Comparing UI Students to Untreated Students on SOL performance

- Non-UI students limited to those students who scored in range 1 and 2 on Fall SGA to most accurately compare to UI students needing acceleration
- 3,042 UI students passed an SOL test in the Spring
- 42% of UI students who attended at least 10 learning sessions during the school year went from failing the Fall SGA to passing the Spring SOL test.
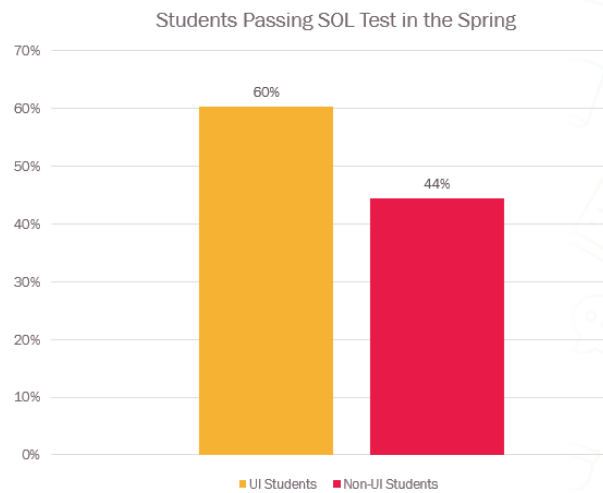
Students Passing SOL Test in the Spring

UI Students: 60%
Non-UI Students: 44%

■ UI Students ■ Non-UI Students

Figure 6. A Correlation Report that shows the number of students who attended at least 10 sessions went from failing the Fall SGA to passing the Spring SOL test.
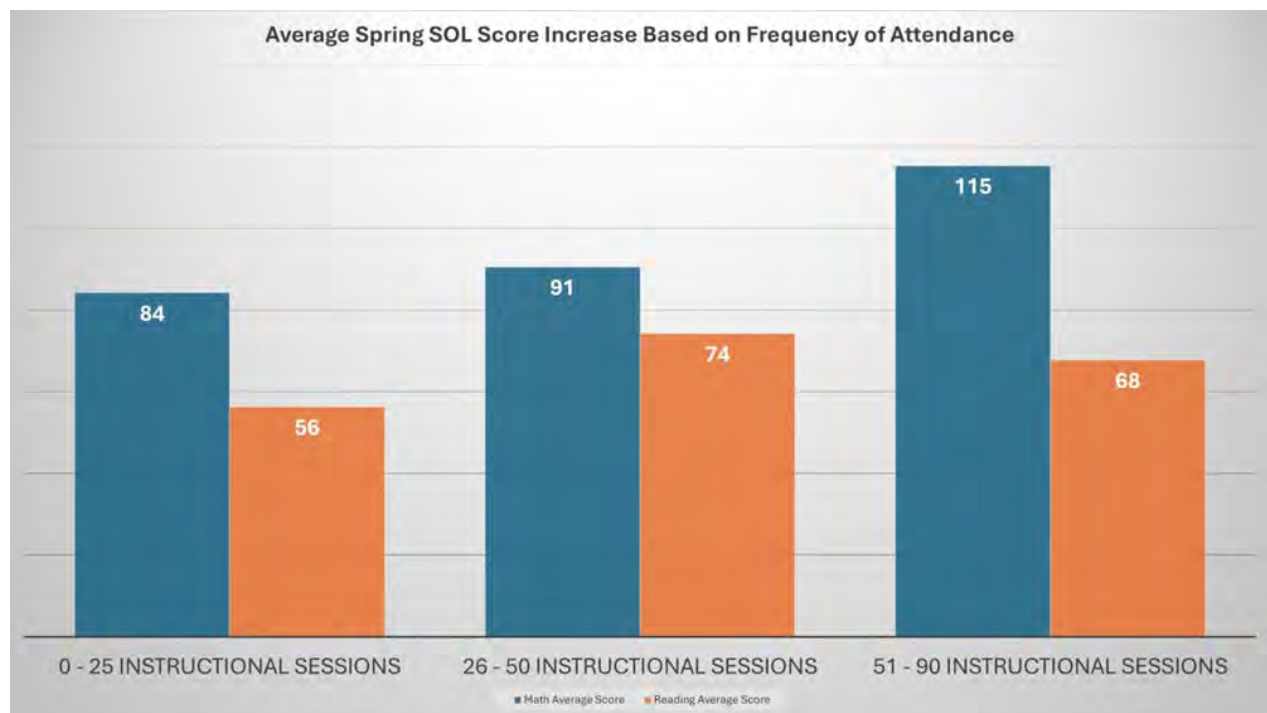
Average Spring SOL Score Increase Based on Frequency of Attendance

	Math Average Score	Reading Average Score
0 - 25 INSTRUCTIONAL SESSIONS	84	56
26 - 50 INSTRUCTIONAL SESSIONS	91	74
51 - 90 INSTRUCTIONAL SESSIONS	115	68

■ Math Average Score ■ Reading Average Score

Figure 7.

Figures 7, 8, and 9 illustrate Correlation Reports representing a partner district's desire to know how student attendance in small group instruction support sessions related to the average score increases on students' Virginia Standards of Learning assessments in Math and ELA. The reports demonstrate that the more sessions students attend the higher their average score in Math and ELA.
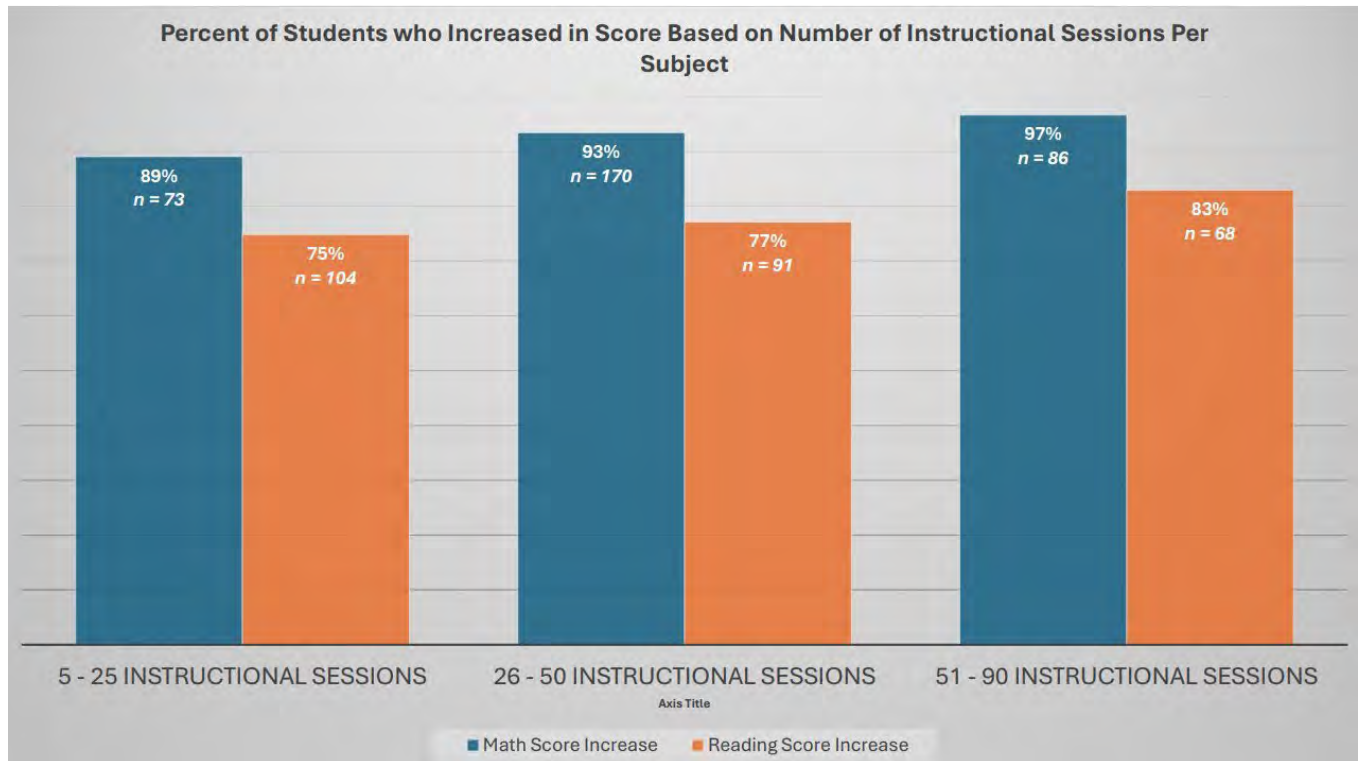
Percent of Students who Increased in Score Based on Number of Instructional Sessions Per Subject

5 - 25 INSTRUCTIONAL SESSIONS: Math 89% n = 73, Reading 75% n = 104

26 - 50 INSTRUCTIONAL SESSIONS: Math 93% n = 170, Reading 77% n = 91

51 - 90 INSTRUCTIONAL SESSIONS: Math 97% n = 86, Reading 83% n = 68

Axis Title

■ Math Score Increase   ■ Reading Score Increase

Figure 8.

