academy schools produce proficiency scores that regularly outpace their states. For example, Connections Academy Reading/Language Arts test scores for 2008-09 (across all tested grades) exceeded the state aggregate in 100% of the states



where a Connections Academy school has been operating for two or more years, while Connections Academy's aggregate science scores beat the state aggregate in 73% of these same states. In addition, Connections Academy virtual schools across the nation outscored the nearest competition (K12 Inc.-affiliated schools) in 90% of tested in 2008-09.

Academy K-8 virtual shown through state assessments to gains in Reading and students who have multiple years (see above and below).

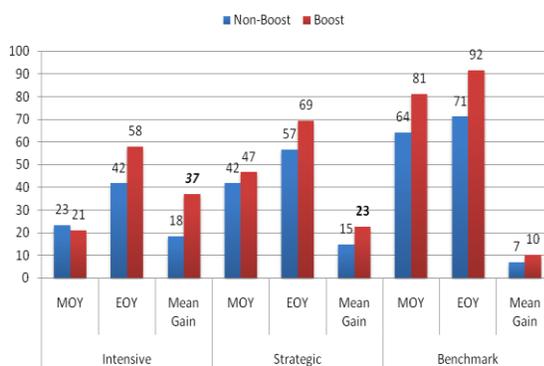


the grades and subjects The Connections program has also been standardized produce significant Math proficiency for used the program for accompanying graphs

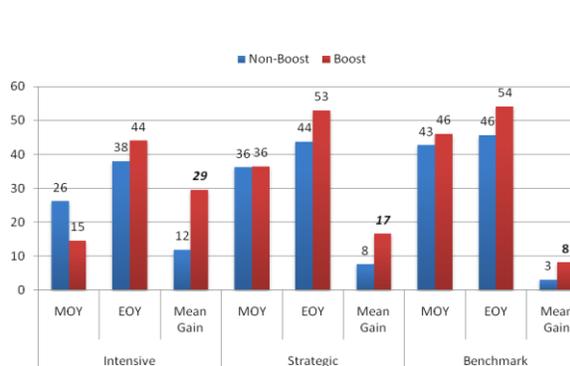
When faced with the challenge to transform its lowest-performing elementary schools, the District of Columbia Public Schools (DCPS) worked closely with Wireless Generation to develop a comprehensive literacy program for its early grades in the 2008-09 school year. The program included the implementation of easy-to-use tools, including mCLASS assessments and Burst:Reading intervention. A team of Wireless Generation consultants worked with 37 of the district’s elementary schools to provide both a district-wide professional development program, and customized coaching for teachers, instructional coaches, and principals. In three of these schools—some of the lowest-achieving schools in the district—they provided intensive (daily) coaching on content areas, foundational topics, and instructional strategies depending on teachers’ needs according to student data. This intensive effort was referred to as a “Boost” of professional development. After just six months of the program, all students had gained significantly more key, foundational literacy skills than students not in the program. Middle and end of year DIBELS Nonsense Word Fluency (NWF) and phoneme segmentation Fluency (PSF) scores were analyzed using a repeated measures general linear model to evaluate the interaction between NWF and PSF improvement and teachers who received the intensive “Boost” professional development. In-depth analysis provides evidence that students taught by teachers who received Wireless Generation’s intensive professional development have significantly larger phonics and phonemic awareness skill gains than those taught by teachers who did not receive “Boost” professional development.

Specific results for first grade students are as follows:

First Grade NWF – Mean Gains



First Grade PSF – Mean Gains



Mean gains in NWF for intensive and strategic students were statistically significant ($p < .01$ and $p < .05$, respectively). Mean gains made by benchmark students were not statistically significant, although these students were not the focus of the Burst or “Boost” programs. For PSF, mean gains for all students were statistically significant. For intensive and strategic students, $p < .01$, and for benchmark students, $p < .05$. Although most benchmark students did not receive Burst:Reading instruction, their teachers learned and applied important strategies.

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).

The HVSTS professional development (“PD”) plan for principals, school leadership teams, teachers and support staff aligns with the NSDC’s Context, Process, and Content Standards and is built upon the latest research in data-driven decision making and adult learning principles.

Overall Professional Development Approach: Each HVSTS partner is responsible for providing the optimal professional development to a different set of Michigan stakeholders—FLVS for virtual high school teachers, Connections Academy for virtual elementary and middle school teachers, and Wireless Generation to classroom teachers, instructional leaders, and parents/community members. Each embodies the core principle that all PD is customized to the teachers’ needs based on data.

New FLVS instructors serving students in Michigan work as part of a cohort group for the first six weeks of their tenure and participate in weekly calls facilitated by members of the Professional Learning team. They participate in book talks about serving students with diverse needs, discuss how all employees in education play a leadership role, and share ideas via social networking sites. After the initial six weeks, virtual teacher professional learning communities continue to engage in monthly learning opportunities, both instructional and non-instructional. FLVS staff serving Michigan will create an ongoing professional development portfolio where they can reflect upon how they impacted student success. Virtual Instructional Leaders guide the continuous improvement among virtual teachers, as well as providing feedback through regular online walkthroughs.

Connections Academy uses the National Standards for Quality Online Teaching published by the International Association for K-12 Online Learning (iNACOL) to pinpoint necessary teacher skills for serving students in Michigan. Connections Academy provides its K-8 virtual teachers with a comprehensive teacher training and PD program to equip them with a working knowledge of the Connections Academy curriculum and Michigan State Standards, strategies and best practices for virtual learning and instruction, and knowledge of program processes and policies. Each virtual teacher serving Michigan students has access to a robust online Professional Learning Community portal, which lists multiple professional development opportunities as well as message boards, recorded LiveLessons, shared resources, and more. In addition, Connections Academy provides PD for teacher-leaders and emerging administrators, through partner universities, which may include Ferris State and Wayne State University during 2010-11 and beyond.

To build lasting capacity among school-based staff members, new and existing staff must have a consistent methodology for utilizing data to target instruction for each student or group of students. Wireless Generation provides a comprehensive and supportive PD program for existing and new classroom teachers, coaches, counselors, principals, and other staff members that establishes a continuous improvement inquiry process, provides customized content-specific PD based on student and teacher data, and provides one-on-one coaching for teachers and principals.

HVSTS Professional Development Plan: Beginning with preparation for the Summer Institute, HVSTS staff work with school/district leadership teams to establish a vision for the school that focuses on high expectations for student achievement. This vision and a relentless focus on results governs the content and tenor of all PD provided during the Summer Institute and throughout the year.

All virtual and classroom teachers will complete a teacher-training course developed specifically for the HVSTS. This course contains actual lessons, assessments, and links to online tutorials, and prepares teachers for the first few weeks of school, covering “the basics” including curriculum, assessment, personalizing instruction, school year events, grading and report cards, communication, and essential Learning Management System (LMS) tools. Teachers’ content knowledge and strategies are supplemented through additional training course segments, which contain information about more complex features and functions of the LMS, instructional processes, and processes that teachers need to implement once school is successfully under way. Finally, ongoing professional development activities occur throughout the year. Presenters with various backgrounds and areas of content expertise conduct live tutorial sessions on a rotating basis throughout the school year. Teachers are required to virtually attend monthly sessions

throughout the year including such topics as: implementing specific instructional strategies, current curriculum-specific topics and trends, and effective teaching strategies and communication skills for a virtual environment.

