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Commissioner of Education
Tel. 603-271-3144

Paul Leather
Deputy Commissioner of Education
Tel. 603-271-3801

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
101 Pleasant Street
Concord, N.H. 03301
FAX 603-271-1953
Citizens Services Line 1-800-339-9900

March 8, 2016

Her Excellency, Governor Margaret Wood Hassan
and the Honorable Council
State House
Concord, New Hampshire 03301

REQUESTED ACTION

Authorize the Department of Education, Bureau of Integrated Programs to enter into a contract with Two Revolutions, LLC, New Rochelle, NY, (Vendor Code #228729) in an amount not to exceed \$267,500.00 to lead an 18-month-long strategic design and development process with diverse stakeholder teams to inform the implementation process of Vision 2.0, as outlined in the New Hampshire Department of Education's Vision 2.0, effective upon Governor and Council approval through June 30, 2017. 100% Federal Funds.

Funds are available in the following account for State Fiscal Years 2016 and 2017, with authority to adjust encumbrances between State Fiscal Years through the Budget Office, without further approval from the Governor and Council, if needed and justified:

Compensatory Education Title I		<u>FY16</u>	<u>FY17</u>
06-56-56-563010-32610000-102-500731	Contracts for Program Services	\$147,500	\$120,000

EXPLANATION

The New Hampshire Department of Education envisions a seamless statewide learning system that provides all learners - from early childhood through K-12 to college and beyond - with a more personalized and integrated learning experience, where they move forward in competency-based progressions that enable them to get what they need, when and where they need it. While the state has many components of this vision in place, there is a need for more support to bring initiatives to scale.

In 2014, the Department published a document titled *Story of Transformation* which illustrated its perspective on New Hampshire's system of learning (past and present). In 2015, the Department designed a follow-up document that built upon the first one, highlighting a plan for learning in the future. This follow-up document, *Vision 2.0: A Blueprint to Scale Competency-Based Learning*

Across PK-20 System, is an actionable plan to realize this vision through a set of tangible activities and associated outcomes to move the State toward a transformed system from birth through postsecondary education and into the workforce.

The goal of this project is to support the Department in supporting schools and districts experiencing performance gaps in student achievement and addressing the needs of our most disadvantaged youth. The purpose is to support our implementation of this learning system by providing strategic design services towards system-wide Capacity Building around the four (4) Key Priority areas identified in the Department's Vision 2.0 outlined below.

System-wide Capacity Building. Supporting leaders and teachers by building the skills, knowledge and dispositions to move toward a student-centered, competency-based system building from current work in PACE, but deepening the work and broadening the reach, to all interested, ready districts statewide, while also more formally incorporating higher education and in-state and national technical assistance partners.

- **Readiness** - Developing resources for and assisting with analysis of existing resources to build readiness across the State (and within the Department) for competency-based learning.
- **Public Will** - Working with the public, through existing and to-be-developed means to build support for and understanding of competency-based systems.
- **Data Infrastructure.** Working with existing and developing LEA-level technology systems to support competency based learning, ensuring feasibility and cost-effectiveness.
- **Learning Agenda.** Ongoing management of the theory of action driving professional development, resources, accountability, and other supports.

The Request for Proposals (RFP) "New Hampshire vision 2.0: Strategic Design, Development and Implementation Services" was advertised in the Manchester Union Leader on October 30th, November 1st, and November 2nd, 2015 and was posted on the Department's website.

Two (2) proposals were received by the deadline from Thomas P. Miller and Associates and Two Revolutions, LLC. A review committee of five (5) reviewers from the Bureau of Integrated Programs included: Mary Earick, Administrator and Director of Title I, Ashley Frame, Director Title II, Aaron Hughes, Director Title III, Nicole Heirmerk, Administrator, Credentialing, and Eric Feldberg, Administrator, STEM, reviewed both proposals (See Attachment A). Two Revolutions, LLC had the highest overall score and is; therefore, recommended for the Vision 2.0 Contract. Two Revolutions, LLC was selected based upon their ability to commit eight (8) highly qualified and dedicated staff members for the administration of Vision 2.0 and to meet each of the required Key Priority areas in a comprehensive manner.

Thomas P. Miller and Associates submitted the lowest bid; however, their proposal only scored a total average of 66/100 because it lacked many of the Key Priority area indicator requirements outlined in the Request for Proposals. Their budget was low but provided no explanation that showed that they understood that this budget had to cover two annual administrations of the survey within the contract period rather than just one. Thomas P. Miller and Associates' proposal failed to address all the requirements of the Request for Proposals and contained no detailed budget justification.

Her Excellency, Governor Margaret Wood Hassan
and the Honorable Council
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The Department of Education would like to contract with Two Revolutions, LLC who has the required experience, including federal compensatory program guidance and the New Hampshire's Problem of Practice Model of school innovation and supports, as outlined in the NH DOE USED waiver. In addition, the vendor has the ability and expertise to develop, communicate and offer comprehensive professional development to diverse communities including educators, families and community stake holders and expand upon the existing Vision 2.0 work as evidenced in their work with the City Bridge Foundation and the Texas, New Hampshire, and Colorado Departments of Education. Two Revolutions, LLC excels at working with State Education Agencies and other educational organizations to develop and design services geared towards system-wide Capacity Building.

The initial start-up costs for services contained in this agreement increase the expenses for FY 2016 (See Exhibit B).

This project will be evaluated by the Department through the monitoring of Monthly Summary Reports provided by the contractor. In addition, the vendor will submit an End of Year report to the Department.

In the event that the Federal Funds become no longer available, General Funds will not be requested to support this program.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Virginia M. Barry" followed by a circled "Seal" or similar mark.

Virginia M. Barry, Ph.D.
Commissioner of Education

VMB:me:pd:emr

Attachment A

NH Vision 2.0

Priority	Activity Indicators	TPMA	TWO REV
Readiness	Rethink Teacher/Leader Pre---Service Training	10	10
	Building a Micro Credential System	6	10
	Implement a Tiered System of in---service Teacher Supports	6	10
	Resources to meet the activity indicators are included/identified	6	10
	This priority builds on current work (eliminating redundancy of work already done) and references NH Vision 2.0	8	10
Sub---Total		36	50

Priority	Indicators	TPMA	TWO REV
Public Will	Develop and Implement Strategic Communications Campaign	10	10
	Implement a Community Listing Tour	4	10
	Develop and Implement K---12 Staff Engagement Strategy	4	10
	Resources to meet the activity indicators are included/identified	10	10
	This priority builds on current work (eliminating redundancy of work already done) and references NH Vision 2.0	8	10
Sub---Total		36	50

Priority	Indicators	TPMA	TWO REV
Rethinking Data Infrastructure	Develop Clear Tech Specs to Support Scale (specifically for PACE and PACE like efforts)	4	10
	Provide HQ tech---focused TA for all Interested Districts	4	10
	Resources to meet the activity indicators are included/identified	4	10
Sub---Total		12	30

Priority	Indicators	TPMA	TWO REV
Learning Agenda	Develop and Manage an ongoing learning agenda	4	10
	Resources to meet the activity indicators are included/identified	4	8
Sub---Total		8	18
TOTAL		92/150	148/150

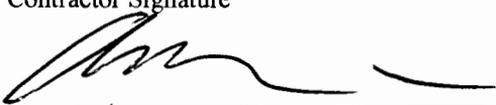
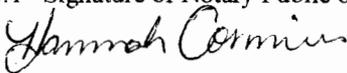
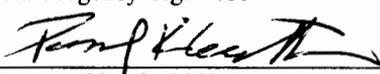
Notice: This agreement and all of its attachments shall become public upon submission to Governor and Executive Council for approval. Any information that is private, confidential or proprietary must be clearly identified to the agency and agreed to in writing prior to signing the contract.

AGREEMENT

The State of New Hampshire and the Contractor hereby mutually agree as follows:

GENERAL PROVISIONS

1. IDENTIFICATION.

1.1 State Agency Name New Hampshire Department of Education		1.2 State Agency Address 101 Pleasant Street	
1.3 Contractor Name 2Revolutions, LLC		1.4 Contractor Address 77 Broadview Ave New Rochelle, NY 10804	
1.5 Contractor Phone Number 973-309-3287	1.6 Account Number 06-56-56310-32610000-102-500731	1.7 Completion Date June 30, 2017	1.8 Price Limitation \$267,500.00
1.9 Contracting Officer for State Agency Mary Earick		1.10 State Agency Telephone Number 603-271-6052	
1.11 Contractor Signature 		1.12 Name and Title of Contractor Signatory Adam Rubin, Founder/Principal	
1.13 Acknowledgement: State of <u>Vermont</u> , County of <u>Chittenden</u> On <u>February 22, 2016</u> , before the undersigned officer, personally appeared the person identified in block 1.12, or satisfactorily proven to be the person whose name is signed in block 1.11, and acknowledged that s/he executed this document in the capacity indicated in block 1.12.			
1.13.1 Signature of Notary Public or Justice of the Peace  [Seal] <u>EXP 2-10-2019</u>			
1.13.2 Name and Title of Notary or Justice of the Peace <u>Hannah Cormier Notary Public</u>			
1.14 State Agency Signature  Date:		1.15 Name and Title of State Agency Signatory	
1.16 Approval by the N.H. Department of Administration, Division of Personnel (if applicable) By: _____ Director, On: _____			
1.17 Approval by the Attorney General (Form, Substance and Execution) (if applicable) By:  On: <u>3/23/16</u>			
1.18 Approval by the Governor and Executive Council (if applicable) By: _____ On: _____			

2. EMPLOYMENT OF CONTRACTOR/SERVICES TO BE PERFORMED. The State of New Hampshire, acting through the agency identified in block 1.1 ("State"), engages contractor identified in block 1.3 ("Contractor") to perform, and the Contractor shall perform, the work or sale of goods, or both, identified and more particularly described in the attached EXHIBIT A which is incorporated herein by reference ("Services").