Number of Learning Sessions correlated to SOL score improvement

- UI students who attended 25 or more learning sessions saw an average score gain of 23 points over those that attended less than 5 sessions.

- An increase from less than 5 to at least 10 sessions resulted in an average gain of 14 points of improvement on SOL Score
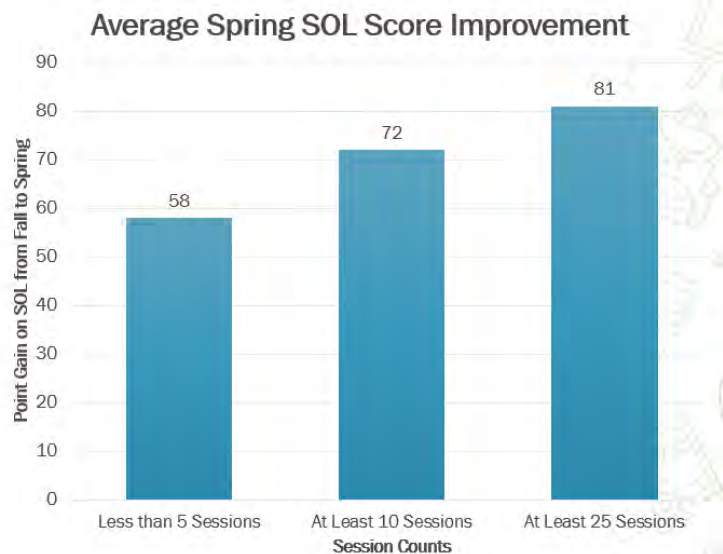

Average Spring SOL Score Improvement

Point Gain on SOL from Fall to Spring

Less than 5 Sessions: 58
At Least 10 Sessions: 72
At Least 25 Sessions: 81

Session Counts

Figure 9.

Percent of Students in Each Risk Category Per Testing Period
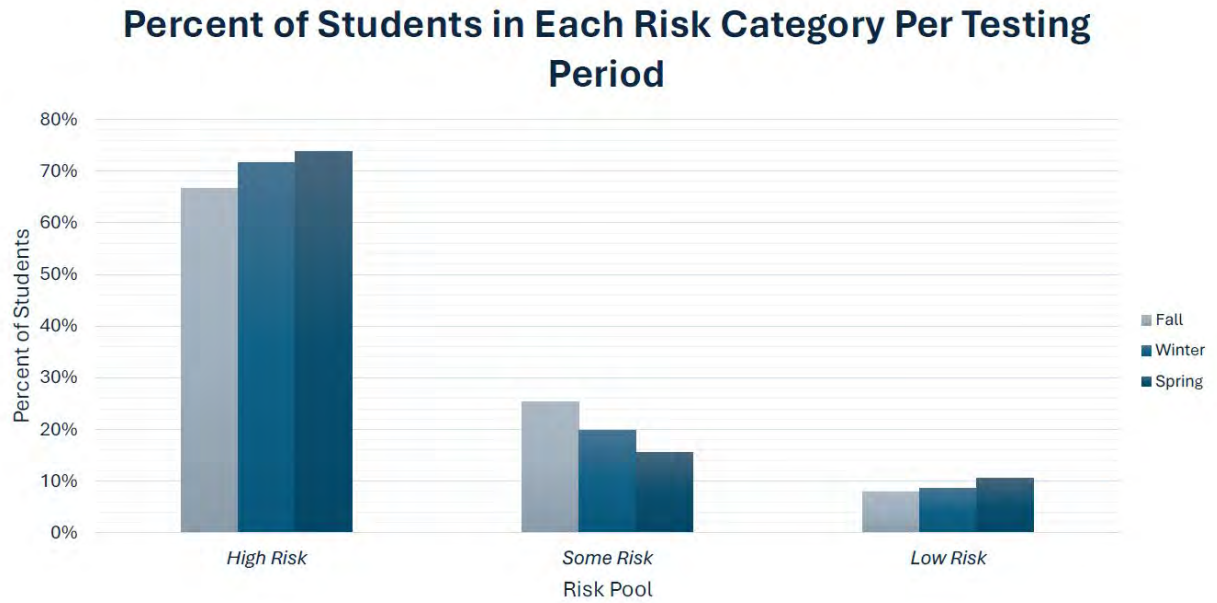

Figure 10. A Correlation Report demonstrating that UI met the partner districts' goal of implementing small group instructional support sessions to reduce the percentage of students at risk in ten of their schools. The report demonstrates the decrease in percentage of students at High Risk and Some Risk from the fall to winter and winter to spring data collection points.

In Summary: Collectively, the four phases of **UI's Approach and Methodology** deliver far more than personnel support -- it is a comprehensive, people-powered instructional transformation model. With a structured process grounded in customized design, talent quality, implementation excellence, and robust impact evaluation, UI helps district partners accelerate learning, close equity gaps, and achieve what matters most: **sustainable student success.**

UI's Tutoring Services

A. UI's Tutoring Services (TutorED™)

One of UI's most notable programs is TutorED™, a customizable tutoring and intervention service available during the school day, after school, during the summer, and virtually. UI's tutoring program focuses on providing standard-aligned instruction, monitoring student progress, and analyzing outcomes to support academic recovery for K-12 students both in-person and virtually.

☑ **TutorED™ Supplemental** is an entry level offering in the TutorED™ service line focusing on placing high-quality Instructors in schools. These Instructors possess content expertise and, at a minimum, a bachelor's degree in a related field. This service line is designed to provide supplemental instruction to individuals or small groups of students. Instructors focus on helping students to complete classroom assignments, homework, or to review prior learning. UI recruits and places Instructors in district schools in this model.

District partners also choose TutorED™ Supplemental to support district teachers by placing a UI Instructor in the classroom to assist with Tier I instruction. In this model, a UI Instructor supports whole group instruction by assisting the teacher with classroom management, assisting individual students by answering questions and checking classroom work, or they may provide some small group instruction as directed by the teacher. UI Instructors work directly with the classroom teacher(s) to support whole group instruction. This support includes monitoring student engagement, providing individual student support during whole group instruction, and assisting the classroom teacher with small group instruction.

This product offering is best used when school districts need a supplemental tutoring program to assist students with completing classroom assignments, to review prior learning, or when the school district needs qualified Instructors to assist with Tier I instruction. In addition to offering individual and small group instructional support to students, this model effectively increases student engagement and on-task behaviors in the core classroom.

☑ **TutorED™ Strategic Small Group** is at the core of UI's tutoring services and is differentiated from TutorED™ Supplemental through enhanced program management, data reporting, and instructional support. In this model, UI Instructors provide systematic, data-driven

small-group instruction in core academic subjects during a dedicated time in the class or school schedule. Typically, UI Instructors provide in-person instruction as full-time members of the school instructional support team. This allows schools to utilize UI Instructors to lead strategic small groups in conjunction with a structured RTI/MTSS model or serve alongside a teacher in a traditional classroom, providing an extra Instructor for small groups as part of the daily lesson/schedule. It also facilitates relationship building with school staff and students.

The Strategic Small Group model mirrors the latest research on effective characteristics of high-impact tutoring published by the National Student Support Accelerator (NSSA) out of Stanford University.

Elements of University Instructors' Strategic Small Group Instruction

1. **Small Groups** Four or fewer students in a group
2. **Consistent** Same tutor with same group of students
3. **High Dosage** Minimum three sessions per week
4. **During School** Supplements core instruction during the day
5. **Quality In-Person Tutors** Face-to-face instruction from trained professionals
6. **Learning Materials** High-quality resources aligned to district curriculum
7. **Data Driven Results** Collecting and reporting student progress

UI Instructors are assigned to a specific group of students who meet consistently and frequently using a district-provided curriculum or content created by a UI Instructor that is aligned to district curriculum. Sessions are differentiated for individual students and Instructors employ techniques and strategies that maximize student growth.

UI Instructors collect and record data for each tutoring session including length of session, standards taught, individual student participation and performance in UI's **TutorED™ Track** data program. This data is aggregated and reported to district leaders at regular intervals. This data can also be correlated to student performance on school benchmark or state assessments to demonstrate the impact of UI Instructors on student performance.

UI's expertise, capacity, and scale permit the company to maximize support in building foundational skills and focus on all elements critical to successful implementations: curriculum, instruction, assessment, project management, collaboration with all stakeholders and leadership, professional learning, and evaluation. Concentrating on these elements helps promote competency among the UI's instructional staff to recognize, exemplify, implement, and support the delivery of effective learning support in core subjects among Henrico County Public Schools' K-12 student population.

UI's evidence-based instructional strategies include student-centered academic support, individualized teaching strategies, and differentiated instruction that promote student confidence and mastery of basic and advanced academic skills. UI is confident that the design and collaborative partnership emphasized in this proposal will meet or exceed Henrico County Public Schools' expectations and deliverables. The results will be improved strategies and solutions designed to enhance student learning and academic performance in measurable ways.

UI's in-person/virtual tutoring and instructional support models align with research-based best practices for effective implementation, design, and delivery.