Professional learning communities (PLCs) are promoted among virtual teachers, classroom teachers, the virtual/classroom teams, and school and district leadership teams. The NSDC defines PLCs as “The most powerful forms of staff development,” and state that they “occur in ongoing teams that meet on a regular basis, preferably several times a week, for the purposes of learning, joint lesson planning, and problem solving.” The PLC teams learn to utilize student data in the way that is most meaningful for them. Teachers build their capacity in utilizing data to individualize instruction for students’ unique needs. Teachers learn a “data analysis” methodology, which provides concrete steps for analyzing formative and summative student data as well as other information sources. Principals learn to identify trends in student learning that help them make better decisions about resource allocations and future professional development. District leaders monitor progress and provide support as needed. Both classroom teachers and school principals receive ongoing coaching and feedback on their own practices of using data to inform instruction in their classrooms. Classroom teachers participate (with their virtual teacher team members) in data meetings every 2-3 weeks, in which a Wireless Generation consultant facilitates the “Cycle of Continuous Improvement”, where teachers jointly analyze student data, plan intervention lessons for each group or individual, teach the lessons individually and/or collaboratively, and come back to evaluate the effectiveness of the instruction. The Wireless Generation consultant leads these meetings every 2-3 weeks at the beginning of the year, until the PLCs have enough experience to run the meetings independently.

The sharing of best practices is facilitated within the school and community through PLCs. The program also encourages virtual and classroom staff to look *outside* of their schools to find best practices. Specifically, the Cycle of Continuous Improvement process focuses on using best practices from across other turnaround schools in the district, state, or country to identify learning strategies that have been successful in other schools with similar students. This inter-school and -district sharing is facilitated through online communities with other turnaround principals and staff.

In addition to the aforementioned professional development programs, individualized PD is provided to teachers based on their identified areas of need. The HVSTS team analyzes areas in which large percentages of students in a class are struggling, and combines that with information about each teacher—data collected through observation and surveys—to determine the PD each teacher should receive. Content- and pedagogy-specific professional development is then provided to that teacher, in the form of job-embedded coaching. Trends that cross multiple classes may result in a larger group session during an in-service or after-school PD day.

Finally, to develop and promote school leaders, ongoing coaching is provided to the school leader(s). A Wireless Generation consultant—him-/herself a former school administrator—serves as a coach, providing professional development on how to use data to recognize trends, provide instructional leadership support to teachers, and make critical building decisions (e.g. resources, materials, scheduling) based on data. Some sessions bring together school leaders from multiple schools, if applicable, to facilitate the sharing of best practices. Other sessions include one-on-one support, intensively looking at data and helping to make and evaluate decisions in real-time.

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)

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

HVSTS is Aligned to the School Improvement Framework – The HVSTS model aligns to the five strands, standards and benchmarks outlined in Michigan’s School Improvement Framework. For example:

- *Strand I: Teaching for Learning* - The HVSTS model ensures that schools have a cohesive plan for instruction and learning, by providing a standards-aligned curriculum and appropriate planning and delivery supports. FLVS and Connections Academy’s virtual curricula are mapped to Michigan’s standards. The virtual teachers employ a pedagogy that facilitates student engagement and learning, and the curriculum includes frequent assessments. Data gathered from these assessments help teachers tailor instruction to each student’s needs.
- *Strand II: Leadership* – Teachers, principals, and others are empowered to drive student achievement through professional development programs that provide guidance on setting the processes, structures, and schedules that allow teachers to use student data to provide differentiated instruction that meets individual student’s needs. The PD focuses on creating a culture and climate that promotes open communication, support, and resource allocation around a shared vision for student success.
- *Strand III: Personnel and Professional Learning* - HVSTS utilizes highly qualified teachers to provide student instruction. A highly qualified, virtual teacher for each class provides core instruction through flexibly paced interactive online curriculum and real-time video and audio communication between the teacher, student, and parents. A traditional classroom teacher, physically present in each classroom, provides just-in-time intervention and one-on-one instruction specifically focusing on the students who need it the most. Both sets of teachers receive continuous support and PD, and participate in collaborative learning communities. Experiences are all based on teachers’ and their students’, needs. Support is content- and pedagogy-specific, and is aligned to curriculum and standards.
- *Strand IV: School and Community Relations* - Active parent, family and community involvement is a key element to sustaining gains in student achievement. Parent/Family participation in school activities serves two key purposes: increasing communication and advocacy among parents, and improving the quality of school programs offered, making them more relevant to students’ lives. HVSTS works directly with staff to ensure that student progress is conveyed frequently and appropriately to parents/families and the community; to trumpet the engagement of local students in cutting-edge, 21st century learning; and to provide an environment that engages parents and community members in meaningful roles focused on increasing student achievement and school improvement. The HVSTS relies on support from local stakeholders to improve persistently lowest-achieving schools, and as such provides regular communication to union representatives, local political and business leaders, foundations and other stakeholders in the community.
- *Strand V: Data and Information Management* - The use of student assessment data to facilitate highly individualized instruction is a key element of HVSTS. Innovative real time assessment technology from Wireless Generation provides educators with the tools necessary to provide differentiated instruction. Ongoing professional development ensures that educators understand how to use the data to differentiate instruction and drive student achievement.

Individual/District School Improvement Plans - The partners in the HVSTS have extensive experience providing schools with needs assessment and support in setting goals and developing improvement plans. These experiences align closely to the Michigan CNA and SIP. If a school is due to complete its SPR (90) and School Improvement Plan, we will mentor them through the process – assisting with completion and building capacity for future self-assessment and goal setting. If the school has recently completed its draft, it is possible that they have not uncovered root causes of the failure to meet AYP and/or have not developed a clear, achievable improvement plan. The HVSTS team will review their data and analyze the evidence, goals, and plans submitted, in order to help identify and fill potential gaps.

“One Common Voice – One Plan” – The team understands the importance of communication, peer-to-peer interaction and ensuring that the school improvement plan is understood and an active part of each educator’s experience. Effective two-way communication with teachers, school leaders, district staff, parents and the community is the only way to truly turn around or transform a low-performing school. HVSTS aims to work with district and school staff for three years to establish frameworks for data analysis and collaboration; to introduce tools and curricula to support those frameworks; and to build the skills, knowledge and strategies that help improve teacher and leader effectiveness.

Understanding of Title 1 – All partners in the HVSTS have a deep understanding of Title 1, including targeted assistance schools that receive Part A funds but are ineligible or do not operate a schoolwide program, and schoolwide programs where schools use Title I, Part A funds and other federal funds to upgrade the entire school’s educational program to raise academic achievement for all students. Matchbook’s predecessor firm, Alvarez & Marsal has served in interim management roles that involved managing all education grants for large urban districts such as New Orleans and the U.S. Virgin Islands. Most of Wireless Generation’s districts fund the purchase of assessment and curriculum products/services with Title 1 funds. FLVS and Connections Academy serve learners from all districts and school types.

State Assessments (Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME) – The HVSTS curriculum will be aligned to state standards and will prepare elementary, middle/junior high school students for the MEAP and high school students for the MME The Cycle of Continuous Improvement will constantly facilitate the comparison of student progress to state standards.