3. EFFECTIVE DATE/COMPLETION OF SERVICES.
3.1 Notwithstanding any provision of this Agreement to the contrary, and subject to the approval of the Governor and Executive Council of the State of New Hampshire, if applicable, this Agreement, and all obligations of the parties hereunder, shall become effective on the date the Governor and Executive Council approve this Agreement as indicated in block 1.18, unless no such approval is required, in which case the Agreement shall become effective on the date the Agreement is signed by the State Agency as shown in block 1.14 ("Effective Date").
3.2 If the Contractor commences the Services prior to the Effective Date, all Services performed by the Contractor prior to the Effective Date shall be performed at the sole risk of the Contractor, and in the event that this Agreement does not become effective, the State shall have no liability to the Contractor, including without limitation, any obligation to pay the Contractor for any costs incurred or Services performed. Contractor must complete all Services by the Completion Date specified in block 1.7.

4. CONDITIONAL NATURE OF AGREEMENT. Notwithstanding any provision of this Agreement to the contrary, all obligations of the State hereunder, including, without limitation, the continuance of payments hereunder, are contingent upon the availability and continued appropriation of funds, and in no event shall the State be liable for any payments hereunder in excess of such available appropriated funds. In the event of a reduction or termination of appropriated funds, the State shall have the right to withhold payment until such funds become available, if ever, and shall have the right to terminate this Agreement immediately upon giving the Contractor notice of such termination. The State shall not be required to transfer funds from any other account to the Account identified in block 1.6 in the event funds in that Account are reduced or unavailable.

5. CONTRACT PRICE/PRICE LIMITATION/PAYMENT.
5.1 The contract price, method of payment, and terms of payment are identified and more particularly described in EXHIBIT B which is incorporated herein by reference.
5.2 The payment by the State of the contract price shall be the only and the complete reimbursement to the Contractor for all expenses, of whatever nature incurred by the Contractor in the performance hereof, and shall be the only and the complete compensation to the Contractor for the Services. The State shall have no liability to the Contractor other than the contract price.

5.3 The State reserves the right to offset from any amounts otherwise payable to the Contractor under this Agreement those liquidated amounts required or permitted by N.H. RSA 80:7 through RSA 80:7-c or any other provision of law.
5.4 Notwithstanding any provision in this Agreement to the contrary, and notwithstanding unexpected circumstances, in no event shall the total of all payments authorized, or actually made hereunder, exceed the Price Limitation set forth in block 1.8.

6. COMPLIANCE BY CONTRACTOR WITH LAWS AND REGULATIONS/ EQUAL EMPLOYMENT OPPORTUNITY.
6.1 In connection with the performance of the Services, the Contractor shall comply with all statutes, laws, regulations, and orders of federal, state, county or municipal authorities which impose any obligation or duty upon the Contractor, including, but not limited to, civil rights and equal opportunity laws. This may include the requirement to utilize auxiliary aids and services to ensure that persons with communication disabilities, including vision, hearing and speech, can communicate with, receive information from, and convey information to the Contractor. In addition, the Contractor shall comply with all applicable copyright laws.
6.2 During the term of this Agreement, the Contractor shall not discriminate against employees or applicants for employment because of race, color, religion, creed, age, sex, handicap, sexual orientation, or national origin and will take affirmative action to prevent such discrimination.
6.3 If this Agreement is funded in any part by monies of the United States, the Contractor shall comply with all the provisions of Executive Order No. 11246 ("Equal Employment Opportunity"), as supplemented by the regulations of the United States Department of Labor (41 C.F.R. Part 60), and with any rules, regulations and guidelines as the State of New Hampshire or the United States issue to implement these regulations. The Contractor further agrees to permit the State or United States access to any of the Contractor's books, records and accounts for the purpose of ascertaining compliance with all rules, regulations and orders, and the covenants, terms and conditions of this Agreement.

7. PERSONNEL.
7.1 The Contractor shall at its own expense provide all personnel necessary to perform the Services. The Contractor warrants that all personnel engaged in the Services shall be qualified to perform the Services, and shall be properly licensed and otherwise authorized to do so under all applicable laws.
7.2 Unless otherwise authorized in writing, during the term of this Agreement, and for a period of six (6) months after the Completion Date in block 1.7, the Contractor shall not hire, and shall not permit any subcontractor or other person, firm or corporation with whom it is engaged in a combined effort to perform the Services to hire, any person who is a State employee or official, who is materially involved in the procurement, administration or performance of this

Agreement. This provision shall survive termination of this Agreement.

7.3 The Contracting Officer specified in block 1.9, or his or her successor, shall be the State's representative. In the event of any dispute concerning the interpretation of this Agreement, the Contracting Officer's decision shall be final for the State.

8. EVENT OF DEFAULT/REMEDIES.

8.1 Any one or more of the following acts or omissions of the Contractor shall constitute an event of default hereunder ("Event of Default"):

8.1.1 failure to perform the Services satisfactorily or on schedule;

8.1.2 failure to submit any report required hereunder; and/or

8.1.3 failure to perform any other covenant, term or condition of this Agreement.

8.2 Upon the occurrence of any Event of Default, the State may take any one, or more, or all, of the following actions:

8.2.1 give the Contractor a written notice specifying the Event of Default and requiring it to be remedied within, in the absence of a greater or lesser specification of time, thirty (30) days from the date of the notice; and if the Event of Default is not timely remedied, terminate this Agreement, effective two (2) days after giving the Contractor notice of termination;

8.2.2 give the Contractor a written notice specifying the Event of Default and suspending all payments to be made under this Agreement and ordering that the portion of the contract price which would otherwise accrue to the Contractor during the period from the date of such notice until such time as the State determines that the Contractor has cured the Event of Default shall never be paid to the Contractor;

8.2.3 set off against any other obligations the State may owe to the Contractor any damages the State suffers by reason of any Event of Default; and/or

8.2.4 treat the Agreement as breached and pursue any of its remedies at law or in equity, or both.

9. DATA/ACCESS/CONFIDENTIALITY/PRESERVATION.

9.1 As used in this Agreement, the word "data" shall mean all information and things developed or obtained during the performance of, or acquired or developed by reason of, this Agreement, including, but not limited to, all studies, reports, files, formulae, surveys, maps, charts, sound recordings, video recordings, pictorial reproductions, drawings, analyses, graphic representations, computer programs, computer printouts, notes, letters, memoranda, papers, and documents, all whether finished or unfinished.

9.2 All data and any property which has been received from the State or purchased with funds provided for that purpose under this Agreement, shall be the property of the State, and shall be returned to the State upon demand or upon termination of this Agreement for any reason.

9.3 Confidentiality of data shall be governed by N.H. RSA chapter 91-A or other existing law. Disclosure of data requires prior written approval of the State.

10. TERMINATION. In the event of an early termination of this Agreement for any reason other than the completion of the Services, the Contractor shall deliver to the Contracting Officer, not later than fifteen (15) days after the date of termination, a report ("Termination Report") describing in detail all Services performed, and the contract price earned, to and including the date of termination. The form, subject matter, content, and number of copies of the Termination Report shall be identical to those of any Final Report described in the attached EXHIBIT A.

11. CONTRACTOR'S RELATION TO THE STATE. In the performance of this Agreement the Contractor is in all respects an independent contractor, and is neither an agent nor an employee of the State. Neither the Contractor nor any of its officers, employees, agents or members shall have authority to bind the State or receive any benefits, workers' compensation or other emoluments provided by the State to its employees.

12. ASSIGNMENT/DELEGATION/SUBCONTRACTS. The Contractor shall not assign, or otherwise transfer any interest in this Agreement without the prior written notice and consent of the State. None of the Services shall be subcontracted by the Contractor without the prior written notice and consent of the State.

13. INDEMNIFICATION. The Contractor shall defend, indemnify and hold harmless the State, its officers and employees, from and against any and all losses suffered by the State, its officers and employees, and any and all claims, liabilities or penalties asserted against the State, its officers and employees, by or on behalf of any person, on account of, based or resulting from, arising out of (or which may be claimed to arise out of) the acts or omissions of the Contractor. Notwithstanding the foregoing, nothing herein contained shall be deemed to constitute a waiver of the sovereign immunity of the State, which immunity is hereby reserved to the State. This covenant in paragraph 13 shall survive the termination of this Agreement.

14. INSURANCE.

14.1 The Contractor shall, at its sole expense, obtain and maintain in force, and shall require any subcontractor or assignee to obtain and maintain in force, the following insurance:

14.1.1 comprehensive general liability insurance against all claims of bodily injury, death or property damage, in amounts of not less than \$1,000,000 per occurrence and \$2,000,000 aggregate; and

14.1.2 special cause of loss coverage form covering all property subject to subparagraph 9.2 herein, in an amount not less than 80% of the whole replacement value of the property.

14.2 The policies described in subparagraph 14.1 herein shall be on policy forms and endorsements approved for use in the State of New Hampshire by the N.H. Department of Insurance, and issued by insurers licensed in the State of New Hampshire.

14.3 The Contractor shall furnish to the Contracting Officer identified in block 1.9, or his or her successor, a certificate(s) of insurance for all insurance required under this Agreement. Contractor shall also furnish to the Contracting Officer identified in block 1.9, or his or her successor, certificate(s) of insurance for all renewal(s) of insurance required under this Agreement no later than thirty (30) days prior to the expiration date of each of the insurance policies. The certificate(s) of insurance and any renewals thereof shall be attached and are incorporated herein by reference. Each certificate(s) of insurance shall contain a clause requiring the insurer to provide the Contracting Officer identified in block 1.9, or his or her successor, no less than thirty (30) days prior written notice of cancellation or modification of the policy.

15. WORKERS' COMPENSATION.

15.1 By signing this agreement, the Contractor agrees, certifies and warrants that the Contractor is in compliance with or exempt from, the requirements of N.H. RSA chapter 281-A ("*Workers' Compensation*").

15.2 To the extent the Contractor is subject to the requirements of N.H. RSA chapter 281-A, Contractor shall maintain, and require any subcontractor or assignee to secure and maintain, payment of Workers' Compensation in connection with activities which the person proposes to undertake pursuant to this Agreement. Contractor shall furnish the Contracting Officer identified in block 1.9, or his or her successor, proof of Workers' Compensation in the manner described in N.H. RSA chapter 281-A and any applicable renewal(s) thereof, which shall be attached and are incorporated herein by reference. The State shall not be responsible for payment of any Workers' Compensation premiums or for any other claim or benefit for Contractor, or any subcontractor or employee of Contractor, which might arise under applicable State of New Hampshire Workers' Compensation laws in connection with the performance of the Services under this Agreement.