☑ **TutorED**™ **Virtual Tutoring** UI's virtual on-demand tutoring model is grounded in best practices for online instruction and designed to provide flexible, equitable academic support to students whenever they need it. By enabling real-time access to qualified Instructors utilizing scheduled appointments or real-time access, this model ensures immediate academic intervention and personalized assistance that aligns with each student's unique needs.

At the core of UI services is a comprehensive learning management system (LMS) that supports a robust tutoring experience. The LMS features an integrated set of tools for seamless student-Instructor interaction, including real-time video conferencing, chat, interactive whiteboards, and screen sharing. It also hosts a library of standards-aligned lessons, instructional resources, and assessments that Instructors use to tailor instruction. Students can revisit recorded sessions and instructional materials at any time, reinforcing learning beyond live interactions.

To promote accessibility and inclusion, UI's platform is multilingual. Students can receive tutoring in multiple languages, and the LMS interface supports language preferences to ensure ease of use for English learners and multilingual families. Instructors trained in culturally responsive practices and bilingual instruction are available to meet the linguistic and academic needs of diverse student populations.

Data transparency and accountability are fundamental to UI's approach. All tutoring sessions are logged automatically, capturing detailed data including participation times, Instructor notes, content covered, and engagement levels. This information supports accurate billing and is used to generate comprehensive reports for schools and districts. These reports track individual student progress and participation while demonstrating broader program impact. Embedded assessments further allow Instructors and administrators to monitor growth and adjust instruction based on real-time data.

UI programs also include a proactive approach to communication and engagement with families. Parents and guardians have secure access to the LMS to view session summaries, student progress reports, and upcoming tutoring opportunities. Communications are provided in

multiple languages, and support staff are available to assist families in navigating the platform. UI collaborates closely with school partners to identify eligible students and conduct targeted outreach campaigns—through school staff, email, text, and parent events—to ensure equitable recruitment and strong participation, particularly among historically underserved populations.

Through this scalable, multilingual, and data-driven on-demand tutoring model, students are provided with timely, high-quality academic support that drives measurable learning outcomes and supports district goals for equity and achievement.

UI's in-person and virtual tutoring and instructional support models align with research-based best practices (highlighted in the chart below) for effective implementation, design, and delivery.

Early Stakeholder Engagement	Teacher PD & Administrator Training	School-Based Coordination	Curriculum & Content Alignment	Alignment to District's Intervention Matrix
High Frequency & Dosage (2-3 times /week per student	Embedded Executive Functioning/SEL	Data-Driven Student Selection Process	District Framework with School-Level Scheduling	Intentional Data Use & Progress Monitoring
Emphasis on Relationship Building	In-Person Delivery Embedded During the School Day	Small-Group Size	Equity & Access as Base of Program Design	High-Quality Tutor Recruitment = Higher Retention

UI Specializes in Services Students of All Abilities

After 31 years of experience, UI understands that because no learner is the same, **ALL** students need different pathways that support their individual learning. UI has expertise in helping students who are not performing at grade level, and the company recognizes the benefits of collaborating to provide high-impact tutoring services. UI's small group interventions provide a methodology to support students of all ability levels, respond to individual learning needs, and provide equal opportunities to learn required skills.

UI's tutoring engagements, whether delivered in-person or virtual, are designed to support a broad and diverse range of students, with particular attention to those who benefit most from individualized instruction and targeted academic support.

These students often include:

1. **Students Performing Below Grade Level**
   UI's tutoring participants are identified through assessment data, teacher referrals, or district criteria as performing below grade level in core academic areas such as English Language Arts and mathematics. These students may struggle with foundational skills, conceptual understanding, or applying strategies independently and consistently.

2. **Students with Interrupted or Inconsistent Learning**
   Some students have experienced disrupted learning due to chronic absenteeism, mobility between schools, or external circumstances such as illness or family challenges. UI's tutoring provides a structured, stable learning environment to help these students regain academic continuity and confidence.

3. **English Language Learners (ELLs)**
   Students who are developing English language proficiency often require additional support in accessing grade-level content, building vocabulary, and improving reading comprehension. Tutors can tailor instruction to reinforce language acquisition while simultaneously addressing academic standards.

4. **Students with Special Learning Needs**
   While not a replacement for specialized instruction, tutoring can complement IEP or 504 Plan goals by reinforcing key skills, offering guided practice, and providing individualized pacing and scaffolding aligned with the student's needs.

5. **Students Identified for Acceleration or Enrichment**
   In some cases, UI's tutoring services are used to serve students who are on track or above grade level but would benefit from deeper engagement, enrichment activities, or preparation for advanced coursework.

6. **Historically Underserved or Marginalized Students**
   UI's tutoring programs prioritize equitable access by focusing on students from low-income households, students of color, and those attending under-resourced schools. These students may not always receive the personalized support they need during the school day, making high-quality tutoring an essential intervention.

Instructional Excellence, Alignment, and Student Mastery

UI's approach to curriculum use is rooted in flexibility and responsiveness. UI doesn't bring in a new curriculum that will create confusion and misaligned instruction between the teacher and UI Instructor. Instead, UI Instructors come alongside the teacher and master the district's grade level and subject specific curricula.

☑ Leveraging District Curriculum and Resources

UI recognizes that students benefit most when tutoring is closely aligned with the instructional materials they encounter daily. To support this, UI:

- **Collaborates with District Stakeholders**:
  Program staff partner with district leaders and educators to understand the core curriculum, pacing guides, priority standards, and supplemental resources already in use in the classroom. This ensures alignment between tutoring and Tier I instruction.
- **Trains Instructors on Local Curriculum**:
  UI staff provide onboarding and continuous support to UI Instructors on the district's materials, platforms, and assessment tools. This includes familiarization with:
  - Core ELA and math programs (e.g., Illustrative Math, Eureka, Open Up Resources, HMH, Amplify, etc.)
  - Learning management systems (e.g., Schoology, Canvas, Google Classroom)
  - Assessment platforms (e.g., i-Ready, NWEA MAP, Renaissance STAR, etc.)
  - Intervention and support tools (e.g., Lexia, DreamBox, Zearn)
- **Reinforces What Students Already Know**:
  UI Instructors build from the instructional foundation already in place, helping students revisit challenging concepts, practice with familiar materials, and preview upcoming content when appropriate.
- **Supports Curriculum Customization**:
  If a district uses teacher-created or modified curriculum, UI works to incorporate these resources into tutoring sessions by coordinating with district staff to ensure fidelity and consistency.

UI will apply the knowledge garnered over three decades to ensure a positive partnership with Henrico County Public Schools. To comply with all reporting requirements, UI has established project management processes and quality assurance systems to ensure a high degree of effective collaboration and the production of high-quality deliverables.

UI places a strong emphasis on systematic progress monitoring to ensure instruction remains tailored and effective. When classroom teachers, instructional support staff, and Instructors consistently track student progress in English Language Arts, Mathematics, or other content areas, they are better positioned to identify students in need of additional support, refine instructional strategies, and ultimately, drive stronger academic outcomes.

UI collects ongoing, session-level data through its proprietary **TutorED™ Track** platform. Instructors log data after each session, tracking attendance, content focus, student understanding (via a 4-point rubric), and qualitative observations. This data allows UI to:

- Adjust instruction in real-time
- Flag students for additional support or re-grouping
- Monitor fidelity of implementation

Central to this process is UI's proprietary **TutorED™ Track**, a secure data system Instructors use to record detailed student performance insights after each session. Features include:

- Real-time dashboards for administrators and teachers
- Session-specific data captured with custom tags (e.g., IEP goals, ELL supports, academic content)
- On-demand access to student progress reports, attendance patterns, and engagement trends
- Secure, FERPA-compliant data storage and retrieval

UI Instructors formatively assess the level of standard mastery for each student receiving instructional support during the prior week, a process that is wholly dependent on the level of data share by school/school district partners. All UI program models for TutorED™ (Strategic Small Group Instruction, Small Group All In, Embedded Whole Group, High-Intensity / High-Dosage / High-Impact Tutoring, and Algebra Readiness Initiatives) include methods to assess and adjust for student learning.

☑ UI's 4-Point Rubric of Student Understanding & Quick Checks

UI utilizes two key tools for formative assessment, 4-Point Rubric of Student Understanding *and* Quick Checks.

1) UI's **4-Point Rubric of Student Understanding**. This rubric is used across all tutoring sessions to capture real-time students' learning progress.

The rubric levels are as follows:

- 1 – Limited Evidence (Below Standard): The student exhibits incomplete understanding with frequent inconsistencies. Responses are often guesses, and explanations are minimal or absent. The student cannot apply known strategies or connect with prior learning. Near-total instructor guidance is required. Instruction focuses on prerequisite skills more than one grade level below the standard.

- 2 – Emerging (Approaching Standard): The student demonstrates partial understanding, such as selecting correct responses on basic recall questions. However, the student struggles with higher-order tasks like explaining reasoning or applying concepts independently. Instruction centers on bridging skill gaps that are up to one grade level below the expected standard.

- 3 – Proficient (Meets Standard): The student shows consistent understanding and can apply concepts with minimal support. Responses are generally accurate and reasoned, with growing independence in using strategies. Instruction focuses on reinforcing and extending mastery of grade-level standards.