The HVSTS Curriculum will be Aligned to the Michigan Grade Level Content Expectations (GLCEs) and Michigan High School Content Expectations (HSCEs) – The HVSTS curriculum will support the Michigan Curriculum Framework and will be aligned to Michigan’s GLCEs and HSCEs. FLVS currently supplies curriculum to 44 states including Michigan. FLVS’ Global Services Division is adept at identifying and matching standards across state lines for both middle and high school; as the selected provider for Michigan’s first statewide cyber charter school launching in Fall 2010, Connections Academy has deeply aligned its curriculum to the Michigan GLCEs and HSCEs as it has for scores of other states around the nation. FLVS courses undergo redevelopment on a regular cycle and standards, which are closely aligned to the national common core standards plan. FLVS uses EdGate for all state standards correlations. When an FLVS course is released, the EdGate Curriculum Specialist does a deep review of the course, pulling out all key words, concepts and objectives. The resulting report lists all of the state standards for that course and the corresponding lessons which meet each standard. A gap analysis identifies the standards that are not taught within the course. This is reviewed by an FLVS Curriculum Specialist, who can then make a recommendation on how to meet the standard. FLVS currently provides 31 online courses to Genessee School district. At Connections Academy, curriculum experts map the curriculum against each state’s standards, as they just did for Michigan. Gaps identified are then filled via targeted curriculum development and/or teacher-created content.

Michigan Merit Curriculum – The HVSTS courses will follow Michigan’s rigorous statewide graduation requirements, the Michigan Merit Curriculum. Required courses will be aligned with Michigan’s Content Expectations and Guidelines.

Section 504 of the Individuals with Disabilities Act – The HVSTS will meet ADA requirements as outlined in **Section 504 of the Individuals with Disabilities Act**.

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)

Sustainability Plan: The HVSTS framework was built around turning around participating schools within the three-year grant period, turning the school back over to the district at the end of the three years. For more than 25 years, Matchbook's founder & CEO, Sajan George has been a leader in turning around low performing and struggling organizations, including education systems. A key tenet of Matchbook's approach is to build a system that is fully sustainable, financially and operationally, at the end of a turnaround. The HVSTS sustainability plan focuses on: effective communication, learning management systems, professional development, and parent, family and community engagement.

Effective Communication: Matchbook, FLVS, Connections Academy and Wireless Generation believe that effective two-way communication with teachers, school leaders, district staff, parents and the community is the only way to truly turn around or transform a low-performing school. The goal is to work with district and school staff for three years to establish frameworks for data analysis and collaboration; to introduce tools and curricula to support those frameworks; and to build the skills, knowledge and strategies that help improve teacher and leader effectiveness.

Learning Management System: To support sustainability, the FLVS and Connections Academy learning management systems (LMS) provide powerful, easy-to-use tools that facilitate intensive ongoing communication between the virtual teachers and their face-to-face counterparts, focusing on detailed data about each student's performance. This performance data is combined with student demographic information and prior academic history, participation data, attendance, and multiple other variables to help teachers immediately identify students likely to be in need of additional support. This same data is distilled in an onscreen "dashboard" that displays the student's status and triggers an escalation system for intervention. The LMS includes multiple pre-programmed "data views" that allow teachers to analyze data and act on it, as well as easy-to-use calculated data fields to perform *ad hoc* custom analyses. There is also a multi-faceted log function to keep track of each interaction with a student or families so that all stakeholders are up to speed. These tools build the capacity of teachers to use data effectively in any medium of instruction.

The LMS also facilitates analysis and reporting on student performance to the school and district administration. Because the LMS gathers data about every student's work on every lesson every day, whether that work occurs online or offline, administrators can analyze trends for each student or class, or for the school as a whole. Reports can be automatically sent to stakeholders or hosted in a "self-serve" fashion for data on demand. Shaping and using these reports builds the analytic and technical capacity of building/district leaders.

Professional Development: Another component of the sustainability plan is the in-school professional development to be provided throughout the year that will drive two-way communication with teachers and instructional leaders and the use of LMS data. Sessions facilitated by Wireless Generation consultants encourage teachers, leaders, and district staff to discuss student progress on a regular basis. PD is tailored for each teacher and leader but follows a consistent inquiry-based "data analysis" methodology, with leave-behind guides, templates, and online supports that promote sustainability. Additionally, the structure of all in-school PD is based on a gradual release of responsibility model, which promotes understanding and adoption of new concepts. Teachers first observe a modeled instructional strategy, then conduct guided practice with support from a Wireless Generation consultant, and finally demonstrate the instructional strategy on their own. The Cycle of Continuous Improvement format encourages collaboration and constructive criticism among peers, building a culture for sharing internal best practices. These PD design elements promote sustainability after the three-year grant program.

Frequent communication with school and district leadership teams will be promoted via quarterly reports, and an annual evaluation each summer. In addition to reporting on quantitative student data in these

quarterly reports, “customer satisfaction,” is evaluated, as it pertains to all stakeholders, including leaders, teachers, and other staff members. Customer satisfaction targets are developed collaboratively according to district-, and school-level requirements. Perception surveys—which capture beliefs, feelings, and behaviors at a point in time—are collected from these groups at the beginning, middle, and end of each year to be considered in interim and final evaluations.

Parent, Family and Community Engagement: Parent, family and community engagement is a critical pillar of support for sustainable, successful schools. Research demonstrates that family and community engagement in schools is associated with increased student achievement. Langer (2004) writes, “Substantive parent and community involvement is usual in almost all schools that work well.” In fact, research indicates that schools are more successful when they involve families and communities in “authentic partnerships” (George, McEwin, & Jenkins, 2000, p. 292). Parents are empowered to play an integral role in their students’ education in HVSTS. In fact, FLVS and Connections Academy curriculum requires monthly calls between the student, parent and teacher. These are in addition to module Discussion Based Assessments (DBAs) which also result in verbal communication between the student and teacher. Parents are encouraged to have a “guardian account,” where they can monitor progress and see communications from the teacher. If a student has a question, he/she can contact the teacher via phone, email, instant messaging, or texting. A recently-created Student Success Center serves many functions, including a translation service for students or parents who have a primary language other than English. Parents/families also have ready access to every teacher and administrator in the program via email and phone. They receive regular progress reports but can also access their student’s gradebook in real time and “drill down” to see the student’s performance on every item in every assessment. Furthermore, parents/families will benefit from web conferencing sessions with program staff and other capacity-building events dedicated to their needs.

The HVSTS partners will work directly with school-based staff to ensure that parents/families and the community understand student progress; and provide an environment that engages parents and community members in meaningful roles focused on increasing student achievement and school improvement. Wireless Generation provides professional development for school staff and families to increase the knowledge and capacity to extend learning for all children.

In addition to parent/family and members of the immediate community, the HVSTS relies on support from local stakeholders to improve persistently lowest-achieving schools. The HVSTS team provides regular communication to union representatives, local political and business leaders, and foundations or other funders in the community. In addition to the in-depth quarterly reports to school and district teams, quarterly “stakeholder briefing” documents that detail student and school progress are provided, as well as other qualitative measures of school improvement.

These efforts will sustain the work done over three years by providing the support and possibly additional funding to maintain a focus on teacher effectiveness and student results.

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)

Sajan George, formerly a Managing Director and leader of Alvarez & Marsal's Education practice and now the Founder & CEO of Matchbook, will serve as the overall Project Executive. Mr. George has completed major reform efforts at urban school districts across the U.S., including two of the nation's most complex urban public school systems - New York City Department of Education and Washington, DC Public Schools. Mr. George worked with the Michigan Department of Education's Emergency Fiscal Manager (EFM), Robert Bobb since the spring of 2009, both with the interim management of special education, budget and financial planning for 2010, and the development of a 4 year financial plan and deficit elimination plan.