16. **WAIVER OF BREACH.** No failure by the State to enforce any provisions hereof after any Event of Default shall be deemed a waiver of its rights with regard to that Event of Default, or any subsequent Event of Default. No express failure to enforce any Event of Default shall be deemed a waiver of the right of the State to enforce each and all of the provisions hereof upon any further or other Event of Default on the part of the Contractor.

17. **NOTICE.** Any notice by a party hereto to the other party shall be deemed to have been duly delivered or given at the time of mailing by certified mail, postage prepaid, in a United States Post Office addressed to the parties at the addresses given in blocks 1.2 and 1.4, herein.

18. **AMENDMENT.** This Agreement may be amended, waived or discharged only by an instrument in writing signed by the parties hereto and only after approval of such amendment, waiver or discharge by the Governor and Executive Council of the State of New Hampshire unless no

such approval is required under the circumstances pursuant to State law, rule or policy.

19. CONSTRUCTION OF AGREEMENT AND TERMS.

This Agreement shall be construed in accordance with the laws of the State of New Hampshire, and is binding upon and inures to the benefit of the parties and their respective successors and assigns. The wording used in this Agreement is the wording chosen by the parties to express their mutual intent, and no rule of construction shall be applied against or in favor of any party.

20. **THIRD PARTIES.** The parties hereto do not intend to benefit any third parties and this Agreement shall not be construed to confer any such benefit.

21. **HEADINGS.** The headings throughout the Agreement are for reference purposes only, and the words contained therein shall in no way be held to explain, modify, amplify or aid in the interpretation, construction or meaning of the provisions of this Agreement.

22. **SPECIAL PROVISIONS.** Additional provisions set forth in the attached EXHIBIT C are incorporated herein by reference.

23. **SEVERABILITY.** In the event any of the provisions of this Agreement are held by a court of competent jurisdiction to be contrary to any state or federal law, the remaining provisions of this Agreement will remain in full force and effect.

24. **ENTIRE AGREEMENT.** This Agreement, which may be executed in a number of counterparts, each of which shall be deemed an original, constitutes the entire Agreement and understanding between the parties, and supersedes all prior Agreements and understandings relating hereto.

EXHIBIT A
SCOPE OF SERVICES

Two Revolutions, LLC will provide the following services to the New Hampshire Department of Education, effective upon Governor and Council approval through June 30, 2017.

SERVICES TO BE PROVIDED FOR: NH Vision 2.0: New Hampshire Goes First - A Blueprint to Scale Competency-based Education across a PreK-20 System

Readiness - Developing resources for and assisting with analysis of existing resources to build readiness across the state (and within the agency) for competency-based learning

1. Identification of high need content and topics in STEM, literacy, performance assessment and project based learning aligned to adult learning progressions to address gaps in student performance
2. Development of micro-credentials based on high need content and topics for use as CEU and Badge Credits and offered as open source material for NH Educators on the New Hampshire Network
3. Facilitate and document Higher Education and PreK-12 district partner focus groups to assess in-service teacher needs in relationship to gaps in student performance
4. Develop recommendations for high need content and topics based on Higher Education and PreK-12 district partner focus groups

Public Will - Working with the public, through existing and to-be-developed means, to build support for and understanding of competency based systems

1. Facilitate and document Higher Education and PreK-12 district partner focus groups to assess in-service teacher needs in relationship to gaps in student performance and competency based education systems
2. Design professional development to match the identified needs
3. Implement professional development

Data Infrastructure - Working with existing and developing state-level technology systems to support competency based learning, ensuring feasibility and cost-effectiveness

1. Identify, with PACE district partners, current data use and project future needs in relationship to gaps in student performance
2. Develop recommendations for next steps to support systems alignment which could result in a RFI to be developed and posted
3. Develop publications in collaboration with PACE district partners addressing their impact

Learning Agenda - Ongoing management of the theory of action driving professional development, resources, accountability, and other supports

1. Facilitate and document stakeholder focus groups to assess in-service teacher needs in relationship to gaps in student performance and competency based education systems
2. Design professional development to match the identified needs
3. Implement professional development

EXHIBIT B
ESTIMATED BUDGET

Budget (through June 30, 2017)

	MARCH 2016-JUNE 2016	JULY 2016-JUNE 2017
READINESS- MICROCREDENTIAL (CEUs and Badges)		
Microcredential Library- Audit & Gap Analysis	\$15,000	
Microcredential Library- Build	\$10,000	\$25,000
Microcredential- Implement		\$25,000
Microcredential- Refine & Grow on NH Network		\$25,000
Subtotal Micro-credential	\$25,000	\$75,000
READINESS- RETHINK SYSTEM OF IN-SERVICE		
Work with Higher Ed Partners	\$10,000	
Build In-Service Knowledge	\$15,000	
Document for Recommendations and RFI (as needed)	\$15,000	\$2,500
Subtotal RETHINK SYSTEM OF IN-SERVICE	\$40,000	\$2,500
TOTAL READINESS	\$65,000	\$77,500
DATA INFRASTRUCTURE- Tech-focused TA for Districts		
Assess District Needs	\$12,500	\$7,500
Recommendations to Districts	\$7,500	\$5,000
Trend Analysis		\$5,000
Subtotal Tech-focused TA	\$20,000	\$17,500
DATA INFRASTRUCTURE- Better information for all districts		
Based on PACE specs & early District Analysis- Publish & Disseminate	\$12,500	\$0
Subtotal Better information	\$12,500	\$0
TOTAL DATA INFRASTRUCTURE	\$32,500	\$17,500
PUBLIC WILL - K12 Staff Engagement		
Develop Strategy in Alignment with Campaign	\$7,500	
Design Experience	\$7,500	
Implement	\$35,000	\$25,000
Subtotal K12 Staff Engagement	\$50,000	\$25,000
TOTAL PUBLIC WILL & LEARNING AGENDA	\$50,000	\$25,000
TOTAL PROJECT	\$147,500	\$120,000

Contract between Two Revolutions and New Hampshire Department of Education

Contractor Initials 
Date 2/22/16

EXHIBIT B

ESTIMATED BUDGET

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Limitation on Price: Upon mutual agreement between the state contracting officer and the contractor, line items in this budget may be adjusted one to another, with a +/- 10% of the indicated amount, but in no case shall the total budget exceed the price limitation of \$267,500.00.

Funding Source: Funding for this contract is 100% Federal Funds from the account titled Compensatory Education Title I as follows:

	<u>FY 16</u>	<u>FY 17</u>
06-56-56-56-563010-32610000-102-500731 Contracts for Program Services	\$147,500.00	120,000.00

Method of Payment: Payment is to be made monthly on the basis of invoices which are supported by a summary of activities that have taken place in accordance with the terms of the contract, along with a detailed listing of expenses incurred (see following tentative payment schedule). If otherwise correct and acceptable, payment will be made for 100% of the expenditures listed. Invoices and reports shall be submitted to:

Tamara Feener
Program Specialist
NH Department of Education
101 Pleasant Street
Concord, NH 03301

EXHIBIT C

The New Hampshire Department of Education (NHDOE) reserves a royalty- free, nonexclusive, and irrevocable license to reproduce, publish or otherwise use, and to authorize others to use, for NHDOE purposes:

- (a) The copyright in any work developed under a grant, subgrant, or contract under a grant or subgrant; and
- (b) Any rights of copyright to which a grantee, subgrantee or a contractor purchases ownership with grant support.

State of New Hampshire Department of State

CERTIFICATE

I, William M. Gardner, Secretary of State of the State of New Hampshire, do hereby certify that Two Revolutions LLC, a(n) New York limited liability company registered to do business in New Hampshire on October 3, 2012. I further certify that it is in good standing as far as this office is concerned, having filed the annual report(s) and paid the fees required by law.



In TESTIMONY WHEREOF, I hereto
set my hand and cause to be affixed
the Seal of the State of New Hampshire,
this 1st day of February, A.D. 2016

A handwritten signature in black ink, appearing to read "William M. Gardner".

William M. Gardner
Secretary of State

CERTIFICATE

(Corporation Without Seal)

I Todd Kern, President/Secretary of the Two Revolutions LLC, do hereby certify that: (1) I am the duly elected and acting President/Secretary of the Two Revolutions LLC, a New York corporation (the "Corporation"); (2) I maintain and have custody and am familiar (State of incorporation) with the minute books of the Corporation; (3) I am duly authorized to issue certificates with respect to the contents of such books; (4) the following are true, accurate and complete copies of the resolutions adopted by the Board of Directors of the Corporation at a meeting of the said Board of Directors held on the 31st day of December, 2015, which meeting was duly held in accordance with New York law and (State of incorporation)

the by-laws of the Corporation:

RESOLVED: That this Corporation enter into a contract with the State of New Hampshire, acting by and through the Department of Education, providing for the performance by the Corporation of certain _____ services, and that the President/Secretary (and Vice President/Treasurer) (or any of them acting singly) be and hereby (is) (are) authorized and directed for and on behalf of this Corporation to enter into the said contract with the State and to take any and all such actions and to execute, acknowledge and deliver for and on behalf of this Corporation any and all documents, agreements and other instruments (and any amendments, revisions or modifications thereto) and (she) (he) (any of them) may deem necessary, desirable or appropriate to accomplish the same;

RESOLVED: That the signature of any officer of this corporation affixed to any instrument or document in or contemplated by these resolutions shall be conclusive evidence of the authority of said officer to bind this Corporation thereby;

(5) the foregoing resolutions have not been revoked, annulled, or amended in any manner whatsoever, and remain in full force and effect as of the date hereof; (6) the following person(s) (has) (have) been duly elected to and now occupy the office(s) indicated below:

Todd Kern President/Secretary
Adam Rubin Vice President/Treasurer

and; (7) the corporation has no seal.

IN WITNESS WHEREOF, I have hereunto set my hand as the President/Secretary of the Corporation this 2nd day of March, 2016.



President/Secretary

STATE OF New York
COUNTY OF Westchester

On this the 2nd day of March, 2016, before me, Angelo Bonvino, the undersigned, personally appeared Todd Kern, who acknowledged her/himself to be the President/Secretary of Two Revolutions LLC, a corporation, and that she/he as such President/Secretary being authorized to do so, executed the foregoing instrument for the purposes therein contained, by signing the name of the corporation by her/himself as President/Secretary.

IN WITNESS WHEREOF I hereunto set my hand and official seal.