- 4 – Advanced (Exceeds Standard): The student demonstrates a deep, flexible understanding of content and can apply concepts across new contexts. Explanations are articulate, and strategic thinking is evident. The student works independently and may serve as a peer model. Instruction emphasizes enrichment and advanced applications.

2) Quick Checks: **UI Quick Checks™** are standardized four-question, formative assessments designed to quickly and efficiently assess student mastery of standards taught during the prior week. Every question is designed to obtain valid, reliable results that are free from bias. UI Quick Checks™ are created and updated by UI's Department of Instruction to align to the current Virginia Standards of Learning in Mathematics and Reding/English Language Arts (ELA) in grades 3 – 12.

These exit ticket style assessments, which are administered once a week, provide UI Instructors with the data they need to modify their instruction to ensure all students grow and achieve in core subjects, especially Reading. English Language Arts (ELA) and Mathematics. They are also documents in data reports as an indicator on student mastery of state standards. This data set can then be correlated to performance on SOL tests to illustrate validity and reliability of these assessments in driving instructional choices. By embedding these rubrics into each tutoring interaction and using TutorED™ Track to monitor progress over time, UI equips Instructors and educators with the insights they need to make informed, responsive instructional choices.

HCPS' Requested Features for Face-to-Face and Virtual Tutoring

Typical Program Requirement	UI Compliance
UI staff are available and capable of coordinating with district/school staff to identify students' needs for tutoring and instructional services.	✓
Regular updates via reports and meetings with school staff about students' progress will either be scheduled or provided.	✓
UI will offer tutoring services in English and include, but not limited to, the following languages, most prominent in Virginia: • Spanish • Korean • Vietnamese • Chinese • Arabic • Amharic & Tigrinya • Hindi & Urdu • Tagalong • French • Other	✓
UI staff are capable of interpreting reports from: • iReady • STAAR • SOL • CAASPP • ACCESS • Edmentum • Lexia • STAR (Renaissance Learning) • DIBELS • MAP • aimswebPlus • VALLS • ZEARN • CANVAS	✓
Face-to-face tutoring will be available during regular school hours, before or after school, and on Saturdays.	✓
7:00 a.m. to 12:00 a.m. EST drop-in and on-demand tutoring for all subjects and grade levels.	✓
Students can submit questions for asynchronous responses or schedule a tutoring session for the future.	✓
Students and schools will have access to archives from virtual tutoring sessions and on-demand access to usage reports, student reports, and session archives.	✓
Provide essay review services with no more than a 24-hour response/wait time for feedback to students and exam preparation materials and video of sample problems that students can review and replay as often as needed.	✓
The district can limit student services usage according to budget and/or requirements (e.g., number of hours, days per week, session length, etc.).	✓

District Compliance & Compatibility with UI's Virtual Tutoring Programs

✅ **Platform Access and Technical Requirements**

✅ **Tutoring Platform Overview**

Participating students will receive access to a secure, vendor-provided online tutoring platform. UI utilizes an established, evidence-based platform to deliver high-quality, data-driven tutoring support. Below is an overview of the platform's capabilities and technical features.

✅ **Platform Capabilities**

- **Rostering & Integration:**
  The platform supports seamless rostering through integrations with common Student Information Systems (SIS) using tools such as Clever and ClassLink. Student data is automatically imported, creating individualized profiles for each learner.

- **Single Sign-On (SSO):**
  Students can access the platform using existing school credentials via Google Authentication. Integration with Clever further streamlines SSO and login procedures.

- **User Accounts & Access:**
  Each student is provided with a secure user account, enabling access to session data, attendance records, and progress reports. Role-based access ensures students only view content appropriate to their role.

- **Parent & Guardian Access:**
  Parents may be granted administrative privileges to manage or view their child's account, depending on district preferences.

- **Bulk Upload Support:**
  Districts can provision accounts through secure bulk upload tools if SIS integration is not available.

- **Security & Privacy:**
  The platform adheres to strict role-based permission protocols to protect sensitive student data. All data is securely hosted in AWS data centers, which comply with rigorous standards for physical security, disaster recovery, surveillance, device management, and operational governance.

✅ Authentication & LDAP Integration

- **Authentication Methods:**
  The platform supports Lightweight Directory Access Protocol (LDAP) and OAuth 2.0 for integrated user authentication and secure single sign-on.

  - ✓ Google Authentication is supported across all devices.
  - ✓ Clever and ClassLink provide robust options for both authentication and rostering.

- **Implementation Methodology:**
  UI ensures smooth deployment of LDAP connections and SSO capabilities by working directly with district IT teams to configure necessary integrations, maintaining security while minimizing login friction for users.

Minimum Technical Requirements

✅ Supported Devices

- Chromebooks, Windows 10+ devices, and iPads
- Modern desktop or laptop (Windows or Mac) with built-in webcam and microphone preferred
- Tablets can be used, though functionality may be limited in some cases (e.g., screen sharing on iPads)

✅ Operating Systems

- Windows 10, 11 and newer
- macOS 10.12 Sierra and newer
- Chrome OS
- Linux (modern distributions)

✅ Web Browsers

- **Supported:**
  - o Chrome (Preferred)
  - o Edge
  - o Safari (Limited screen-sharing functionality)
  - o Firefox (Version 86 not supported; newer versions offer partial support)
- **Not Supported:**
  - o Internet Explorer

- o Older versions of any browser may lead to degraded performance

✅ **Internet Connectivity**

- **Minimum:** 1.5 Mbps for basic platform access
- **Preferred:** 25 Mbps for optimal classroom and video performance
- The platform includes adaptive features that scale video quality to match available bandwidth

✅ **Plugins**

- No browser plugins required; the platform is entirely web-based

Preferred Technical Specifications (for Optimal Performance)

- **Devices:**
  - o Desktop/laptop within 4 years old (Mac or PC)
  - o Headset with boom microphone to reduce background noise and echo
  - o Webcam with 720p resolution for document and homework visibility
- **Operating Systems:**
  - o Most recent OS versions for full feature compatibility
- **Web Browsers:**
  - o Current versions of Chrome or Edge are recommended
- **Network Considerations:**
  - o Stable, high-speed Wi-Fi or wired Ethernet connection
  - o Adaptive technology minimizes disruptions on slower connections
- **Device-Specific Notes:**
  - o iPads cannot share screens but can receive screen sharing
  - o Google Authentication works consistently across platforms

UI ensures all participating students can access the tutoring platform using modern, commonly available devices such as Chromebooks, Windows 10+ laptops, and iPads. With secure SSO, streamlined rostering, and minimal technical barriers, the platform supports easy, consistent access for students, families, and educators. Higher-speed internet and modern hardware are recommended for the best user experience, though the system is designed to adapt to a range of environments and devices.

Client	**Portsmouth Public Schools**
Project	**District-Wide Strategic Small Group Tutoring for Grades K - 8**
Timeframe	July 2023 – present
Scope	UI currently partners with Portsmouth Public Schools (PPS) on a diverse scope of work that includes: • Strategic small group instruction with K-8 students identified by school leadership aligned with VDOE standards • Turnkey project management and site-based coordination with all participating schools • Instructional alignment with district content and initiatives • Student performance monitoring and data reporting to district program stakeholders
Key Achievements	• 85+ Instructors placed • 95,000+ hours of support provided SY24-25
Client Contact(s)	**Name**: Dr. Nicole DeVries **Title**: Chief Academic Officer **Company**: Portsmouth Public School District **Address**: 3651 Hartford Street, Portsmouth, VA 23707 **Email**: nicole.devries@portsk12.com **Phone**: 757.393.8556

Client	**Loudoun County Public Schools**
Project	**District-Wide Strategic Small Group Tutoring for Grades 3 - 8**
Timeframe	October 2022 – present
Scope	UI currently partners with Loudoun County Public Schools Charleston County School District (CCSD) on a scope of work that includes: • Strategic small group tutoring to grades 3 to 8 in ELA and Mathematics • Individualized instruction using best practices with small group ratios • Progress monitoring of student achievement and comprehensive reporting by students and schools • Strategic scheduling to ensure dynamic opportunities for supplemental instruction time for students • Instructional alignment to district content, initiatives, and goals • Turnkey project management and site-based coordination with all participating schools • instruction with students identified by school leadership aligned with VDOE standards • Turnkey project management and site-based coordination with all participating schools
Key Achievements	• 35+ Instructors placed • 20,000+ hours of support provided in SY24-25
Client Contact(s)	**Name**: Dr. Ashley Ellis **Title**: Chief Academic Officer **Company**: Loudoun County Public Schools **Address**: 21000 Education Court, Ashburn, VA 20148 **Email**: ashley.ellis@lcps.org **Phone**: 571.252.1081