Mickey Revenaugh, a Co- Founder and Senior Vice President of Connections Academy and Steven M. Guttentag, Ph.D., Chief Education Officer/Executive Vice President of Connections Academy, will serve as will serve as the Project Leaders of the Connections Academy team.

Leslie Kerner, Vice President, Professional Services at Wireless Generation will serve as Project Leader of the Wireless Generation project team. Ms. Kerner has led significant professional development programs with the nation's largest school districts, including the NYCDOE, the DC Public Schools, and Detroit Public Schools (DPS). Wireless Generation worked with DPS since 2009, providing literacy assessment and instruction support to all elementary schools. The district implemented mCLASS:Reading 3D—the balanced literacy assessment combining the power of DIBELS with Running Records—to provide ongoing progress monitoring tools to teachers in all 110 schools. All teachers were also given access to Burst:Reading, an adaptive literacy intervention program that uses assessment data to group students with like skills and customize 30- minute intervention lesson plans for them each day. The district's 1,500+ teachers and administrators were supported through initial training over the summer and ongoing professional development and coaching support throughout the school year.

Julie Young, President and CEO of FLVS is responsible for the overall vision and direction of FLVS. She is the original founder of the school and has led FLVS through nearly 15 years of exponential growth.

Holly Sagues, Chief Strategist at FLVS, is responsible for ensuring that FLVS actions and decisions remain student- focused and are in alignment with FLVS's strategic goals.

Phyllis Lentz, Director of FLVS Global Services, is responsible for overseeing FLVS initiatives outside of Florida and has particular expertise in large scale program implementation. Ms. Lentz has 13 years of experience at FLVS, and 40 years of experience in the education field.

Pam Birtolo, Chief Learning Officer of FLVS is responsible for overseeing all aspects of instruction at FLVS, including oversight of teachers, Instructional Leaders, and Regional Liaisons. Ms. Birtolo has more than 20 years of experience in education.

Criteria for selection of additional staff that are projected to be working with LEAs, particularly targeted districts and schools in Michigan:

- Experience in working in a hybrid/blended virtual model combining the best in online and face- to- face service to students.
- Background and training in serving young people from distressed school communities.
- Experience in putting technology to work for students who are struggling and have not thrived in the traditional school environment.
- Strong track record in working with parents and

community partners to facilitate school transformation.

Resumes for primary personnel follow.

Sajan P. George, Matchbook Learning, CEO & Founder

4420 Burgess Hill Lane, Johns Creek, GA, 30022

Phone: 678-662-1772 * Email: the_sajan@me.com

Education/Certifications:

- Bachelor's and Master's degrees from the University of Waterloo, Ontario.
- Chartered Accountant (CA) • Chartered Business Valuator (CBV). • Member of the Turnaround Management Association (TMA)

Total Years Experience:

18

BACKGROUND

Sajan P. George, founded Matchbook Learning Solutions (“Matchbook”), a national non-profit targeting K-12 public school turnarounds with a hybrid model of education. Matchbook designs hybrid models of school and then converts traditional bricks and mortar turnaround schools into hybrid schools that blend traditional face to face instruction with online instruction, focusing particularly on building the capacity of teachers to personalize instruction so that they can lead students in personalized learning which can transform the learning trajectory of historically failing schools. In this role, Mr. George leads a diverse group of talented turnaround professionals across the U.S., who assists underperforming education institutions at the Local, State and Federal levels. Mr. George's particular focus and passion has been to realize the dream that all students, regardless of background, can learn and succeed in American society. He seeks to achieve this by working alongside the nation's governors, state superintendents, mayors, chancellors and school superintendents as well as two of the largest education philanthropic investors, the Bill and Melinda Gates Foundation and the Eli & Edythe Broad Foundation. Dissatisfied by the status quo in public education in this country, Mr. George joins these leaders who seek to fundamentally change and restructure the largest urban K-12 and higher education institutions in the country.

RELEVANT EXPERIENCE

Washington, DC Public Schools:

- Mr. George served as Chief Restructuring Advisor to new Chancellor Michelle Rhee, who came into office in 2007, following Mayor Fenty's historic takeover of the city's public schools. Mr. George and his team identified \$74 million in cost savings in a matter of weeks and then leveraged that analysis to enable the Chancellor to request an additional \$81 million in supplemental funding from the City Council.

New York City Department of Education:

- Served as Chief Restructuring Advisor to New York City Schools Chancellor Joel Klein. Leading a team of 25 restructuring professionals over a two-year period, Mr. George and his team implemented Chancellor Klein's radical vision to empower schools with greater resources in exchange for greater accountability to drive student outcomes.

New Orleans Public Schools:

- Served as the interim Chief Operating Officer of the New Orleans Parish Schools when they were hit by Hurricane Katrina, the largest natural disaster in U.S. history. New Orleans. Mr. George's crisis management skills came to the forefront as he and the A&M team led the rebuilding of the schools.

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Detroit Public Schools:

- Mr. George had been working with the Michigan Department of Education's Emergency Fiscal Manager (EFM), Robert Bobb since the spring of 2009 both with the interim management of special education, budget and financial planning for 2010, and the development of a 4 year financial plan and deficit elimination plan.

Race to the Top Technical Assistance (Arkansas, New Mexico, and Wisconsin):

- Sajjan recently completed comprehensive education reform plans for the States of New Mexico, Arkansas and Wisconsin. His team assisted these States in creating comprehensive plans to drive K-12 achievement by adopting internationally benchmarked standards that prepare students for success in life, recruiting, retaining and rewarding effective teachers and principals, building data systems that measure student success and inform teaching practices, and turning around the lowest performing schools.

Indiana Department of Education:

- Sajjan recently led an assessment of both current spending plans and ARRA spending plans for Title I & IDEA Part B federal grants.

Maricopa County Community College District:

- Sajjan led an ambitious project to redesign one of the nation's largest community college systems, Maricopa Community College District in Phoenix, AZ to be a model of student recruitment, student retention and student success. His team's work led to a compelling methodology for driving student completion while simultaneously creating a lower cost platform from which to deliver academic services.

MICKEY (MARTHA J.) REVENAUGH

302 Westminster Road, Brooklyn, NY 11218 718/284-4495 (home office) • 917/834-5768
(cell) mrevenaugh@connectionsacademy.com

PROFESSIONAL MISSION

To provide dynamic education enterprise leadership through:

- Impassioned commitment to core mission. • Wide-ranging and nuanced communications skills. • Knack for motivating staff and maximizing resources. • Persuasive public and media presence. • Belief in building partnerships in which everyone wins.

EXPERIENCE Connections Academy, Baltimore, MD

Co-Founder and Senior Vice President, August 2001-present. Founding management team member for leading provider of virtual public school curriculum, technology, and school management services (see www.connectionsacademy.com). Connections Academy provides a high-quality, highly effective K-12 virtual learning experience for tens of thousands of students nationwide who need an alternative to the traditional classroom. Direct responsibilities include legislative and governmental relations; business development, including development of supplementary, contract and charter school opportunities in key states; interaction with education leaders, policy-makers, the media and the public; overseeing grant-writing operations; and shaping the virtual school offering to meet local imperatives. Also serve as Chairman of the Board for the International Association for K-12 Online Learning (iNACOL).