(SEAL)



Notary Public/Justice of the Peace

My Commission expires: 10/09/2016

ANGELO J BONVINO
NOTARY PUBLIC, STATE OF NEW YORK
Registration No. 01BO6270035
Qualified in Westchester County
Commission Expires 10/09/2016



CERTIFICATE OF LIABILITY INSURANCE

RGM
R002DATE (MM/DD/YYYY)
2/17/2016

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER AP INTEGO INSURANCE GROUP LLC 250846 P: F: PO BOX 33015 SAN ANTONIO TX 78265	CONTACT NAME	
	PHONE (A/C, No, Ext):	FAX (A/C, No):
E-MAIL ADDRESS:		
INSURER(S) AFFORDING COVERAGE		NAIC#
INSURER A: Property and Casualty Ins Co of		34690
INSURED		
TWO REVOLUTIONS LLC 77 BROADVIEW AVE NEW ROCHELLE NY 10804		
INSURER B:		
INSURER C:		
INSURER D:		
INSURER E:		
INSURER F:		

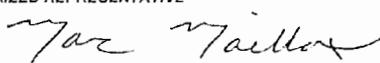
COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR HTD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
	COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> OCCUR GENL AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:						EACH OCCURRENCE \$ DAMAGE TO RENTED PREMISES (Ea occurrence) \$ MED EXP (Any one person) \$ PERSONAL & ADV INJURY \$ GENERAL AGGREGATE \$ PRODUCTS - COMP/OP AGG \$ \$
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> NON-OWNED AUTOS						COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
	UMBRELLA LIAB <input type="checkbox"/> OCCUR EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$ \$
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) Y/N <input type="checkbox"/> If yes, describe under DESCRIPTION OF OPERATIONS below		N/A		04/24/2015	04/24/2016	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 500,000 E.L. DISEASE- EA EMPLOYEE \$ 500,000 E.L. DISEASE - POLICY LIMIT \$ 500,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Those usual to the Insured's Operations.

CERTIFICATE HOLDER New Hampshire Department of Education 101 PLEASANT ST CONCORD, NH 03301	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE 

TODD V. KERN

· tvk@2revolutions.net

WORK EXPERIENCE:

2REVOLUTIONS LLC, *New York, NY*

March 2008—Present

Founder/Principal

2Revolutions is an education design lab that focuses on designing and launching “Future of Learning” *models* and helping to catalyze the *conditions* within which they can thrive. Because America's future depends on our ability to make smarter, better integrated investments in individuals as they travel the birth-to-26 Human Capital Continuum™, 2Revolutions pursues bold innovations with the potential for transformative impact at the key leverage points where today's current systems fail. We draw on deep industry expertise and our Talent Cloud™ to provide targeted strategy, research and design support to existing organizations, and help grow promising ideas into viable ventures. Select recent client/partner engagements include:

- NEW HAMPSHIRE DEPARTMENT OF EDUCATION (*Concord, NH*) – currently functioning as design partner to the NH-DOE as we support them in the design and implementation of a Networked Support Strategy, which establishes access to facilitated networks for technical assistance, exposure to new knowledge/topics, and active experimentation with new innovations in practice. It is our hope that New Hampshire’s approach will help show the way toward a more networked, performance-oriented system.
- DESIGNING SCHOOL 2.0 (*Boston, MA; Franklin County, VT; Manchester, NH*) – guided teams of entrepreneurial educators through an intensive, participatory design process to transform existing district, charter, and Catholic schools to new “future of learning” models with the goals of shifting the focus from teaching to learning, leveraging technology to deliver more personalized learning experiences, and yielding significantly better outcomes for all students at lower cost;
- ROADS CHARTER SCHOOLS (*New York, NY*) – co-founded and led the initial design of ROADS (“Reinventing Options for Adolescents who Deserve Success”) Charter Schools, an innovative new model serving disconnected youth aged 15-17 through an integrative design that balances core academic, workforce readiness, and socio-emotional needs;
- THE COMMUNITY GROUP (*Lawrence, MA*) – worked with senior leadership and Board of large community-based organization – serving thousands of families through the provision of early childhood education, an exemplary charter model and a significant economic footprint – that sought to update their strategic vision to broaden/deepen impact and take advantage of a shifting policy environment. Efforts led to a successful \$500k “Promise Neighborhood” planning grant application;
- NEW TECH NETWORK (*Napa, CA*) – partnered to lead the redesign of a new business and financial model for a national network of innovative high schools as it pursued greater scale and impact;
- POLLINATE VENTURES (*Dallas, TX*) – led design of a new, non-profit social venture fund committed to transforming U.S. education through investments in tools, technologies and the development of a limited number of hybrid or blended learning laboratories;
- DISTRICT 79, NYC-DOE (*New York, NY*) – partnered on the development of a new strategy to provide disconnected youth with academically rigorous and relevant “career pathways” in growth industries;
- INTEGRATIVE JUSTICE FACILITIES (*New Jersey*) – worked with an entrepreneur to design an innovative, not-for-profit prison model where “re-entry to society begins on the first day of incarceration”;
- NEWSCHOOLS VENTURE FUND (*San Francisco, CA*) – managed design and implementation of multi-year national longitudinal study of charter management organization (CMO) effectiveness; and
- NEW PROFIT, INC. (*Cambridge, MA*) – co-founded the Urban Assets Initiative, which established cross-sector coalitions in cities to solve complex social problems by establishing “markets” for social innovation.

WORK EXPERIENCE (continued):

Independent Education Industry Consultant

September 2006 — February 2008

Sample client engagements include:

- EDUVENTURES, LLC (*Boston, MA*) – published national research reports examining K-12 school districts' implementation and use of enterprise data management systems, as well as trends in the K-12 market for digital content (see Publications);
- NEW LEADERS FOR NEW SCHOOLS (*New York, NY*) – co-led the development of an enterprise technology strategy to promote strategic investment, alignment and management of technology resources in service of core organizational objectives;
- NEWSCHOOLS VENTURE FUND (*San Francisco, CA*) – led design phase of Gates Foundation-funded national study of charter management organization (CMO) effectiveness; and
- NEW YORK CITY DEPARTMENT OF EDUCATION (*New York, NY*) – participated in the development of a comprehensive knowledge management strategy to be integrated with core NYC-DOE initiatives.

NEW LEADERS FOR NEW SCHOOLS, *New York, NY*

September 2002 — August 2006

Chief Knowledge Officer, National Office

(*August 2003–August 2006*)

Senior manager of innovative not-for-profit organization that seeks to transform urban education systems by attracting, preparing, and supporting the next generation of outstanding school leaders. Responsible for spearheading the organization's first national efforts around research, evaluation, organizational learning and knowledge management – with a focus on assessing New Leaders' ability to drive dramatic increases in student achievement in urban schools.

Executive Director, New York Office

(*September 2002–August 2003*)

Managed strategy and operations for regional program office; advised incoming Chancellor Joel Klein's transition team on school leadership issues and helped negotiate relationship with the NYC school system; led five-member team to generate a record number of submitted applications, roughly doubling the size of the New York program.

KNOWLEDGEQUEST EDUCATION GROUP, LLC, *New York, NY*

April 2000 — September 2002

(f.k.a., KNOWLEDGEQUEST VENTURES, LLC)

Executive Vice President — Helped manage boutique investment bank and strategy consulting firm dedicated to the education and training industry, while serving “dual bottom lines” of profitability and educational quality. Managed client deal flow; led market, competitive and feasibility analyses; developed business plans and financial models; managed relationships with institutional and strategic private equity investors; identified partnership opportunities on behalf of client companies; conducted primary industry research and analysis; and represented the firm at industry conferences and professional events.

TEACHERS COLLEGE, COLUMBIA UNIVERSITY, *New York, NY*

August 1998 — April 2000

Institute on Education and Government:

(*April 1999 — April 2000*)

Acting Director — Managed all activities of Institute established to create a forum for state and local policymakers to discuss key education issues. Clarified Institute vision, mission and goals; developed strategic plan; conducted policy research and analysis; designed and managed national policy seminar for governors' education policy advisors; co-taught the Federal Policy Institute, a graduate course in education policy; and co-directed the Education Policy Fellowship Program.

Institute for Learning Technologies:

(*August 1998 — March 1999*)

Manager of Program Evaluation — Responsible for development, execution and management of all evaluation activities, with emphasis placed on educational pedagogy as it relates to instructional technology and new media.

WORK EXPERIENCE (continued):

CHICAGO PANEL ON SCHOOL POLICY, *Chicago, IL* January 1997 — June 1998

Program Manager (*concurrent with graduate school*) — Designed and implemented Initiative Status Reports (ISRs), an innovative tool to evaluate programs and policies in the Chicago public school system. Combined qualitative and quantitative analysis to yield timely, objective feedback to inform public discourse and encouraging mid-course program modifications. ISR topics included: *Small Schools*; *Parents As Teachers First*; *Board-School Communication*; *Summer Bridge*; and *School Technology*.

CHICAGOLAND CHAMBER OF COMMERCE, *Chicago, IL* October — November 1997

Consultant (*concurrent with graduate school*) — Prepared policy issue brief for the Committee on Education and Work Force Quality, assessing the economic and educational impact of various forms of school choice on the surrounding six-county region.

COUNCIL OF CHIEF STATE SCHOOL OFFICERS, *Washington, DC* October 1994 — September 1996
Office of Federal-State Relations

Legislative Associate — Managed government relations activities for association representing state commissioners of elementary and secondary education. Met with key Congressional staff and Administration officials; drafted Congressional testimony; analyzed education-related legislation; delivered speeches and substantive presentations to key constituencies; and assisted Executive Director and other Council staff on all legislative matters.

COMMITTEE FOR EDUCATION FUNDING, *Washington, DC* February 1993 — October 1994

PR/Projects Coordinator — Staffed advocacy efforts on behalf of coalition of 90+ national education organizations that lobbied for an increased federal investment in education. Tracked and analyzed federal legislation; monitored the federal budget and appropriations processes; drafted letters to Members of Congress; and met with House and Senate Committee staff.

PRESIDENTIAL INAUGURATION COMMITTEE, *Washington, DC* November 1992 — February 1993

Production/Staff Assistant — Assisted in design and production of international “Bells for Hope” ceremony – symbolic, simultaneous international bell-ringing – in concert with Clinton-Gore inauguration.