Client	**Virginia Beach City School District**
Project	**District-Wide Core Tier & Small Group, for Grades 6-12**
Timeframe	September 2017 – present
Scope	UI currently partners with Virginia Beach Public School District (VBPS) on a diverse scope of work that includes: • Direct, in-person support for district instructional staff in classrooms to promote bandwidth and instructional initiatives for identified secondary school sites • Tier I core instruction and support provided for identified classrooms without a certified teacher or lacking qualified instruction • Support to secondary students in core content areas to include math, science, history & language arts with majority focus on secondary math • Turnkey project management and site-based coordination with all participating schools. • Instructional alignment with district content and initiatives • Student performance monitoring and data reporting to district program stakeholders
Key Achievements	• 100+ Instructors placed • 48,000+ hours of support provided SY22-23
Client Contact(s)	**Name**: Don Robertson **Title**: Superintendent **Company**: Virginia Public School District **Address**: 2512 George Mason Drive, Virginia Beach, VA 23456 **Email**: donald.robertson@vbschools.com **Phone**: 757.263.1007

Client	**Newport News Public School District**
Project	**District-Wide Core Tier I and Strategic Small Group Support for K-12 Students**
Timeframe	Sept 2019 – present
Scope	UI currently partners with Newport News Public School District (NNPS) on a diverse scope of work that includes: • Direct, in-person support for district instructional staff in classrooms to promote bandwidth and instructional initiatives for identified secondary school sites • Tier I core instruction and support provided for identified classrooms without a certified teacher or lacking qualified instruction • Support to K-12 students in core content areas to include math, science, history & language arts with focus on elementary science of reading • Turnkey project management and site-based coordination with all participating schools. • Instructional alignment with district content and initiatives • Student performance monitoring and data reporting to district program stakeholders
Key Achievements	• 100+ Instructors placed • 80,000+ hours of support provided SY22-23
Client Contact(s)	**Name**: Dr. Kipp Rogers **Title**: Chief Academic Officer **Company**: Newport News Public School District **Address**: 12465 Warwick Blvd., Newport News, VA 23606 **Email**: kipp.rogers@nn.k12.va.us **Phone**: 757.591.4500

Client	**Richmond Public Schools**
Project	**District-Wide Strategic Small Group Tutoring for K-12 Students**
Timeframe	January 2023 – present on this project. *Interestingly, Richmond was UI's 1st client, and we have collaborated with the district on a variety of engagements since 1998.*
Scope	UI currently partners with Richmond School District (RPS) on a scope of work that includes: • Strategic small group instruction with students identified by school leadership aligned with VDOE standards • District-wide instruction to K-12 students in all core content areas • Tier I core instruction and support for identified classrooms without certified teacher or lacking qualified instruction • Turnkey project management and site-based coordination with all participating schools. • Instructional consultation to maximize program design and outcomes • Alignment with district academic initiatives and goals • Student performance monitoring and data reporting to district program stakeholders
Key Achievements	• 125+ Instructors placed • 25,000+ hours of support provided SY23-24
Client Contact(s)	**Name:** Sidney Gunter **Title:** Director, Academic Supports & Programs **Company:** Richmond Public Schools **Address:** 2120 Fendall Ave, Richmond, VA 23222 **Email:** sgunter@rvaschools.net **Phone:** 804.780.7757

References for UI's Tutoring Services

Reference 1	
Client Name:	Denver Public Schools
Address:	1860 Lincoln Street	Denver, CO	80203
Services Provided:	Early Literacy (K-4) Tutoring
Date(s) of Services:	October 2022 - 2024
Contact Name/Title:	Bridgett Bird, Director – Growth & Performance
Phone No.:	720-423-3200
Email Address:	bridgett_bird@dpsk12.net

Reference 2	
Client Name:	Cobb County School District
Address:	514 Glover Street	Marietta, GA	30060
Services Provided:	District-Wide K-12 Tutoring Services
Date(s) of Services:	October 2021 – April 2024
Contact Name/Title:	Kelly Metcalfe, Assistant Superintendent Teaching & Learning
Phone No.:	770-426-3323
Email Address:	kelly.metcalfe@cobbk12.org

Reference 3	
Client Name:	University of Florida – Lastinger Center
Address:	618 SW 11th Street Suite 0711	Gainesville, FL	32601
Services Provided:	State-Wide Tutoring Advantage Program
Date(s) of Services:	November 2024 - present
Contact Name/Title:	Dr. Lee Delaino, Operations Manager, Florida Tutoring Advantage
Phone No.:	352-395-5387
Email Address:	leedelaino@coe.ufl.edu

Reference 4	
Client Name:	Norfolk Public Schools
Address:	800 E. City Hall Avenue	Norfolk, VA	23510
Services Provided:	Core Tier I Instruction Support
Date(s) of Services:	January 2022 - present
Contact Name/Title:	Dr. James Pohl, Chief Academic Officer
Phone No.:	757-628-3989
Email Address:	jpohl@nps.k12.va.us

UI's Independent Instruction Services

B. UI's Independent Instruction Services (InstructED™)

As the demand for qualified educators continues to rise, there is an urgent need to explore innovative and sustainable solutions to rebuild a highly-qualified educator workforce. In response, UI developed **InstructED**™.

UI offers essential instructional human capital through InstructED™. UI's InstructED™ programs are designed to address the teacher shortage crisis head on by providing school districts with experienced Instructors who can provide high-quality Tier I instruction. UI Instructors are experienced, knowledgeable in their subject matter and meet provisional licensure qualifications to provide instruction in core subjects as well as special education teaching assignments, enabling the district to ensure no classroom is left without a qualified teacher. Staff are placed as individual Instructors or paired with a district teacher/long-term substitute. These services enable districts to provide schools with strategic staffing solutions based on their hiring needs and most importantly, ensure students do not miss essential instruction in core content areas. UI provides training and instructional supervision to Instructors placed in this model, both prior to classroom placement and job-embedded throughout the school year.

UI offers three models in the InstructED™ service line. Each model has a specific structure, but like all of UI's offering, each can be customized to meet the needs of district partners and include all of the features outlined in Section V: UI Approach and Methodology, meaning InstructED™ programs benefit from the same level of customized planning and design; recruitment efforts; program implementation and management; and program evaluation and data services.

☑ **InstructED**™ **Core Instructional Support Side-by-Side** pairs an experienced educator with a school district staff member to provide core instruction and real-time instructional support to students, ensuring classroom success. This service is ideal for any classroom where the district staff member may need added support, be it due to a long-term substitute, a novice teacher in a high-stakes grade/subject, the need for a co-teacher model or larger classroom enrollment. The UI Side-by-Side Instructor serves as a collaborative partner with the district staff member in the classroom.

In many cases, the UI Side-by-Side Instructor serves as the content expert who delivers the bulk of the whole group instruction, but this model also works well in a true co-teaching setting where both Instructors work together to leverage each Instructors' strength and experiences to maximize student learning.

☑ **InstructED**™ **Core Instructional Support Independent** In this model the Independent Instructor can serve as the teacher of record for a class of students and provides daily, district-

curriculum aligned, core content instruction. Instructors are experienced educators responsible for planning, delivering instruction, and assessing student learning. They work independently within a core classroom but collaboratively with school grade level or departmental teams to plan, deliver, and assess student learning. This solution provides an alternative to hiring long-term subs who may not be able to deliver core content in depth or adjust instruction based on a daily understanding of student learning. While Instructors in this model are not district staff, they operate largely as any other teacher in the school would, participating in planning meetings, preparing and submitting lesson plans, and administering required assessments.

UI's recruitment team sources and hires highly qualified content experts for these positions. Many of them are former educators who have allowed their licensure to expire or have moved to a new state and are working towards certification. Another subset of Independent Instructors are recent graduates who have a degree in a related field and teaching experience, but no license. UI's comprehensive approach and methodology serves all Independent Instructors to ensure their success.

☑ **InstructED™ Teacher Pathways** UI knows that districts are interested in sustainable human capital solutions that positively impact student learning. UI's strategic approach to alleviating the shortage is to create streamlined pathways for experienced Instructors to become licensed teachers through alternative certification programs. Instructors often have direct classroom experience, subject matter knowledge, and strong relationships with students, making them well-suited candidates for teaching roles. By offering flexible, competency-based training programs that recognize prior instructional experience, states and districts can fast-track individuals into the teaching profession without sacrificing rigor. Additionally, providing financial incentives, mentorship, and support networks during their transition can ensure these new educators thrive in the classroom. This strategy not only addresses the shortage but also helps diversify the teacher pipeline and elevate paraprofessional roles into long-term careers in education.

These alternative pathways not only expand the teacher pipeline but also help diversify the profession by opening doors for individuals from various educational and cultural backgrounds who may not follow traditional teaching degree paths. These services are designed to directly support school districts in a highly customizable manner to meet the specific needs of partner districts.

UI build upon the company's Temp-to-Hire model with the InstructED™ Teacher Pathway model, assisting district partners in creating sustainable employment pipelines to address Pre-K-12 staffing shortages.

As one of UI's fastest growing services, InstructED™ Pathways is essentially a Core Instructional Support to support UI Instructors in their journey to licensure. UI establishes and tracks teacher credentialing milestones throughout an Instructors' contract period with the goal of having

individuals eligible for teacher licensure at the program's conclusion. Once an InstructED™ hire has completed a program year and attained provisional licensure, they are eligible for district hire at no additional charge to the district.

For each of UI's InstructED™ products, UI provides comprehensive support to each Instructor serving K-12 students. This takes the form of extensive training and professional learning before they enter the classroom as a Tier I Instructor. Training and professional learning continue throughout their placement via in-person and virtual learning. All training is customized to the individual Instructor's background, content area, and grade level placement.