Mindsurf Networks, Baltimore, MD/McLean, VA

Vice President, Product Planning and Research, October 2000-August 2001. For a cutting-edge startup focused on mobile one-to-one computing for K-12 schools, provided education-focused strategy and oversaw both impact and market research. Played a major role in product definition and communication of value proposition to the market; helped identify key content

partners and guide development of teacher-created content. Directed three major studies by independent research firms in Spring 2001. Wrote, edited, and shaped numerous marketing pieces including demo and video scripts, research summaries, and bylined articles, and represented the company to the media.

HiFusion, McLean, VA

Vice President for Education, December 1999-October 2000. As lead education strategist for K-12 Internet startup, defined online education features for students, teachers, and school leaders; developed partnerships with relevant content providers; created training materials for sales staff and end users; promoted the company mission through public appearances and authored articles; worked closely with technology, design, marketing, and sales teams to assure successful deployment of Internet service and tailored portals connecting school and home. Spearheaded development of HiFusionBlast universal broadcast messaging product and coordinated multi-site beta test.

Mickey Revenaugh 2

Broadband Networks Inc., State College, PA

K-16 Director of Marketing, Sept.-Nov. 1999. Conceptualized, launched, and maintained first-ever end-user focused marketing campaign for interactive videoconferencing and distance learning company. Planned and implemented national advertising campaign, trade show schedule, direct marketing strategies, and public relations rollout involving extensive use of online media. Tripled school and district sales leads within three-month period.

Schools and Libraries Division/USAC, Washington, DC

Vice President for Outreach and Education, Dec. 1997-Aug. 1999. Spearheaded all communications operations for non-profit startup to implement \$2.25 billion annual “E-rate” program designed to connect every school and library in America to the Internet. Implemented hundreds of group presentations and satellite teleconferences nationwide. Created print and electronic information services for applicants, business partners, the media, and the public. Networked with state and national education organizations to amplify program impact. Facilitated work of national task force focusing on program’s future.

Scholastic Inc., New York City

Editor in Chief, Instructor (1993-1997), Electronic Learning (1995-1997), and Middle Years (1993-1996) magazines. Oversaw the nation’s leading professional magazines for elementary, middle school, and technology-using educators, with a combined circulation of more than 350,000. Launched and maintained magazine websites, and heightened publications’ visibility through frequent media and conference appearances. Won awards for editorial excellence from EdPress and Folio in 1993-1996.

Editorial Director/Editor, Sponsored Educational Materials, 1990-1993. Conceptualized, developed, and implemented educational programs for kids on behalf of corporate partners such as AT&T, American Express, Fuji, and Proctor & Gamble.

Editor in Chief, America’s Agenda, 1992-1993. Edited award winning thrice-yearly magazine on education reform delivered to an audience of 175,000 top opinion leaders in business, government, and education. Played a major role in the magazine’s launch in 1990.

Editor in Chief, Teaching and Computers, 1987-1990. Produced groundbreaking monthly magazine for computer-using elementary teachers, with a circulation of 45,000. Received multiple EdPress awards for editorial excellence. Served as Senior Editor, 1986-1987.

Association on American Indian Affairs, New York City

Public Education and Indian Education Specialist, 1984-1986. For national non-profit Native American advocacy organization, produced member newsletter, annual report, and other publications; provided technical assistance to tribal representatives on education policy.

New Manhattan Review, New York City

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News Editor, 1983-1987. Coordinated staff of reporters to provide news coverage for community newspaper of Lower Manhattan. Conceived, assigned, and edited news stories and features every biweekly issue; wrote six features per year.

City University of New York, New York

Editor, The CUNY Voice, 1983-1984. Produced professional monthly newspaper distributed to students in all City University campuses in the five boroughs of New York. Coverage included issues such as university financing, tuition, student rights, and cultural diversity. Developed a network of editors from all campus-based student newspapers.

Mickey Revenaugh 3

Action for a Better Community, Rochester, NY

Program Developer, 1982-1983. For non-profit community action agency, developed grant proposals, assisted in project monitoring, and prepared a five-year plan for the total organization.

Director, Home Energy Assistance Program/Energy Crisis Intervention Program, 1981- 1982.

Oversaw financial assistance program to help families meet their energy needs. Conceptualized, scripted, and collaborated in production of award-winning television documentary, "Energy Costs and the Poor."

Rochester Patriot, Rochester, NY

Managing Editor, 1979-1981. Served as sole paid editorial staff for biweekly alternative newspaper specializing in investigative political, consumer, and environmental reporting, as well as lifestyle and feature coverage. Wrote, edited, and participated in design and production.

Freelance and Consulting

Writing, 1975-present. Articles have appeared in *Distance Learning, Threshold, Scholastic Administr@tor, Curriculum Administrator, Upgrade, Educational Leadership, Technology and Learning, THE Journal, Technology Planning & Management, eSchool News, BookTalk, PTA Today, New York Newsday, Smith Alumnae Quarterly, Upstate Magazine, Rochester Democrat & Chronicle, New Haven Advocate, New Haven Register.*

Public Relations/Marketing, 1996-present. Served as national spokesperson for Toshiba/National Science Teachers Association ExploraVision competition, making hundreds of radio and television appearances each year. Assisted singer/songwriter Wendy Wall and her Wildbird Records label in development of website and guerilla marketing campaign. Produced marketing materials for Grunwald Associates technology consultants. Provided marketing consultation for PBS TeacherLine.

Content Development/Project Management, 1997-present. Produced online and offline content for Microsoft Classroom Teacher Network (Productivity in the Classroom and New Teachers' Corner); Microsoft Encarta Lesson Collection; Gateway Computer consumer catalog; MCIWorldCom Foundation Marco Polo Project.

EDUCATION Stern School of Business, New York University: MBA, May 2003.

Yale University: Bachelor of Arts in American Studies, 1979. Graduated Summa Cum Laude with Distinction in the Major. Elected to Phi Beta Kappa.

Smith College: 1975-1977. Major in American Studies. Dean's List, both years.

Coursework in creative writing and screenwriting, the New School University and The Writer's Voice, New York City.

STEVEN M. GUTTENTAG, Ph.D.

1001 Fleet St., 5th Floor, Baltimore, MD 21202 Phone: (443) 529-1217, Email: sguttentag@connectionsacademy.com

PROFESSIONAL EXPERIENCE

Chief Education Officer/Executive Vice President, Connections Academy, February 2002 to Present, Baltimore, MD Connections Academy, LLC, which was incubated by Sylvan Ventures (the new enterprise development arm of what was then Sylvan Learning Systems), is an educational services company that delivers a complete public school offering for grades K – 12. Responsible for complete educational experience of students across the entire family of Connections Academy schools, determining the scope and sequence of the curriculum and selecting instructional resources. Manage the recruiting, hiring and supervision of all school staff and educational support personnel as well as the daily operations of the schools. Key architect of proprietary school/learning management system. Led acquisition and integration of technology curriculum provider K to the 8th Power. Co-founder of company and key contributor to building company from initial idea stage to 16 schools and 300,000 annual course enrollments.

Chief Education Officer, Education Networks of America, December 1999 to December 2001, Nashville, TN Education Networks of America, Inc. is a provider of complete managed Internet access solutions to the education community. As the senior education industry specialist, responsibilities included designing the company's educational content delivery system for over one million users and developing appropriate education content and tool offerings through partnerships, affiliate agreements and acquisitions. Additionally, as a member of the CEO Strategy Team, contributed to overall strategic vision, revenue model, sales and marketing strategy and new product development. Completed "road-show" with the CEO, in which the company raised \$31.8 million in a private placement offering.