CENTER FOR DEMOCRACY, *Washington, DC* Summers 1991, 1992

Intern/Staff Assistant — Worked on “Library of Democracy” project to disseminate classic teachings on democracy throughout Eastern Europe. Performed advance press relations for dinner to present Russian President Boris Yeltsin with the International Democracy Prize.

EDUCATION:

University of Chicago, *Chicago, IL* June 1998

Irving B. Harris Graduate School of Public Policy Studies
Master of Public Policy, with concentrations in education policy, urban poverty and community-based economic development strategies

Education Policy Fellowship Program, *Washington, DC* September 1995 — May 1996

Institute for Educational Leadership (IEL)
Year-long, employer-paid professional development opportunity to address pertinent national issues in education, including seminars on leadership style and national education policy

Miami University, *Oxford, OH* May 1992

Bachelor of Arts in Political Science; Bachelor of Arts in Psychology

SELECT PUBLICATIONS:

Kern, Todd and Rubin, Adam, "Designing the Future of Learning: Unthink School to Rethink Learning," 2Revolutions LLC, November 2012.

Kern, Todd and Rubin, Adam, "Innovating Toward New Learning Models: Insights from a National Convening on Blended-Personalized Learning Models," 2Revolutions LLC, March 2012.

Kern, Todd V., "A Revolution in K-12 Digital Content: How Soon Is Now?" Eduventures LLC, September 2007.

Kern, Todd V., "Trends in K-12 Enterprise Management: Are Districts Ready to Cross the Chasm?" Eduventures LLC, February 2007.

Jinnett, Kimberly A., and Kern, Todd V., "Evaluating Leadership as a Strategy to Transform Complex Systems," Handbook of Leadership Development Evaluation, Center for Creative Leadership, Kelly Hannum (Editor), Jennifer W. Martineau (Editor) and Claire Reinelt (Editor), November 2006.

Fromm, Jeffrey A., Hentschke, Gib, and Kern, Todd V., "Education leader as education entrepreneur: managing the educational mission within and across the economic sectors," Handbook on Education Leadership and Management, Pearson Education Publishing, July 2003.

Fromm, Jeffrey A. and Kern, Todd V., "Revolution and Evolution: Assessing the Market for Educational Technologies," *Upgrade* (Magazine for the Software and Information Industry Association), June 2001.

Fromm, Jeffrey A., and Kern, Todd V., "Education Industry Offers World of Investment Opportunity," *Venture Capital Journal*, March 2001.

Fromm, Jeffrey A., and Kern, Todd V., "Investment Opportunities in Education: Making A Profit While Making A Difference," *The Journal of Private Equity*, Volume 3, Number 4, Fall 2000.

Professional references available upon request.

ADAM RUBIN

~ adam@2revolutions.net

Professional Experience

2REVOLUTIONS LLC

Co-Founding Principal

New York, NY

June 2008- present

2Revolutions is an education design lab that focuses on designing and launching "Future of Learning" models and helping to catalyze the conditions within which they can thrive. Because America's future depends on our ability to make smarter, better integrated investments in individuals as they travel the birth-to-26 Human Capital Continuum™, 2Revolutions pursues bold innovations with the potential for transformative impact at the key leverage points where today's current systems fail. We draw on deep industry expertise and our Talent Cloud™ to provide targeted strategy, research and design support to existing organizations, and help grow promising ideas into viable ventures. Select current or recent client/partner engagements include:

- NH: THE "NETWORKED" STATE (*Concord, NH*) – working in partnership with the Commissioner and her senior team to help them shift from "a compliance to a support orientation." A new, statewide networked approach invites practitioners to participate in a range of networks on Technical Assistance, Knowledge Sharing and Innovation. Built upon 2Rev's online knowledge and social learning platform, we are hopeful and confident that this effort will accelerate NH's transition toward the Future of Learning. As the relationship deepens, 2Rev gets ready to support the transformation of the SEA.
- DESIGNING SCHOOL 2.0 (*Boston, MA; Franklin County, VT; Manchester, NH*) – guide teams of entrepreneurial educators through an intensive design process to transform existing district, charter, and Catholic schools to new "future of learning" models with the goals of shifting the focus from teaching to learning, leveraging technology to deliver more personalized learning experiences, and yielding significantly better outcomes for all students at lower cost;
- ROADS CHARTER SCHOOLS (*New York, NY*) – co-founded and led the design of ROADS ("Reinventing Options for Adolescents who Deserve Success") Charter Schools, which represents an innovative new school model and charter management organization with the goal of serving disconnected youth aged 15-17 through an integrative design that balances core academic, workforce readiness, and socio-emotional needs;
- THE COMMUNITY GROUP (*Lawrence, MA*) – worked with senior leadership and Board of large community-based organization serving thousands of families through the provision of early childhood education, an exemplary charter model and a significant economic footprint, seeks to update their strategic vision to broaden/deepen impact and take advantage of a shifting policy environment. Efforts led to a successful \$500k "Promise Neighborhood" planning grant application;
- NEW TECH NETWORK (*Napa, CA*) – partnered to lead the redesign of a new business and financial model for a national network of innovative high schools as it pursues greater scale and impact;
- POLLINATE VENTURES (*Dallas, TX*) – partner to design a new, non-profit social venture fund committed to transforming U.S. education through investments in tools, technologies and the development of a limited number of hybrid or blended learning laboratories; and
- NEW PROFIT, INC. (*Cambridge, MA*) – co-founded the Urban Assets Initiative, a new approach to partner with cross-sector coalitions in cities to solve complex social problems by establishing "markets" for social innovation.

NEW VISIONS FOR PUBLIC SCHOOLS

Director of Policy and Research

Senior Policy Analyst

New York, NY

January 2005- June 2008

October 2003- December 2004

Collaboratively developed and managed policy and research agenda for the largest education reform organization in New York. Responsible for brokering new organizational relationships, strategic incubation, and end to end project management for a variety of education and community development initiatives seeking to make systemic change in the New York City public schools.

- Developed new school model development seeking to bring together education reform and workforce development in a college preparatory vocational school aligned to New York City's emerging industries.
- Co-created and managed school facilities agenda that has leveraged \$37 million from local elected officials to improve school facilities, while advocating for systemic reforms in the built environment.
- Developed and managed innovative community development program which will develop \$200 million in new capacity development projects throughout New York City.
- Published and presented locally and nationally on facilities, partnership, and community engagement issues.
- Managed legislative agenda for the organization working to build relationships and leverage support for the schools, included development and training of lobbying toolkit.
- Managed staff of 8, including in-house consulting unit of graduate interns.
- Developed a comprehensive research plan for the organization seeking to support current projects and develop a strategic agenda for organizational future.

SWERVE ASSOCIATES

Founder & Managing Director

New York, NY and Montreal, QC

January 2000- October 2003

Founded innovative consulting firm targeting socially responsible corporate and nonprofit clients in the realms of education and economic development. The company mandate was to create innovative solutions to management, marketing, and social enterprise challenges through the design of new programs, campaigns, and marketing strategies.

- Hands on involvement has included management of a start-up phase of social enterprises, strategic positioning for rounds of financing, organizational restructuring, marketing campaign development, and educational program development.
- Clients included Academy for Educational Development (AED), Ben & Jerry's, Citizens for NYC, City University of New York, Columbia University, Earth Values Institute, Montrealite, ProMontreal, Public/Private Ventures (PPV), and The Afterschool Corporation (TASC).

LONG ISLAND CITY BUSINESS DEVELOPMENT CORPORATION

Director of Special Projects

Long Island City, NY

June 2000- June 2002

Developed a coordinated strategy to stimulate economic development opportunities, with a focus on strategic marketing, real estate development, and community partnerships. Worked closely with city, state, local agencies, and local business community to promote growth in the areas of arts/cultural development, job creation, and company relocation.

- Designed and managed budgets, publications, and events related to overall marketing of the area, such as arts and cultural festivals, web development, networking events, new marketing/ collateral materials, and advertising campaigns.
- Leveraged \$250,000 in public money to run \$500,000 marketing campaign.
- Published and distributed 100,000 *LIC Art Loop Maps*.
- Crafted campaign to relocate major entities, including MetLife and MoMA, accounting for 25 new companies and 1500 new jobs.

TIKKUN CAPE TOWN

Founder & Executive Director

Cape Town, South Africa

February 1998-April 1999

Founded a new school-based service-learning non-profit working in the townships outside Cape Town.

- Collaborated with various NGO's, government departments, school faculties, Jewish community, and funders.
- Developed model, proposals, and fundraised over R500,000 from international foundations, corporations, and local community.
- Taught in classroom component, and jointly facilitated leadership training for youth. Recruited, managed and professionally developed local staff; coordinated overall civil society linkages.
- Program has grown to serve over 2000 youth annually, with an annual budget over R2,000,000.

EAST BAY CONSERVATIONS CORPS

Community Service Project Coordinator

Classroom Fellow/ Teacher

Oakland, CA

May 1999- August 1999

October 1995- September 1997

Coordinated community service projects, building coalitions with non-profits, government, community, and youth. Provided comprehensive training for incoming staff and site-based management of twenty staff. Developed service-learning curricula, taught in classroom and extramural setting, and conducted large-scale teacher trainings to push for educational reform.

Other Relevant Experience

National Board of Advisors, The Amplification Project, New York, NY

2011- present

Secretary, Montrealite Board of Directors, Montreal, QC

2002-2004

Board of Directors Planning Team, American Friends of Ikamva LaBantu, New York, NY

2001-2003

Education and Training

Columbia University, New York, NY

May 2002

School of International and Public Affairs, Master of Public Administration

Concentration in Community Economic Development/ Advanced Management Techniques

Colby College, Waterville, ME

May 1995

B.A. Government/ African-American Studies

School for International Training- Ireland/Northern Ireland

Spring 1994

Peace and Reconciliation Studies

Tel Aviv University, Tel Aviv, Israel

Spring 1993

Other Interests: Adventure travel, skiing, mountain climbing, tennis, writing

Travels: East Africa, South Africa, North Africa, Patagonia, Eastern Europe, Western Europe, Mexico, Middle East

Publications

Gunton, Brad and Adam Rubin, "Branded Environments: Defining the Restructured High School Campus," New Visions for Public Schools, 2006.

Hendry, Diane with Adam Rubin and Queens Council on the Arts, "The Art Loop Map," Queens Council on the Arts with Long Island City Business Development Corporation, 2001.