Instructional Support for InstructED

Experienced Educators

Local in-person with experience

- Curriculum Specialists
- Principals
- District Leaders
- Superintendent

Professional Learning

- Planning high-quality instruction
- Content specific high-yield strategies with emphasis on Science of Reading and Math
- Assessment of Learning
- Establishing Inclusive Learning Environment for All

Classroom Observations and Instructional Coaching

- Weekly in-person observations
- Ongoing mentorship
- Instructional coaching through coaching plan to include modeling best practices. co-teaching, and documented progess in attaining instructional goals

Documenting Classroom Performance

Instructors evaluated by certified leaders to document instructionalgrowth and readiness for district hire

Guiding this professional learning and training is UI's local in-person team that includes Program Management staff and an assigned Academic Specialist. Assigned to each program, these team members are all experienced educators, many of which are former principals, curriculum specialists and district leaders.

Finally, UI's team of Academic Specialists observe and evaluate each InstructED™ Instructor in the classroom. Academic Specialists are all experienced K-12 educators who have served as school or district leaders. Their expertise in mentoring and coaching Instructors is an invaluable support in each Instructor's journey to becoming a successful teacher. This formal evaluation is shared with district and school leaders to demonstrate growth of each Instructor and to also use as a tool to certify readiness for district hire at the end of the program year.

InstructED™ Measures of Success

InstructED™ differs from UI's TutorED™ service line in how the tracking and reporting of program success occurs since it is focused on whole group instruction rather than small group tutoring. Measures of success that district partners typically communicate are:

1. **UI Hiring and Placing Instructors** - UI tracks and reports success rate on hiring and placing instructors that districts need throughout the program duration by subject area and school.

2. **Retention Rate for UI Instructors** – UI typically places instructors in hard to staff classrooms. Retention of UI Instructors during the program is a key measure of success. UI's wrap around supports from Program Management and Academic Specialists is a key reason for high Instructor retention.

3. **For Pathway Programs** - UI tracks and reports Instructor progress on successfully attaining their license during the program. Reporting is broken down to include success on each test, course, and exam. All documentation on licensure is shared with UI's district partners to easily enable license application process.

4. **District Hires** - Since all InstructED™ Instructors are eligible to be hired by the district at the conclusion of the school year, UI also tracks and reports that information as a measure of success. Remember, UI's mission is to create teacher pipelines, thus every UI Instructor who is successfully prepared to be hired by a district partner is a tangible example of UI achieving its mission.

5. **Instructor Evaluation** - UI's instructional supervision team formally evaluates each InstructED™ Instructor and reports those results to UI partners.

A sampling of quotes and qualifications from UI's InstructED™ programs follows.

We are definitely seeing an increase in alternative teacher credentialing.

- Principal, California

The tutors UI brings in are good people. And the school does not have to say this person isn't working out. They do a good job vetting people before they send them out to the school.

- Former COI, North Carolina DPI

The number of alternative credentials has increased in recent years but not enough to make up for the decline in teachers leaving.

I recommend UI for the quality of people we get from them, the quality of preparation they have, and the relationship I have with them.

- Principal, Hampton City Schools

With respect to the likelihood that school district partners would continue using instructional staffing partners, University Instructors has one of the strongest levels of commitment @ 91%

I worked with UI to get kids extra tutoring for almost 15 years, and they are excellent!

- Former State Superintendent of Public Instruction, VDOE

UI's offering prioritizes in-person engagement in small groups. It's perceived to be the most high quality means of delivery.

University Instructors is one of the companies that follows North Carolina's strict guidelines..

Client	**Jefferson County Public Schools**
Project	**District-Wide Core Instructional Tier I and Instructional Assistant Support for Exceptional Child Education Early Childhood & K-12 Students.**
Timeframe	February 2023 – present
Scope	UI currently partners with Jefferson County Public Schools (JCPS) on a scope of work that includes: • Direct in-person support for district instructional staff in classrooms to promote bandwidth and instructional initiatives • Tier I core instruction and support provided for identified classrooms without certified teacher or lacking qualified instruction • Instructional Assistant support to K-12 and early childhood classrooms supporting students and teachers with individualized student needs • Turnkey project management and site-based coordination with all participating schools • Instructional alignment with training, development, district content, and initiatives
Key Achievements	• 215 instructions/ instructional assistants placed • 125,000+ hours of support provided SY24-25 • 80+ school sites received high-quality support
Client Contact(s)	**Name**: Kim Chevalier **Title**: Chief of Exceptional Child Education **Company**: Jefferson County Public Schools **Address**: 3332 Newburg Road, Louisville, KY 40218 **Email**: kimberly.chevalier@jefferson.kyschools.us **Phone**: 502.485.3664

Client	**Charlotte-Mecklenburg Schools**
Project	**Core Tier I Instructional Support**
Timeframe	July 2024 – present
Scope	UI is currently partnering with Charlotte-Mecklenburg Schools to provide core content instruction at a separate school for students requiring behavioral or emotional support as well as instruction. The scope of work also includes: • Direct in-person support for district instructional staff in classrooms to promote bandwidth and instructional initiatives for identified classrooms • Tier I core content instruction and support provided for identified classrooms alongside Exceptional Education Certified Teacher • Turnkey project management and site-based coordination with all participating schools • Instructional alignment with district/school content and initiatives
Key Achievements	• 10 Instructors place • 11,000+ hours of instructional support provided in SY24-25 • 40% reduction in out of school time for students
Client Contact(s)	**Name**: Dr. Heather Lemmons **Title**: Executive Director of Exceptional Children **Company**: Charlotte-Mecklenburg Schools **Address**: 4421 Stuart Andrew Boulevard, Charlotte, NC 28217 **Email**: heather1.lemmons@cms.k12.nc.us **Phone**: 980.343.6960

References for Independent Instructional Services

Reference 1

Client Name:	Loudoun County Public Schools
Address:	21000 Education Court	Ashburn, VA	20148
Services Provided:	Instructors to lead identified SPED classrooms/programs
Date(s) of Services:	April 2012 - Present
Contact Name/Title:	Ashley Ellis, CAO
Phone No.:	571-252-1081
Email Address:	Ashley.Ellis@lcps.org

Reference 2

Client Name:	Duval County Public Schools
Address:	1701 Prudential Drive	Jacksonville, FL	32207
Services Provided:	InstructED™
Date(s) of Services:	May 2024 - Present
Contact Name/Title:	Michael Ramirez, Chief of Staff
Phone No.:	904-390-2115
Email Address:	ramirezMJ@duvalschools.org

Reference 3

Client Name:	Virginia Beach Public Schools
Address:	2512 George Mason Drive	Virginia Beach, VA	23456
Services Provided:	Inclusion Instructional Assistants
Date(s) of Services:	January 2015 - Present
Contact Name/Title:	Cheryl Woodhouse, Chief of Staff
Phone No.:	757-263-1007
Email Address:	Cheryl.Woodhouse@VBSchools.com

Reference 4

Client Name:	Portsmouth Public Schools
Address:	801 Crawford Street	Portsmouth, VA	23704
Services Provided:	InstructED™ Independent and TutorED™ Strategic Small Group
Date(s) of Services:	August 2001 - Present
Contact Name/Title:	Dr. Nicole DeVries, Chief Academic Officer
Phone No.:	757-393-8751
Email Address:	nicole.devries@portsk12.com

UI's Custom Pathways & Staffing Services

C. UI's Custom Pathways & Staffing Services

Teacher Pipelines & Pathways

EDforce™ assists districts and states in building sustainable employment pipelines to address PK-12 staffing shortages, with a focus on preparation and instructional skill. UI has a deep understanding of the complexities involved with building solutions that not only provide districts with a strong pool of highly-qualified educators but also candidates who are able to successfully meet state licensure requirements. With over a decade of expertise in federal and state education talent policy, UI partners with both school districts, state education agencies and other educator preparation programs to create and deliver customized solutions to strengthen the overall teacher pathway environment, including but not limited to, developing solutions that provide for more candidates successfully meeting full licensure requirements from required coursework to targeted test preparation to completing all documentation to gain a full teaching credential.

UI's EDforce™ provides customized district and/or state solutions to increase teacher pipeline and pathways. By working with partners, UI helps them leverage existing talent by developing local, viable pathway strategies that increase the overall candidate pool of qualified educators. Specially, UI provides a detailed, local strategy and implementation plan that includes:

- Strategic efforts to recruit, prepare, and retain educators, especially in areas with teacher shortages or a need for more diversity and specialization.
- UI services create a chain of potential teachers from interest in the profession to certification and employment.