Manager, KPMG LLP, April 1998 to November 1999, Chicago, IL Managed projects for state and local government clients in the areas of information technology planning and strategy, performance measurement, business process reengineering, performance audits and program evaluations. Managed projects with revenue of \$1 million and sold projects worth over \$1.6 million in FY'99. Participated in all aspects of the K-12 education practice leadership including new business development, marketing, recruiting and staffing and budgeting.

Chief Information Officer, School District of Philadelphia, August 1994 to June 1997, Philadelphia, PA Directed the Office of Information Technology which encompassed all administrative and instructional information systems including: MIS; libraries; telecommunications; distance learning; training; educational technology; and records management. Restructured and consolidated the \$36 million, 215 person information technology division, creating annual operating budget savings of \$4.5 million. This effort involved: business process reengineering; customer support design; outsourcing; telecommunications contracting; Year 2000 solutions; project management; labor negotiations; application/platform migration; and wide-area network development.

Independent Consultant (Part-time while completing doctoral studies.), January 1992 to March 1998 The Community Builders; Foundations, Inc.; Southeast Delco School District; Points of Light Foundation; Enterprise Foundation

English Teacher, Ballou Senior High School, September 1989 to November 1991, Washington, D.C. Taught five English classes each semester, advised Odyssey of the Mind team, coached wrestling team, and was selected for PEN/Faulkner's Writers in Schools Program.

Student Teacher, Madison Park High School, January to April 1989, Roxbury, MA Taught English II (grade 10) and Honors English (grade 11), and two journalism classes that published the school newspaper, *Madison Times*.

Master Teacher/Teaching Fellow, Phillips Academy, September 1986 to September 1987, Andover, MA Planned and taught Existentialism, The Big Questions, Law and Morality and Ethics. Supervised forty-student dormitory, counseled students and coached tennis, lacrosse, and wrestling.

EDUCATION

University of Pennsylvania, Philadelphia, PA Ph.D. in Education, specialization in Policy and Administration. *Merit Fellow*. May 1999 Dissertation explored how K-12 school districts can ensure that their information technology investments will result in instructional and curricular innovation and increased operational efficiency.

Harvard University, Cambridge, MA Master of Education, specialization in Teaching and Curriculum. June 1989

The University of Michigan, Ann Arbor, MI Bachelor of Arts, major in Philosophy. Graduated with *Distinction*. June 1986

PUBLICATIONS AND PRESENTATIONS [Selected]

- _ Speaker, *Digital Materials in the Classroom K-12*, EBooks in Education Conference, 2005
- _ Presentation/Facilitation - Mid-Atlantic Regional Technology in Education Consortium State Officers Meeting, 2004
- _ Presentation – *Safeguarding the Wired Schoolhouse*, Consortium for School Networking national conference, 2001
- _ Presentations – Selected to present at the American Association of School Administrators and the National School Board Association national conferences in 2000
- _ Presentation – Student Achievement and Teacher Quality, National School Board Association’s Technology and Learning Conference, 1999
- _ Publication - Guttentag, S. (1999). *Organizing and Managing Information Technology to Support K-12 Education Reform*. Doctoral dissertation. Philadelphia, PA: University of Pennsylvania
- _ Publication - Guttentag, S. and Clark, S. (1999). *Data Warehousing for K-12 Education*. Converge Magazine.
- _ Presentation - *How to Improve the Quality of Teaching in Your District*, American Association of School Administrators National Conference, 1999
- _ Publication - Guttentag, S. and Eilers, S. (1997). *Roofs or Ram? Technology in Urban Schools*. Horizon Magazine
- _ Publication - Guttentag, S., Castelbuono, D. and Hornbeck, D. (1994). *The Children Achieving Action Design*, Philadelphia, PA
- _ Publication – Guttentag S., Holmes, D., Pearson, E. and Sisas, S. (1992). *Changing the Paradigm*

ADVISORY POSITIONS [Selected]

- _ Reviewer - Washington D.C. Charter School Board, 1999
- _ Member - Management and Productivity Steering Committee, Philadelphia, PA, 1996-97
- _ Commissioner - Mayoral Appointee, Commission on Telecommunications, Philadelphia, PA, 1996
- _ Member - School District of Philadelphia’s Capital Planning Committee, Philadelphia, PA, 1996
- _ Participant - School-Based Management Conference, Edmonton, Canada, 1996
- _ Chair - Committee on Year-Round Education, Philadelphia, PA, 1995-96
- _ Member - Leadership in Education Forum, Philadelphia, PA, 1993-94
- _ Member - SAGE School Reform Committee, Ballou High School, Washington, D.C., 1990-91

SUCCESSFUL GRANT APPLICATIONS [Selected]

- _ Pennsylvania Department of Education, \$4,500,000. *Link-to-Learn*, 1996. Collaborative with School District of Philadelphia staff.
- _ U.S. Department of Education, \$9,500,000. *Technology Challenge Grant*, 1995. Collaborative with School District of Philadelphia staff and external partners.
- _ IBM, \$2,500,000. *Reinventing Education Grant*, 1995. Collaborative with School District of Philadelphia staff.
- _ Annenberg Foundation, \$50,000,000. *Annenberg Challenge*, 1995. Collaborative with David Hornbeck, Superintendent; Diane Castelbuono, Policy Advisor; and Ralph Smith, Senior Advisor.
- _ ARCO Chemical Company, \$1,300,000. *Education Reform Grant*, 1993. Collaborative with Rhonda H. Lauer, Assistant Superintendent Southeast Delco School District

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LESLIE H. KERNER

222 Park Place, Apartment 2A • Brooklyn, NY 11238 • (646) 281-4954 •
lesliekerner@gmail.com

WIRELESS GENERATION, INC. NEW YORK, NY

Vice President, Professional Services (March, 2006 – present). Started and continue to lead new company division focused on training, professional development, and consulting services for K-12 educators. • Grew new business unit to over \$6MM (approximately 10% of company's total revenue) in first three years.

Responsibilities include direct sales to district/state education departments, business development with partner

organizations, and support of sales team through new collateral and training. • Developed growth plan to surpass \$20MM in revenue by 2012 by providing data-driven online professional development and software/services to turn around failing schools. • Recruited and manage team of 26 full-time and 40 per-diem employees, including trainers, consultants, instructional designers, editors, and managers to develop and deliver existing and new offerings.

• Conduct ongoing market research to verify district and school needs, test new service offerings, determine viable pricing models, and find funding sources for new service offerings. • Sold and oversaw \$3.4MM training/change management engagement with the New York City Department of Education in support of the Achievement Reporting and Innovation System (ARIS) implementation. • Developed methodologies and determined service delivery models for new consulting services that focus on helping teachers, coaches, and principals use formative assessment data to inform and target instructional practices. • Co-managed requirements gathering and development of company's new Response to Intervention (RTI) solution. • Currently serve on steering committee of company's new intervention program, Burst:Reading.