Kern, Todd and Adam Rubin, "Designing the Future of Learning," 2Revolutions, 2012.

Kurgan, Laura and Adam Rubin, "From Large School Buildings to Small School Campuses: Orchestrating the Shift," New Visions for Public Schools, 2005.

Rubin, Adam, "Leveraging Change in Non-Profits: Social Entrepreneurship as Catalyst," Benevolat Montreal, April 2003.

Rubin, Adam, "New Visions Advocacy: Building Public Support for Your School," New Visions for Public Schools, 2007.

Rubin, Adam and Theresa Thanjan, "Young Citizens Center: Service-Learning Teacher's Guide," Citizens for NYC, 2004.

ALI BROWN

INSTRUCTIONAL DESIGN and FACILITATION EXPERIENCE

Director of Instructional Design and Facilitation (2Revolutions) (2015-present)

- Co-facilitated school-wide visioning and prototyping work Parker Varney Elementary School, supporting the school's rise from at-risk to the 2015 School of Excellence in New Hampshire.
- Designed and facilitated ongoing personalized, competency-based professional learning for Parker Varney Elementary School with a plenary satisfaction rating of over 90% and an active expansion of the effort across the Manchester, NH school district.
- Co-designed and co-facilitated Vanguard Schools initiative focusing on 1:1 learning in the Hillsboro, FL school district across 12 and growing schools with a plenary satisfaction rating of over 85%.
- Actively working with the Center for Innovation in Education on the Assessment For Learning Project, a nationwide effort to increasing student agency through assessment for learning practices and policies.
- Actively working with the Center for Innovation in Education on the Essential Skills and Dispositions Learning Network to design and lead work across New Hampshire and Colorado K-12 districts in order to increase attention and collective learning about 21st century success skills.

Founding Senior Director, History Achievement (Achievement First) (2008-2014)

- Designed K-12 Social Studies/History Program reaching more than 8,100 students across a network of 25 public charter schools and growing.
- Designed and managed all aspects of K-12 Social Studies/History Program including program vision, college readiness profiles, rigorous AP course of study, curriculum and assessment strategy, Common Core Literacy Standards integration, teacher and leader development, and instructional models and best practices.
- Rigorous, comprehensive, and innovative program seen as a model within and beyond Achievement First, drawing over 800 members and over 420,000 resource downloads on curriculum sharing website BetterLesson.com.
- Designed and facilitated ongoing professional development sessions for humanities teachers across 13 middle and high schools. Sample topics included close analytic reading, rigorous student discussion, argumentative writing, analyzing student work, crafting text-dependent questions, unpacking standards, designing essential questions, and multiculturalism. Session ratings averaged 4.7/5 or higher.
- Designed, coordinated, and delivered ongoing professional development for History teachers and teacher leaders, including observation and feedback, long-term coaching and mentorship, and collaborative curriculum and assessment development. 2013-2014 survey feedback yielded an overall rating of 5/5 from teacher leaders. Middle and high school history teacher retention rates were the highest in the Achievement First network, with rates above 80% for the past two school years.

Founding Curriculum Developer, Relay Graduate School of Education (2008-2012)

- Co-designed teacher graduate program content for Hunter College Teacher U Social Studies as part of the founding Social Studies Curriculum Team.
- Co-designed/designed teacher graduate program and course content for the Relay Graduate School of Education, including Secondary Social Studies courses and the Understanding by Design course. Courses among the most consistently highest rated during four year tenure.

Lead Consultant, New York State Social Studies Common Core Framework (2012-2014)

- Lead and executed extensive revision process of Social Studies Framework, including Key Ideas, Conceptual Understandings, and aligned content specifications for Kindergarten through 12th grade, impacting over 1.1 million students across the state.

- Lead designer of the New York State Social Studies Field Guide, providing guidance and resources for school leaders and teachers across New York State in designing curriculum, assessments, and instruction that integrate content in the Framework with Common Core Literacy Standards and social studies practices.

TEACHING EXPERIENCE

Graduate Instructor, Relay Graduate School of Education/ Hunter College Teacher U Program (2008-2012)
Courses taught include Understanding by Design, Secondary Social Studies, Integrative Seminar, Assessment, Elementary Social Studies, Art and Science of Effective Teaching.

Founding History Teacher, Achievement First Bushwick Middle School (2007-2008; Bushwick-Brooklyn, NY)
5th Grade History Teacher. History Coordinator.

Founding History Teacher, Democracy Prep Charter School (2006-2007; Harlem, New York)
6th Grade History Teacher. 2006 Nominee for the Peter Jennings Award for Civic Leadership (TFA Alumni).

Social Studies Department Chair and Teacher, T.T. Knight Middle School (2004-2006; Louisville, KY)
7th and 8th Grade Social Studies Teacher. Creator and facilitator of Adolescents for Action (AFA) school-wide program. 2004-2005 Jefferson County Public Schools Teacher of the Year nominee.

Duke University Talent Identification Program (summer 2004 and summer 2005)
Designed and taught undergraduate level sociology course, "Rethinking the American Society: Conflict, Power, and Justice." Average Course/Instructor Rating: 4.83/5.0.

Teach for America, Community Intermediate School 232 (2002-2004; Bronx, New York)
6th Grade Teacher. Teach for America School Leader. Creator and facilitator of three intervention programs: Real Women Book Club, Reading Buddies, and after school at-risk intervention and tutoring. NYC Regional Finalist for the 2004 Sue Lehmann Award within cohort of 500 Teach For America teachers.

ACTIVE FELLOWSHIPS

Pahara NextGen Leadership Cohort (March 2014-July 2015; active alumni)
Pahara Institute NextGen Inaugural Cohort: "The NextGen Network, a new leadership program to identify and develop exceptional, diverse, mid-career professionals with the potential to strengthen and shape the future of the educational excellence and equity movement."

EDUCATION

Pace University, MST, *Cum. GPA* 3.96 (August 2002-May 2004)

Indiana University, BA, *Cum. GPA*: 3.93 (January 1999 – May 2002)
Triple Major: Philosophy, Religious Studies, Sociology
GPA's in majors: Phil. 4.0; Rel. 3.89; Soc. 3.96
Graduation from Indiana University with Highest Distinction, General Honors, Departmental Honors
Phi Beta Kappa
2001 Palmer-Brandon Prize, 2001 Undergraduate Religious Studies Outstanding Student Award

ALLISON AKHNOUKH

experience

- 2015 - Present **2REVOLUTIONS, LLC** **BOULDER, CO**
Chief of Staff
- Manage all internal systems to ensure the financial and operational sustainability of the organization.
 - Oversee strategic planning with a focus on performance management.
 - Lead efforts to ensure strong internal culture as well as human capital support and development.
- 2013 - 2014 **ALLISON AKHNOUKH CONSULTING, INC** **BOULDER, CO**
President
- Provided strategic support to education reform organizations with a particular focus on next generation learning.
 - Clients included: 2Revolutions, Idaho Distance Charter Academy, Charter School Growth Fund, KIPP Foundation, Rocketship Education, The Learning Accelerator, Master Design Collaborative.
- 2012 – 2013 **CALIBER SCHOOLS** **SAN FRANCISCO, CA**
Founding CEO
- Launched a next generation Charter Management Organization (CMO).
 - Secured charter with Contra Costa County Office of Education for a K-8 school to open in Richmond, CA 2014.
 - Raised \$1.3M from funders including Silicon Schools Fund and Next Generation Learning Challenge.
 - Hired Founding School Leader and secured more than 350 signatures from interested families.
 - Ran a summer pilot with 55 students to test innovate components of the school model including multi-aged grouping and computer coding curriculum.
- 2009 - 2012 **KIPP FOUNDATION** **SAN FRANCISCO, CA**
Network Growth and Sustainability, Regional Director
- Supported the growth and sustainability of five KIPP regions (Bay Area: 7 schools, LA: 5 schools growing to 14, Colorado: 2 schools growing to 8, Austin: 4 schools growing to 10, Dallas: 1 school growing to 10).
 - Served as an advisor to KIPP Executive Directors in areas including: annual and long-term strategic planning, organizational design, leadership pipeline development, financial sustainability, etc.
 - Led KIPP's Growth Management process for the above five regions to ensure regional growth is built on the foundation of quality and sustainability.
 - Coordinated KIPP Foundation supports in service of the above regions and facilitate sharing of effective practices
 - Co-led KIPP's national blended learning efforts: launched RFP process, facilitated community of practice, led external communication strategy regarding KIPP's blended learning philosophy and strategy.
- 2005 - 2008 **OAKLAND UNIFIED SCHOOL DISTRICT** **OAKLAND, CA**
Director of School Portfolio Management, 2007-2008
Broad Resident, 2005-2007
- Designed and implemented OUSD's School Portfolio Management system to dynamically manage schools based on quality, enrollment and programmatic diversity.
 - Oversaw a team of six with three direct reports: Coordinator of Charter Schools, Coordinator of Tiered Accountability and Support, Demographer.
 - Managed all aspects of District leadership's decision making process regarding necessary adjustments within OUSD's portfolio of schools: school closures, new school openings, differentiated support.
 - Facilitated engagement process with communities at risk of school closure to ensure that decisions were informed by community opinion.
 - Launched a local accountability system (Tiered Accountability and Support) that elevated role of student level growth and achievement gap in schools' ranking while also improving alignment with State and Federal systems.
- Summer 2004 **LEADERSHIP PUBLIC SCHOOLS** **SAN FRANCISCO, CA**
Summer Associate
- Evaluated the organization's growth strategy and made recommendations on where the organization could most deeply impact under-performing school districts.
 - Analyzed the organization's long term financial sustainability. Assessed the strategic rational behind key operating assumptions impacting the organization's cost structure.
- 2001-2003 **EPIPHANY MIDDLE SCHOOL** **BOSTON, MA**
Director of Development

- Managed a \$1.6M Annual Fund and the launch of a \$5.0M Capital Campaign at an independent tuition-free middle school for low-income children.
- Created and implemented a comprehensive fundraising plan to transition the school from a start-up organization dependant on foundation funding to a mature organization with diverse and dependable revenue sources.
- Analyzed five year financial sustainability of school: recommended to the Board of Trustees a feasible revenue stream to fund annual operating budget and debt pay down schedule.