In addition to developing custom pipelines and pathways, UI's EDforce™ specializes in enabling district partners to solve critical instructional shortages in the area of special education. Specifically, using the aforementioned UI Service Approach & Methodology, UI works with districts in the following areas:

1. Recruitment, placement, support, and management of personnel who work with students with disabilities or special needs.
2. Staffing positions such as special education teachers, registered behavior technicians, paraprofessionals, and other related service providers.
3. Additional Special Education Staffing Solutions

Each pathway is designed to ensure credentialing requirements are met throughout the Pathway program and for UI Instructors to convert to district employment at the conclusion of the Pathway program. As UI customizes its staffing and Pathways solutions to align with a

district's needs, the following are examples, and not necessarily an exhaustive list of Pathway solutions UI may provide:

A. **Special Education Paraprofessional Temp-to-Hire Pathway**: The goal of this program is to recruit, efficiently onboard, and fill district Special Education paraprofessional vacancies which many include behavior technicians, instructional assistants, instructional aides, paraeducators, and other similar titles. UI sources and recruits talent for paraprofessional roles. UI places Instructors as Special Education paraprofessionals for a defined contract period (e.g., 60 instructional days) in conjunction with district teams and district vacancy needs. UI provides coaching, mentoring, and professional development to Instructors over the course of their contract period, helping the district build capacity and ultimately fill critical shortage needs so students may meet their Individualized Education Program (IEP) goals. UI manages offboarding from UI employment to onboarding to district employment after the contract period for any UI instructor the district wishes to retain. As the goal of UI pathway programs is to build district capacity and convert Instructors to district employment, UI does not charge conversion or buyout fees when the instructor converts to district employment.

UI has a successful track record of filling paraprofessional positions for districts, typically within two weeks of district teams selecting candidates they deem will be a good fit for the role and UI uses the paraprofessional role as a building block to develop district special education classroom teachers staffing capacity. EDforce™ Pathway programs can also be customized to upskill UI Instructors so that they complete credentialing requirements during their contract period. No matter the program's credentialing goal, participating UI Instructors will be eligible for district employment at the end of the program period.

B. **Special Education Paraprofessional-to-Registered Behavior Technician (RBT) Pathway**: UI builds upon the Temp-to-Hire model and incorporates RBT credentialing milestones into Instructors' contract periods, with the program goals of Instructors holding their RBT certification at the contract period's conclusion. UI recruits individuals who wish to gain their RBT credential, maps out steps they need to take, and monitors their completion of the credential's coursework and examination requirements. UI programs can cover credentialing costs, so they are not prohibitive to candidates. By the time their contract period concludes, paraprofessionals are eligible for district RBT roles when they convert to district employment.

Given the unique nature of special education services, UI has a designated Specialty Services team, whose role is to integrate Special Education compliance when other UI service lines (e.g., TutorED™, InstructED™) are working with students with special needs. Specialty Services works shoulder-to-shoulder with other UI departments so that programs run smoothly while incorporating necessary compliance measures to support students.

Client	**Vallejo City Unified School District**
Project	**Recruitment of Individuals for SPED-Related Vacancies**
Timeframe	August 2017 – present
Scope	UI currently partners with Vallejo City Unified School District (VCUSD) on the recruitment of individuals to fill Special Education-related positions, focusing mostly on in-person and virtual Special Education teachers. UI has partnered with VCUSD on a diverse scope of work that includes: • Teacher licensure test prep: UI has prepared over 60 aspiring teachers for their licensure exams in several content areas including special education, elementary education, secondary math, secondary English and secondary science and the foundations of reading. • UI has placed over 50 full-time teachers in a variety of content areas from special education to general education roles, at the elementary, middle and high school-level. Instructors are typically placed on-site, although UI has provided virtual special education teachers for the past 3 years. • Turnkey project management and site-based coordination with all participating schools and district leaders
Key Achievements	• Over 50 full-time teachers were placed over the past 5 years. • Over 60 aspiring teachers supported with licensure test prep.
Client Contact(s)	**Name:** Hattie Kogami **Title:** HR Director **Company:** Vallejo City Unified School District **Address:** 665 Walnut Avenue, Vallejo, CA 94592 **Email:** hkogami@vcusd.org **Phone:** 707.556.8921

Client	**Clover Park School District**
Project	**EDforce™ Recruitment & Professional Development**
Timeframe	July 2018 – present
Scope	UI currently partners with Clover Park School District (CPSD) on the recruitment of individuals to fill Special Education paraprofessional roles. In partnership with CPSD, UI has successfully placed over 100 special education paraprofessionals over the past two school years. • CPSD has several schools located on a 'Compassionate Care Base' of the US military. Each year, the US military sends new families that have students with disabilities to meet this 'revolving door' of new students, CPSD requires an agile special education paraprofessional talent acquisition firm like UI to ensure compliance and proper delivery of talent. • UI's flexible hiring model has helped CPSD fill their hardest-to-fill 1:1 and classroom paraprofessional roles. • UI leverages PCG's leading paraprofessional development resources (including asynchronous online courses) and synchronous coaching resources to support the training and development of each paraprofessional
Key Achievements	• Over 120 paraprofessionals were placed over the past 3 years. • 1,000s of students served.
Client Contact(s)	**Name**: Brian Laubach **Title**: Deputy Superintendent **Company**: Clover Park School District **Address**: 10903 Gravelly Lake Drive SW, Lakewood, WA 98499 **Email**: blaubach@cloverpark.k12.wa.us **Phone**: 253.583.5051

References for Specialty Services

Reference 1

Client Name:	Tacoma School District
Address:	601 S 8th Street | Tacoma, WA | 98405
Services Provided:	EdForce™ Special Education Paraprofessional Pathway Services
Date(s) of Services:	Aug 2024 - Present
Contact Name/Title:	Elise Friedrich-Nielsen, Director of Student Services
Phone No.:	253.571.1085
Email Address:	efriedr@tacoma.k12.wa.us

Reference 2

Client Name:	Paso Robles Joint Unified School District
Address:	800 Niblick Road | Paso Robles, CA | 93446
Services Provided:	EdForce™ Special Education Paraprofessional Pathway Services
Date(s) of Services:	September 2023 - Present
Contact Name/Title:	Shauna Ames, Assistant Superintendent of Human Resources
Phone No.:	805-769-1000 ext. 30140
Email Address:	sames@pasoschools.org

Reference 3

Client Name:	Mercer Island School District
Address:	4160 86th Avenue SE | Mercer Island, WA | 98040
Services Provided:	EdForce™ Special Education Paraprofessional Pathway Services
Date(s) of Services:	July 2021 - Present
Contact Name/Title:	Hannah Bolivar, Assistant Director of Special Services
Phone No.:	206-236-5908
Email Address:	Hannah.Bolivar@mercerislandschools.org

Reference 4

Client Name:	Kyrene School District
Address:	8700 S Kyrene Rd | Tempe, AZ | 85284
Services Provided:	Special Education Paraprofessional and Teacher Pathway Services
Date(s) of Services:	Oct 2024 - Present
Contact Name/Title:	Dr. Tzipi Turner, Director of Exceptional Student Services
Phone No.:	(480) 541-1177
Email Address:	tturner@kyrene.org

UI's Test Prep & Licensure Services

D. UI's Test Prep & Licensure Services

prepforward

UI is a leading provider of comprehensive teacher certification exam preparation and has consistently demonstrated impressive results for the effectiveness of its teacher licensure programs. UI has supported teachers with their licensure exams for over 25 years and has successfully helped thousands of teachers pass. The team of professors, teachers, curriculum developers, subject matter experts, online learning experts, and instructional designers has been focused on ensuring that teacher candidates have a strong understanding of the content needed to pass their exams and teach confidently.

UI's comprehensive licensure prep programs are designed specifically for each exam to ensure that the curriculum, including every lesson, practice problem, explanation, interactivity, and webinar session, is directly aligned with the content, tone, style, and difficulty of each Praxis exam.

With deep data analysis, UI continually analyzes and reviews each program to ensure that best practices are established. UI's expert team recognizes some of the unique struggles that diverse candidates face when preparing for licensure exams, and UI designs programs to support all learners effectively. UI's flexible solutions and offerings enable individuals with varied backgrounds, strengths, and weaknesses to deepen their understanding of the content in the way that best meets their learning style. UI provides comprehensive support aligned explicitly to each licensure exam to maximize performance on licensure exams. UI continually assesses the quality of the comprehensive program and applies quantitative data, qualitative data, and feedback from clients to improve and expand offerings. In addition, UI's programs allow individuals to work at their own pace and their own schedule for as long as they need to prepare.

The company offers self-paced online courses and interactive webinars that help prospective K-12 teachers gain a deep understanding of the concepts needed to pass their exams and teach with confidence. UI's PrepForward® team consists of dedicated educators who are passionately committed to helping teachers succeed on their exams, in the classroom, and with their careers. The collective team has extensive experience in online learning, teaching, and content development and ensures K-12 teachers, paraprofessionals, substitutes, and teacher candidates gain the knowledge and skills they need to be successful.

UI partners with Educational Testing Service (ETS), makers of the *Praxis* tests, to co-develop the *Praxis*® Learning Paths™ program, an online learning solution to support aspiring teachers

preparing *Praxis* tests. In continued support of the mission, UI's PrepForward® team leads comprehensive teacher certification preparation and professional development. UI's PrepForward® is the preferred provider of teacher licensure preparation by the Massachusetts Department of Elementary and Secondary Education (MA DESE), a partnership that started with the shared mission of increasing diversity in the teacher workforce.