Director, Account Management (April, 2004 – March, 2006). Led large post-sales operational department in project management and relationship development of company's customer base, including school districts and state departments of education throughout the United States and internationally. • Developed processes and systems to enable account management teams to more effectively and efficiently support approximately \$12 million worth of business. • Expanded account management team from a staff of seven to 22. Created regional model for account management, to support company's unprecedented growth by increasing efficiency and customer satisfaction. •

Led company-wide process improvement project, focused on 18 sub-projects, including customers' ability to enroll student demographic information, building out the company's reporting capabilities, and optimizing the database to accommodate 2 million students' assessment data. • Continued to manage two of company's largest, most strategic accounts.

Senior Account Manager (September, 2003 – April, 2004). Managed company's strategic projects and partners. • Managed strategic state- and district-level customers accounting for 65% of company's revenue. • Achieved over 95% renewal rate of customer base. • Served as liaison between customer contacts and executive team of company.

• Contributed to and managed process improvements within the entire Customer Operations department. **DELOITTE CONSULTING NEW YORK, NY**

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Manager. Led teams to conduct analyses, set strategic direction and develop training and e-Learning solutions.

Strategic Analysis and Planning

- Led brand management team of large consumer products company through redesign of its marketing processes. Recommendations, as part of process and systems transformation effort, projected \$40 million in annual benefits.
- Developed cost/benefit model for global consumer products company acquisition of a Learning Management System. Analysis resulted in projected savings of over \$3 million.
- Analyzed Deloitte Consulting financial performance to forecast 2003 and 2004 revenue and profit for Organization Performance division. Contributed to development of division's strategic direction.

Project Management

- Established a management structure and processes to oversee technology and business initiatives at a global retail/ investment bank. Defined metrics and developed standard reports to monitor progress of initiatives.
- Developed and managed engagement budgets, including consulting fees, expenses and profit margins. Achieved 50% engagement profitability compared to 45% target.
- Managed Training department of global consumer products company through vendor selection to support new e- Learning strategy. Supervised team of 12 to gather requirements and conduct budgeting exercises.

Fall 2000

Summer 2000

1996-1999

Education

1999-2001

1992-1996

Personal

Curriculum Design / Educational Content Development

- Designed curriculum and supervised development of materials, including both electronic learning module and classroom training materials, for major credit card company's knowledge management system implementation.

Community Outreach

- Developed elementary school literacy program for seven New York public schools as part of company-sponsored Impact Day. 200 volunteers participated in program consisting of reading and activities for students in grades K-5.

THE FUQUA SCHOOL OF BUSINESS DURHAM, NC

Assistant Instructor, Corporate Strategy Course. Selected by Senior Associate Dean to co-instruct the distance learning component of a corporate strategy course for the Duke MBA – Global Executive program. • Taught and led discussions and team meetings for 45 students using Duke's proprietary e-Learning platform. • Provided individual student instruction, assistance and feedback. Graded papers and exams.

DUKE CORPORATE EDUCATION, INC. DURHAM, NC

Summer Associate, Strategy and Business Development. Worked with start-up educational technology company to develop its business model for selling customized educational services to corporate clients. • Developed production strategy by analyzing competitive models and exploring innovative delivery techniques. • Assisted in the creation of corporate mission and vision, and designed first iteration of entity's organizational structure. Created staffing model and hiring goals based on production and HR factors.

DELOITTE CONSULTING CHICAGO, IL

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Associate Consultant. Managed relationships, conducted analyses and devised solutions for client engagements. • Managed client team through redesign of a large insurance company's claims process. Developed financial model

to evaluate process effectiveness, increasing customer retention and saving client \$3 million. •

Led strategic sourcing efforts, including the development of Requests for Proposal, evaluation of bids and vendor

negotiations for a large oil company. Saved client \$5 million through new vendor

implementation. • Assessed feasibility of impending hospital merger by conducting market analysis and benchmarking studies.

Successfully identified new revenue sources in core business units through merger synergies.

DUKE UNIVERSITY, The Fuqua School of Business DURHAM, NC

Master of Business Administration, May 2001. Received Dean's Recognition Award. Elected

Curriculum Representative. Elected President of Young Entrepreneurs teaching/mentoring

program. Conducted for-credit independent study project in the education technology space, led by dean.

NORTHWESTERN UNIVERSITY, College of Arts & Sciences EVANSTON, IL

Bachelor of Arts in Economics, June 1996. Dean's List 1993-1996. Varsity Swim Team 1992-1996. Earned Academic All-Big Ten honors, 1993-1996. Awarded Athletic Scholarship 1995-1996.

New York City Board of Overseers, Peer Health Exchange. Road race and marathon runner.

Enjoy yoga, hiking, traveling, and cooking.

Julie Young President and Chief Executive Officer Florida Virtual School

FLORIDA VIRTUAL SCHOOL CAREER MILESTONES (1996-present)

Providing leadership in the field of online education as President and Chief Executive Officer since 1996.

Current responsibilities include:

- Serving over 150,000 students annually with more 120 course offerings • Directing a multi-disciplined staff of over 1400 including teachers, counselors, course developers, IT specialists, and customer service representatives • Establishing and promoting partnerships and alliances with schools, school districts, and education providers across the globe • Envisioning and planning for development and delivery of new courses and services in a dynamic online environment • Empowers and supports extreme change in an organization with annual growth

rates of 25-40% Noteworthy Florida Virtual School career milestones include:

- Administration, oversight, and reporting of original three year Break-the-Mold Grant creating Florida High School, its first course offerings, and all human resource policies and procedures connected to new school design
- Directed the transition of Florida Virtual School from a grant initiative to a line item in the governor's budget to an independently incorporated organization governed by a gubernatorial-appointed Board of Directors
- Implemented a pioneering performance funding model based on successful online course completion for Florida public school students
- Developed standardized procedures for student/parent/teacher communication in an online

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environment

- Developed a web-based student information system for student records and for monitoring student progress and teacher contact

OTHER CAREER MILESTONES (1981-1996)

Assistant Principal, Tildenville Elementary, Orange County, Florida (1996) Assistant Principal, Pinewoods Elementary, Lee County, Florida (1994 - 1996) IBM - Education Instructional Specialist (1991 - 1996) Staff Development/IBM Trainer (1993 - 1994) Curriculum - Technology Specialist, Lee County, Florida (1989 - 1993) Classroom Teacher, Lee County, Florida (1981 - 1989)

PUBLICATIONS

"Building Exemplary Schools for the 21st Century," *Syllabus High School*, March 2000. "The CyberFace of Tomorrow's Schools," *NASSP The High School Magazine*, September 1998. "Models of Virtual Schooling," *IBM Global Education*, October 1999. "Florida's Virtual High School," *Basic Education*, January 2000. "Online High," *Success In Our Schools/IBM Magazine*, Fall 1998. "Virtual Schools - A Growing Realty," *Schoolhouse Options, Duke Gifted Letter*,

Volume 6, Issue 3, Spring 2006. "The Virtual Reality of Flexible Learning Options," *Daytona Beach News Journal*,

Editorial. "Five Ways of Being an Online Instructor," Kentucky Virtual School's statewide newsletter "No Limits on Learning for Middle and High School Students," *Distance Learning Today*

April 27, 2007 Keeping Pace Report contributor 2004, 2005, 2006, 2007. 2008, 2009

PROFESSIONAL AWARDS

EdNet Impact Award, 2007 EdNet Pioneer Award, 2006 Global Alliance for Transitional Education, Medallion of the Alliance Award, 2002 Tech-Savvy Superintendent Award, e-School News, 2002 United States Distance Learning Association, Hall of Fame, 2002 Net Day Hero Award, 2001