1999-2001 **LEHMAN BROTHERS** **NEW YORK, NY/ MENLO PARK, CA**
Financial Analyst, Retail and Consumer Group / Technology Group

- Developed valuation analyses, performed due diligence, and analyzed strategic issues for numerous companies in the Consumer and Technology industries.

Winter 1998 **ST. BRENDAN'S SCHOOL** **BANDELIERKOP, SOUTH AFRICA**
Teacher

- Taught two classes of 8th grade students and two classes of 10th grade students, average class size of 40 students.
- Designed and implemented an after school sports program for 600 students.

education

2003 - 2005 **HARVARD BUSINESS SCHOOL** **BOSTON, MA**
Master in Business Administration.

- Independent study with Clay Christensen to support research for *Disrupting Class*.
- Graduate School of Education course completed: "School Reform: Policy, Practice and Leadership".

1995 - 1999 **DARTMOUTH COLLEGE** **HANOVER, NH**
Bachelor of Arts in Philosophy, *cum laude*.

personal

2010- current Board Member, Great Oakland Public Schools

2008-2009 World traveler. Visited: Costa Rica, Peru, Bolivia, Argentina, Brazil, New Zealand, Indonesia, China, Burma.

BENJAMIN W. RAYER

CHIEF EXECUTIVE OFFICER/EDUCATION REFORMER

Experienced executive and entrepreneur with knowledge of education, finance and technology industries. Possesses excellent leadership skills and strong operations and financial background. Proven capacity to develop business ideas, execute plans and lead strategic work of organizations. Demonstrated capacity to raise start-up capital and lead entrepreneurial organizations. Talented public speaker and passionate education reformer. **Core competencies include:**

Entrepreneurship * Leadership * Strategic Thinking * Fundraising * Financial Analysis * Public Speaking
Professional Writing * Policy Analysis * Budgeting * Operations Management

PROFESSIONAL EXPERIENCE

TOUCHSTONE EDUCATION, Newark, NJ

(July 2011 – Present)

Fast growing education company reinventing school in America.

Founder, Chairperson and Chief Executive Officer

Envisioned idea, wrote business plan, raised start-up funding and lead company reinventing secondary school in America. Manage team responsible for expanding school network and designing high achieving school model.

- Raised \$8 million in start-up funds to design academic model and launch organization.
- Manage design team responsible for reinventing secondary school and implementing model across growing school network.
- Lead expansion efforts to grow school network across multiple regions while ensuring quality of academic outcomes.

RAYER & ASSOCIATES, Philadelphia, PA

(September 2010 - June 2011)

Owner operated consulting practice serving education reform clients.

Owner and Managing Partner

Operated education focused consulting practice serving clients including national foundations, school districts, charter schools and school investment funds. Projects included:

- Assisted Bill and Melinda Gates Foundation in developing district/charter collaboration compacts for nine cities across United States.
- Assisted Longwood Foundation and the State of Delaware in creating non-profit investment fund to develop high-performing charter schools in the state.
- On behalf of the Skillman Foundation, reviewed education reform plan designed for Detroit and provided suggestions to improve plan.

PHILADELPHIA SCHOOL DISTRICT, Philadelphia, PA

(December 2008 – August 2010)

Nation's 8th largest school system serving needy student population.

Chief Charter and New Schools Officer

Executive responsible for overseeing 100 charter, contract and new schools operated by the District. Initiatives included:

- Amended District policy to expand high performing and close low achieving charter schools in city.
- Led initiative to transform lowest performing District schools by turning over management to charter operators and organizations with proven track records of operating successful schools.
- Founded third-party \$100 million non-profit to incubate and support organizations to transform failing District schools in Philadelphia.

MASTERY CHARTER SCHOOLS, Philadelphia, PA (2005 - 2008)
High achieving charter school network now serving 10,000 students in a dozen schools.

President and Chief Operating Officer

Managed operations of \$40 million charter management organization educating 3,000 students in high performing charter schools. Responsible for finance, human resources, information technology, facilities and legal affairs.

- Schools closed achievement gap for minority students and increased state assessment achievement levels by an average of 50 percentage points in reading and math.
- School model recognized by U.S. Secretary of Education and promoted by federal government as a best practice strategy to turnaround nation's lowest performing schools.

THE BROAD FOUNDATION, Philadelphia, PA/Los Angeles, CA (2004 - 2005)
One of nation's leading education reform foundations.

Interim Director

Founding executive responsible for managing all aspects of Broad Residency program which trains high performing business managers to transition into leadership positions in urban school systems across the United States.

- Oversaw all aspects of program including designing curriculum, leading recruitment and placement efforts, teaching training sessions and managing employment of 50 Residents working across the United States.

PUBLIC FINANCIAL MANAGEMENT, Philadelphia, PA (1999 – 2004)
Nation's leading financial advisor to public sector and governmental entities.

Senior Managing Consultant

Managed issuance of \$750 million in tax-exempt securities for public sector entities and completed management reviews of governments that resulted in \$500 million in savings for clients.

PHILADELPHIA SCHOOL DISTRICT, Philadelphia, PA (1997 to 1999)

Special Assistant to the Superintendent

Implemented reform initiatives to improve the efficiency of one of nation's largest school districts and co-led implementation of organization's strategic plan.

ADVANTA CORPORATION, Philadelphia, PA/Taipei, Taiwan (1996 to 1997)
Formerly largest credit card lending corporation in the United States.

Senior Manager, International Business Development

Developed business case, created financial plan and managed implementation of Taiwan based financial services company. Also evaluated credit quality of Asian lending opportunities.

TEACH FOR AMERICA/LONG BEACH SCHOOL DISTRICT, Long Beach, CA (1991 to 1993)
One of California's largest and highest performing public school systems.

Elementary School Teacher

Successfully taught inner-city children by creating a data-driven education environment focused on student achievement.

EDUCATION

UNIVERSITY OF PENNSYLVANIA, Philadelphia, PA
Master of Government Administration (*e.q. magna cum laude*), 1995.

CORNELL UNIVERSITY, Ithaca, NY
Bachelor of Science with Distinction in Public Policy Analysis (*e.q. summa cum laude*), 1991.

BROAD CENTER FOR URBAN SUPERINTENDENTS ACADEMY, Los Angeles, CA

Nicole Falcone

WORK EXPERIENCE

2REVOLUTIONS, Education Design Lab, New York, NY

August 2012 – Present

Knowledge Manager

February – July 2011

- Support 2Rev principals and partners through the process of development, communication, change management and research to support the relationships with our partners across the country as we design new models of learning.
- Manage 2Rev knowledge team in the research, development and design of content for the 2Revolutions KnowledgeBase.
- Support and manage the development of 2Revolutions' social learning and networking platform.

RUNNER'S WORLD Magazine, Emmaus, PA

Sept. 2008 – Present

Freelance Writer

- Write articles on nutrition, training, and personal narratives. Conduct interviews and research as basis for articles.
- Work through revision process with section editors.

PARENT & CHILD Magazine, New York, NY

July 2011 – July 2012

Health Writer

- Write monthly Good Health section on medicine, nutrition, fitness, psychology, and more based on academic research, reporting, and interviews with experts in the field.
- Work collaboratively with section editor to edit and revise health section.

ST. PETER CATHEDRAL SCHOOL, Erie, PA

February 2012 – July 2012

English Teacher

- Provided primary instruction for seventh and eighth grade English and vocabulary courses.
- Developed and implemented curriculum and daily lesson plans in accordance with Pennsylvania Standards.
- Created diverse units, including poetry and theater, to expose students to a range of genres and enhance their interpretation and writing abilities.
- Focused on the importance of reading as a writer to model close reading that built critical thinking skills.
- Collaborated with other middle school teachers to create cross-curriculum opportunities.
- Used carefully crafted rubrics, verbal feedback, and other assessments to improve and structure students' work.
- Reached all learners through whole-class, small group and individual instruction.
- Differentiated instruction by using multiple teaching methods that included visual and auditory strategies.

Creative Writing & Technology Teacher

August 2011 – January 2012

- Created the school's first creative writing course, organized as a writer's workshop. Students experienced a mini-lesson on a certain creative writing skill, such as dialogue, simile, metaphor, characterization or plot and then practiced using this skill in their storytelling. Peer editing and feedback was modeled and a core component of the class.
- Provided differentiated technology instruction for kindergarten through eighth grades. Developed pertinent curriculum based on web design, exploring and understanding social networks and privacy and mastering core computer programs.
- Founded school's first Writing Club that met weekly. Students developed their voice as writers through exercises and free writes.

THE JOHNS HOPKINS MEDICAL LETTER: HEALTH AFTER 50

THE JOHNS HOPKINS WHITE PAPERS, New York, NY

June 2008 – Jan. 2010

Associate Editor; Editorial & Research Assistant

- Wrote and edited concise, informed pieces on medicine and health based on interviews with the world's leading medical experts at Johns Hopkins University School of Medicine.
- Researched the most up-to-date medical news from academic and consumer media outlets.

- Collaborated with editorial staff to develop content and story ideas.

EDUCATION

Teachers College, Columbia University, New York, NY
Master of Arts in Secondary English Education, February 2011

Lehigh University, Bethlehem, PA
Bachelor of Arts in English, Journalism, May 2008
Honors: Dean's List

Executive Summary

- Organizational development and capacity building (**D**)
- Strategic planning (**S**)
- Tactical, varied audience-aligned communication (**C**)
- Engagement with diverse constituent groups including boards, parent communities, students, volunteers and external audience (**E**)
- Change management facilitation in school-based, regional and national organizations (**CM**)
- Human-centered design strategy (**HCD**)
- Professional learning facilitation (**F**)
- Financial projection, budgeting (**B**)

Relevant Experience

The Donnell-Kay Foundation, Denver, 2014 – present

S, C, E, HCD, B

Chief Learning Designer, ReSchool Colorado Initiative

- Coordinate strategy for select partner out-reach
- Lead engagement strategies for co-designing with students, communities, business, policy leaders
- Design, test competency-based system and accountability framework for learners, birth to career
- Identify, integrate metrics to ensure quality and value of learning opportunities at a statewide, system level
- Articulate expectations, incentives, cultural characteristics, and supports required in the new system in order to attract, and retain top talent
- Document, communicate initiative status through multiple mediums
- Integrate the knowledge gained through the policy, engagement, and learning design into an overall vision and strategy for implementation

Expeditionary Learning, New York City, 2013 - 2014

D, S, C, CM, F, B

Director, Online Professional Development

- Align, monitor national organizational priorities in collaboration with Expeditionary Learning's team of programmatic directors
- Determine, promote technology and professional development integration with EL's program, product and school teams
- Target, re-design key national professional development opportunities to extend learning to blended environments
- Ensure scalability and sustainability of online and technology-based offerings, including managing budget, personnel
- Cultivate relationships with partner organizations in the use of shared tools, technology
- Lead design, implementation of online communities of practice for Bill and Melinda Gates grant, "Accelerating the Common Core"
- Plan, budget school cohort professional development treatments for US Department of Education Investing in Innovation validation grant
- Maintain, communicate a clear and current understanding of successful blended learning environments through research and evaluation

Graded, The American School of Sao Paulo, Brazil, 2010 – 2013

D, S, C, E, CM, F

Director, Teaching and Learning

- Establish, monitor a Framework of Teaching and Learning, coordinating outcomes for school-wide meeting structures, PK-12
- Align differentiated professional learning structures and faculty evaluation to school-wide improvement goals
- Plan, coordinate the instructional elements of the new teacher induction program through a blended learning environment
- Oversee, coordinate AdvancEd Accreditation and International Baccalaureate Organization program evaluation
- Provide leadership in the alignment and implementation of standards in each subject area, PK-12
- Design, coordinate a systematic school-wide curriculum review process
- Engage in assessment analysis and data-driven planning to inform improvement goals
- Lead school-wide, division-wide and team-based instructional workshops aligned to improvement goals
- Coach teams on the development of course and unit design within an Understanding by Design model
- Develop hiring protocol for senior administrative positions
- Consult on staff hiring and placement at job fairs and on-line systems
- Coach school leaders and school teams in their roles as instructional leaders and division managers
- Assist school leaders in monitoring and evaluating effectiveness of programs and instructional practices through Graded's Professional Growth and Supervision Plan
- Co- design, launch a new conference series, Innovate
- Institute equitable and transparent teacher leadership opportunities

Expeditionary Learning Schools, New York City, 2007-2010

D, S, C, E, CM, F, B

Colorado Regional Co-Director/School Designer

- Recruit, determine readiness for regional school partnerships
- Support onboarding of new schools with boards, leadership team, instructional staff
- Evaluate, coordinate, support team of regional Expeditionary Learning staff developers to deliver differentiated services at 18 different schools within regional budget targets
- Facilitate regional school leadership cohorts focusing on strategic planning, building capacity for instructional leadership
- Support effective data warehousing and mining routines to inform school improvement planning across the region
- Develop year-long work plans with schools aligned with school improvement process
- Provide effective school-based training and support for curriculum design in all core disciplines
- Implement school-wide coaching structures focused on school improvement plans
- Design, develop standards-based grading and reporting structures at multiple schools
- Assist schools in building distributive leadership structures
- Manage monitoring and evaluation systems for implementation of school goals in collaboration with leadership teams
- Deliver weekly school-wide professional development
- Support teachers in data analysis and development of student achievement goals
- Coach classroom teachers around instruction and lesson design

Additional Experience

Lincoln School, Kathmandu, Nepal 2005 - 2007

Teacher grades 9-10, Professional Development Coordinator, NESA school representative

Skyview Expeditionary Learning High School, Denver, CO 2004- 2005

Curriculum Director/Instructional Coach

International School Services, Princeton, NJ, 2000 – 2004

Teacher grades 6-10, Kerteh, Malaysia and Atyrau, Kazakhstan

Rocky Mountain School of Expeditionary Learning, Denver, CO 1997-2000

Humanities Teacher, High School Team Leader, Pre-service mentor

Gilpin County School District, Black Hawk, CO 1994-1997

Teacher grades 6-12, Department Chair

Academic University of Colorado, Boulder, CO

Preparation Master of Arts in Education, Instruction and Curriculum 1999

Indiana University, Bloomington, IN

Teaching Certificate, Graduate Level 1993

Bachelor of Arts, English 1991

Business Management Certificate, 1991

Relevant Empowering Differentiated Professional Learning with Digital Tools

Facilitation/ Engaging Communities Through Human-Centered Design

Workshops Building Effective Leadership Teams

Accelerating Teacher Transition Through Strategic Use of Social Media

Scaffolding Towards Standards in Portfolio-based Systems

School-wide practices of Deeper Learning competencies focused on curriculum and lesson design, literacy, assessment practices and building a culture of equity and high expectations (3 and 5 day institutes)

Prototyping Competency-Based Systems

Leveraging Advocates, Technology, and Relationships to Cultivate Student Agency

References Available Upon Request

Ms. Rose L. Colby

EDUCATION

Bachelor of Arts in Science. Emmanuel College. Boston, Ma. Major: Biology, Minor: Chemistry/Physics

Master of Science. Rivier College, Nashua, NH. Major: Biology

Advanced Graduate Studies, Administration Certification program, Rivier College, Nashua, NH.

PROFESSIONAL EXPERIENCE

Current:

- Consultant to NH Department of Education in Quality Performance Assessment state-wide project and Innovation Lab Network (CCSSO), 2012-3
- CompetencyWorks national advisory Board and contributing author, 2012-3
- National Governor's Association's Competency Education initiative, contributing consultant in Kentucky, Iowa, Pennsylvania, and New Hampshire, 2012-3
- Author of "Off The Clock: Moving Education from Time to Competency." Corwin Press. Publication in March, 2012
- Competency-Based Learning Pathway designer, 2 Revolutions Talent Cloud
- Competency Based Learning and Assessment Specialist providing consultation support to school and district leaders and teachers nationally
- Education Consultant providing school districts and professional development organizations with comprehensive high quality professional development support for teachers and administrators in the areas of standards-based grade reform, high quality assessment systems, differentiated instruction, coaching of administrators in walk-through observation and teacher evaluation, curriculum specialist with expertise in Understanding by Design curriculum framework
- Education Consultant , Nellie Mae Education Foundation, Supporting Student Success Project which supports development of competency based learning models, design of high school competencies to the Common Core Standards, and supporting the Next Generation Learning Project in New Hampshire 2007-10
C.A.C.E.S. Professional Development Center Project Director for the Nellie Mae Foundation Project: N.H. High School Redesign project Supporting Student Success through Extended Learning Opportunities 2006-2010: N.H. High School Competencies Project Director, C.A.C.E.S. Professional Development Center

2006-7: N.H. Dept. of Education evaluator for Highly Qualified Teacher assurance reviews for educators not working in a district covered by a master plan

March 2006-8. New England League of Middle Schools, Administrator in Residence: providing onsite consultation on middle level topics in urban, suburban, and rural school settings; trainer for Breaking Ranks in the Middle; presenter at regional conferences on differentiated instruction, the change process, supervision and evaluation for differentiated instruction and supervising marginal teachers.

July 2002-June 2003. N.H. Principal in Residence, N.H. School Administrators Leading with Technology Project funded by the Bill and Melinda Gates Foundation, Best Schools Initiative and N.H. School Improvement Program. This residency, during a sabbatical leave, supported the work of 86 principals and superintendents who participated in a unique professional development program exploring a standards-in-practice leadership project that advanced student learning; attended the National Gates Foundation Convening, Phoenix, AZ, the Principal's Leadership Network Conference, Mystic, Ct.; and was member of a team from the N.H. Department of Education attending the C.P.R.E. Compensation Systems Conference in Chicago, IL.

March 1996-2006. Principal, Mountain View Middle School, Goffstown, NH. (1997 and 2001 N.H. Dept. of Education School of Excellence Award Winner)

1991-March 1996. Assistant Principal, Mountain View Middle School. Goffstown, NH.

1989-91. Assistant Principal, Goffstown Area High School.

1982-89. Science Department Chairperson Goffstown Area High School, Grades 7-12.

1973-1989. Goffstown Area High School. Biology and Chemistry teacher.

LEADERSHIP ACTIVITIES

2006. NHASP Principal's Academy Planner and Facilitator.

2006-2008. Member of the NASSP National Middle Level Leadership Task Force.

Member of the Task Force of the NH Dept. of Education Minimum Standards Reform Project

N.H. Dept. of Education, Professional Standards Board member 2000-2006. Chairperson of the Principal Standards subcommittee of the Board; Professional Development and Curriculum Coordinator/Department Head Sub-Committees member

2003. President. New Hampshire Association of School Principals 2001-2. Project Coordinator. Principals' Project. Best School Leadership Institute Grant. 2002-3.

Member of the N.H. Higher Education Forum Compensation Systems Task Force.

POST SECONDARY TEACHING EXPERIENCE

2000-present. Plymouth State University. Adjunct Professor in Educational Administration Program. Courses include: Differentiated Instruction, Supervision and Evaluation, Leadership in Curriculum Development and Assessment

1997-99. Notre Dame College. Adjunct Professor in Middle Level Education.

PRESENTATIONS/WORKSHOPS

National Presentations on Learning Styles for National Association of Biology Teachers and National Science Teachers Association.
National Presentation on Leadership and Technology for National Association of Secondary School Principals
Regional Presentations for New England League of Middle Schools on Differentiated Instruction
Presentations on Standards Based Grade Reform, Competency Based Learning, and Millennial Learners.
Presentations for the N.H. Association of School Principals on H.Q.T., N.W.E.A. Assessment and various leadership topics.
Extensive statewide full and half day presentations on differentiated instruction and differentiated instruction for school leaders
National Presentations on school safety as part of the Laboratory Safety Institute, Curry College, Dr. James Kaufman, Director
Motivational speaker on differentiated instruction and digital learning
Presentations on school safety program planning

AWARDS

Nominated for Distinguished Graduate Division Teacher. Plymouth State College.
2001
Chosen by Manchester Magazine as one of the area's Best Teachers, Sept. 1988.
Nominated for Presidential Award Nominee for Excellence in Science Teaching 1983 and 1985.

CERTIFICATION

New Hampshire certification: Principal and Biological Sciences expires June 2015.

COMMUNITY ENGAGEMENT

2009 to present. Grants Manager. Friends of Big Island Pond
2008-2011. Elected member of the Town of Epping Budget Committee
2008. Chairperson of the Big Island Pond Milfoil Management Committee of the Big Island Pond Corporation