BOARD APPOINTMENTS

North America Council for Online Learning (NACOL), 2003 - Present USDLA Chairman, 2009 - Present The Florida Learning Alliance, Board of Directors, 1999 – Present Prism, Board of Directors, 2007 - Present

AFFILIATIONS

Southern Region Education Board, Distance Learning Task Force, 2000 - Present UT TeleCampus National Advisory Board, 2002 – Present

PROFESSIONAL MEMBERSHIPS

National Association of Secondary School Principals International Association for K-12 Online Learning (iNACOL) United States Distance Learning Association

EDUCATION

Masters of Administration and Supervision, University of South Florida Bachelor of Arts in Elementary Education, University of Kentucky

Holly Sagues, PMP

Chief Strategist and Policy Officer Florida Virtual School 2145 Metrocenter Boulevard, Suite 200 Orlando, Florida 32835

PROFESSIONAL EXPERIENCE Chief Strategist and Policy Officer, Florida Virtual School (2009-Present)

- Oversee all strategic activities of the school.
- Ensure all day-to-day and tactical initiatives, goals, metrics and guidelines are met or exceeded.
- Participates in the school's overall planning,

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development and evaluation.

Accomplishments

- Developed the FL VS Strategic Plan 2008-2013.
- Produced the annual FLVS Legislative Report required by Florida Statute.
- Implemented balanced scorecard approach to performance management.

Chief Information Officer, Florida Virtual School (2001-2008)

- Developed and administered the technological infrastructure of Florida Virtual School.
- Developed integrated technology solutions responsive to all customer needs.
- Managed all technical aspects of course delivery.

Accomplishments

- Lead the scalability of FLVS information technology systems from 10,000 enrollments in 2001 to over 100,000 enrollments in 2008.
- Directed the development of the proprietary FLVS student information system.
- Directed migration to a new learning management system.

Project Manager, Florida Virtual School (2000 - 2001) Instructor / Online Course Developer, Florida Virtual School (1998 - 2000) Classroom Teacher, Orange County Public Schools (1990 - 1998) Accountant, Lil Big Horn Farm Market, Winter Park, Florida (1984-1994)

AWARDS

Teacher of the Year Florida Virtual School (2000) “Excellence in IT Leadership for Central Florida (2004)

BOARD APPOINTMENTS AND AFFILIATIONS

International Council for Online Learning Advocacy Committee Member (2009-present)
Southern Regional Education Board, State Virtual Schools Committee Member, 2009 – Present
Tribridge Advisory Board (2004-2008) Discovery Education Advisory Board (2004-2007)

PROFESSIONAL MEMBERSHIPS

Project Management Institute International Council for Online Learning Florida Association of School Administrators Florida Association for Supervision and Curriculum Development International Society for Technology Education Association for Supervision and Curriculum Development United States Distance Learning Association Consortium for School Networking

EDUCATION

Project Management Professional Certification, 2008 Masters of Arts, Vocational Education and Technical Training, University of Central Florida, 1996 Bachelor of Science Business Administration / Accounting, University of Central Florida, 1984

Phyllis Lentz

2145 MetroCenter Blvd, Suite 200 Orlando, FL 32835 plentz@flvs.net 407.513.3587

PROFESSIONAL EXPERIENCE

EDUCATION

- Orlando, FL _ One of original staff of FLVS in August 1997.
- _ Currently responsible for FLVS initiatives outside of Florida.
- _ Expert in consultation strategies with partners, RFP writing, and program implementation.
- _ Direct supervision of consultation team who supports partner schools and districts outside FL.
- _ Regular speaker at national e-learning conferences.

1989 – 1997 Orange County Public Schools Orlando, FL

Instructional Support Teacher for Secondary Ed.

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▫ Supported technology related initiatives in all academic and vocational programs of the middle and secondary programs.

▫ Established and managed vendor relationships.

1990 – present Florida Southern College Lakeland, FL

Adjunct professor

▫ Deliver teacher recertification courses in technology.

1977 – 1989 Edgewater High School Orlando, FL

Teacher

Business Education teacher.

1970 – 1977 Sylvania City Schools Sylvania, OH

Teacher

Business Education teacher

1997 Nova University Ft. Lauderdale, FL Master of Science in Computer Education

1970 University of Toledo Toledo, OH Bachelor in Business Education

1997- present

Florida Virtual School

Director of Global Services

Pam Birtolo Chief Learning Officer, Florida Virtual School •

Orlando, FL • 2002 to present

Provided oversight and leadership for instructional, counseling, franchising, and marketing staff.

Principal, The Sagemont Virtual School • Weston, FL • 2000 - 2002 Designed, developed, and opened The Sagemont Virtual School. CITA-SACS certification in the first year of operation.

Enrollment growth of 300% in second year of operation. SVS later became the University of Miami Online and was purchased by Kaplan University.

Regional Director, Florida Virtual School • Orlando, FL • 1997 to 2000 Initiated and developed working relationships with all school districts in south Florida for the state's first public online high school.

President, GnF Inc. • Naples, FL • 1994 to 1997 Authored specialized application development. Trained administration and instructional personnel in the use of technology and classroom applications for the Collier County Public School District.

Assistant Manager/Marketing Director, Manta Resort • Belize City, Belize • 1992 to 1994 Managed all dive operations and food and beverage service. Created international reservation and accounting systems. Implemented stateside marketing program.

Teacher, Collier County Public Schools • Naples, FL • 1986 to 1992 Successfully taught high school English in rural Collier County. Modified and implemented school- wide motivational program. Developed dropout prevention classroom strategies.

Director, In-home Services for the Elderly • Key West, FL • 1980 to 1986 Managed in-home care for Monroe County. Led successful grant-writing team.

Executive Director, Mark Mortensen Foundation • Chicago, IL • 1978 to 1980 Developed innovative employment program for clients with mental retardation. Planned and implemented dynamic city-wide fundraising efforts.

Service:

Founding NACOL Board Member USDLA Board Member (2007-2010)

Honors:

Wagner Award for Distance Leadership Baldrige Examiner

Education:

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Master of Arts Graduate Certification Bachelor of Arts
University of South Florida DePaul University Southern Illinois University
English Education Rehabilitation Administration
Spanish

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.

References

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- Heinlein, Lisa M., and Shinn, Marybeth. 2000. "School Mobility and Student Achievement in an Urban Setting." *Psychology in the Schools* 37:349–357.
- Hughes, J.E., McLeod, S., Brown, R., Maeda, Y., & Choi, J. (2007). *Academic achievement and perceptions of the learning environment in virtual and traditional secondary mathematics classrooms*. *American Journal of Distance Education*, 21(4).
- Kesson, K.R. and Henderson, J.G. (2010). Reconceptualizing Professional Development for Curriculum Leadership: Inspired by John Dewey and informed by Alain Badiou. *Educational Philosophy and Theory*, 42(2).
- Langer, J. A. (2004). *Getting to excellent: How to create better schools*. New York, NY: Teachers College Press.
- Means, B., Toyama, Y., Murphy, R., Bakia, M., and Jones, K. (2009). *Evaluation of Evidence-based Practices in Online Learning: A Meta-analysis and Review of Online-learning Studies*. Washington, D.C.: Center for Technology in Learning. U.S. Department of Education.
- Shachar, M. & Neumann, Y. (2003). Differences between traditional and distance education academic performances: a meta-analytic approach. *International Review of Research in Open and Distance Learning*, 4(2).
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