Highlights from a selection of UI's experience include -

✅ **Chosen by ETS to develop Praxis Learning Paths**
UI exclusively managed the development of the curriculum, content, and platform to ensure that participants have all the tools they need to successfully pass their Praxis Elementary Education exams, including 5902 RLA, 5903 Math, 5904 Social Studies, and 5905 Science.

✅ **Currently selected as the only preferred provider of teacher certification preparation by MA DESE**
The Massachusetts Department of Elementary and Secondary Education selected PrepForward® as its preferred provider of teacher licensure preparation for all content areas. The department was looking to expand minorities in the educator workforce and recognized the struggles with certification exams and equitable preparation.

✅ **Partnered with New Mexico Region IX to prepare 200 prospective educators for their Praxis Reading Exam**
UI developed an entire Praxis preparation program, including a structured 12-week program with an asynchronous online course and synchronous webinars.

✅ **Recruited over 300 teachers and delivered early literacy professional development for a state DOE**
For an early literacy professional development program with a state department of education, UI developed participant recruitment resources and successfully screened and registered over 300 educators into preparation programs in less than a month.

✅ **Partnered with Atlanta Public Schools to provide teacher certification preparation with 98% pass rate**
UI conducted licensure reviews for over 150 staff members and provided asynchronous and synchronous licensure test prep services for selected staff members for 5 content exams, with an overall pass rate of 98%.

✅ **Partnered with Metro Nashville Public Schools to provide teacher certification preparation**
UI conducted licensure reviews for over 300 staff members and provided asynchronous and

synchronous licensure test prep services for selected staff members for 6 PRAXIS exams, with an overall pass rate of 80% on the first attempt.

✅ Teacher Licensure Exam Prep for MA universities and institutions

For Elms College, PrepForward®'s online courses are used alongside in-person classes. For Bay Path University, teacher candidates attend a series of interactive webinars while using online courses to prepare throughout. For Cambridge Public Schools, a series of webinars was delivered on test tips, open response support, reading passages support, approaching questions and distractors, and targeted instruction based on participants' online course results.

Furthermore, UI's proposed *Praxis* Tutoring Program for Henrico County Public Schools aligns with UI's commitment to helping both educators and districts overcome obstacles that exacerbate the teacher shortage crisis across the country. In alignment with this commitment, UI has collaborated with state DOEs, districts, and schools across the nation to provide talent acquisition, development, and management services designed to recruit and support a diverse group of individuals seeking to embark on a new career in education. UI currently partners with districts of every size and demographic make-up, from small, rural organizations to urban districts, providing educational recruitment, staffing, and support services.

With nearly three decades of educational staffing, logistics & support experience, UI's primary goal is to attract candidates, help them develop into talented teachers, and embark on a successful career in education. UI's wraparound talent solutions -- acquisition, development, and management -- are cost-effective for the school districts, helping them build dynamic and sustainable talent pipelines to ensure all students have access to great teachers. *Praxis* tutoring through PrepForward® is integral to UI's mission to develop educational talent. UI's PrepForward® services have helped thousands of educators pass key certification exams and overcome significant obstacles on their licensure and employment journey by providing customized and structured support for *Praxis* examinations.

✅ <u>Overarching Goals of UI's Praxis Tutoring Program</u>

UI's mission is to ensure a highly skilled, licensed, diverse workforce in the classroom. A critical part of that mission is ensuring that individuals deeply understand the content they need to pass their exams and teach confidently.

UI's comprehensive *Praxis* Tutoring Program will:

- Reinforce content knowledge aligned to Praxis exams with comprehensive content and varied assessment opportunities.
- Promote independent learning and self-awareness, allowing learners to self-access progress regularly and recognize when they are ready to pass the exam.
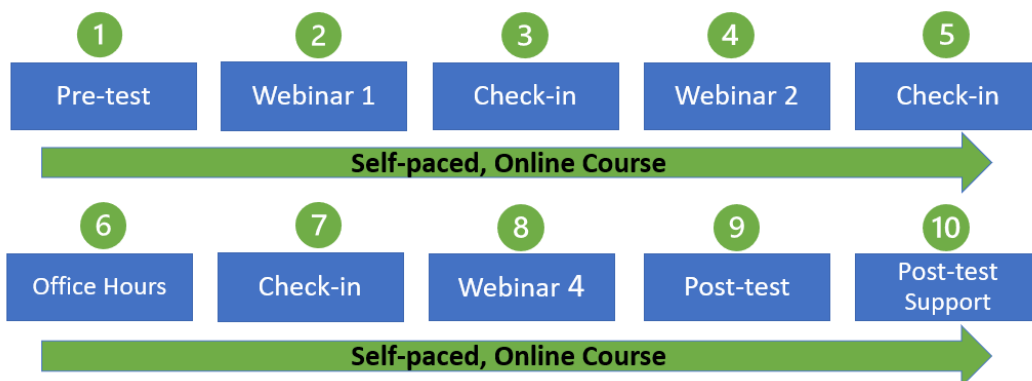
- Develop confidence utilizing targeted test-taking strategies, including question approaches, question analysis, time management, and anxiety tips.
- Support diverse learners utilizing personalized instruction, including individualized learning paths and targeted webinars designed to meet all learners' needs.
- Provide high-quality, individualized support utilizing UI's team of highly qualified Instructors.
- Allow candidates to access asynchronous course materials for as long as they need to prepare.

UI partners with vendors of varying sizes and need to customize programs to address their needs. UI will serve as an innovative thought partner with Henrico County Public Schools and collaborate on the most effective manner to implement and deliver this program.

✅ **Structure of Tutoring Sessions**

After supporting thousands of prospective teachers, UI has developed a proven and effective methodology for participant engagement and success. UI is a nationwide leading provider in teacher licensure prep and recommends offering a comprehensive program that combines self-paced online courses, interactive webinars, office hours, detailed reporting and analysis, and structured support. UI believes that small group sessions promote deeper collaboration and contributions from participants and help strengthen their understanding of the material.

Recommended Program Structure (10 Week)

1	2	3	4	5
Pre-test	Webinar 1	Check-in	Webinar 2	Check-in

Self-paced, Online Course

6	7	8	9	10
Office Hours	Check-in	Webinar 4	Post-test	Post-test Support

Self-paced, Online Course

UI will also provide program administration and data management tools necessary for successful preparation and remediation. Utilizing data analytics and student performance metrics from online courses and coaching, the company targets instructional gaps and reinforces course content.

Week	Session	Goals
	Online Course Access until Exam passed	Access to an effective, self-paced, online course with targeted lessons, detailed explanations, interactive exercises, continual assessments, full-length practice tests, and diagnostic tools. Extensive data is collected and used to offer targeted and individualized support for the entire duration of the program.
1	Pre-test	Help participants determine their current level of knowledge, assess strengths and weaknesses, identify any knowledge gaps, become familiar with the test format, and understand the best-individualized learning path to improve performance.
2	Content Webinar	Conduct an engaging, interactive, targeted, small group session covering content and reviewing any concerns identified by tracking participant data.
3	Check-In	Offer individualized support by checking in with participants to ensure they are on track with their course progress and address any questions.
4	Content Webinar	The goals are the same as the previous webinar.
5	Check-In	The goals are the same as the previous check-in.
6	Office hours	Provide participants with additional support, answer individual questions, and ensure they continue progressing through the material.
7	Check-In	The goals are the same as the previous webinar.
8	Content Webinar	The goals are the same as the previous check-in.
9	Post-test	Help participants assess their readiness for the exam, identify areas that may need additional focus, and celebrate areas of growth.
10	Post-test Support	Guide individuals in developing a post-course test preparation plan through a webinar and office hours. Provide insight into the recommended steps before registering, including a suggested test date. Encourage participants to continue using the content for areas of need; course materials remain available as long as needed. Assist participants with accommodation needs through the ETS test accommodation process. Provide ETS test vouchers.

UI's online courses have been fully developed and as such, UI will respectfully maintain all ownership, titles, copyright, and intellectual property rights of said materials.

✅ Summary of UI-Supported Services

UI's Praxis Tutoring Program consists of self-paced online courses, interactive webinars, small group tutoring sessions, and administrative reporting of program-related data.

✅ Self-Paced Online Courses

Delivery Format: Online

Length: Candidates can progress through the course at their own pace, though a pacing guide will be provided.

Access: Individuals may access the course for the duration of the program (about 12 weeks) and an additional 3 months after the program concludes.

Overview: UI's comprehensive Praxis tutoring programs include self-paced, online courses that include comprehensive targeted lessons, detailed explanations for every practice problem, interactive exercises, rich diagnostic data, full-length practice tests, course access, and instructor support. UI's expert Instructors guide individuals through each comprehensive course by answering questions, providing guidance on study plans, offering feedback, and assisting in whatever way is needed to help them succeed.

Diagnostic Reports: Based on their performance on the PrepForward® Diagnostic Exam, students are provided an overview of their strengths and weaknesses. They can then drill down to get more information on the topics covered and study a detailed explanation of how to solve each problem on the exam. If they are struggling with any problem, they can immediately access the associated comprehensive lesson to better understand the concepts.

Targeted Lessons: The course covers all objectives with detailed lessons. The content is broken down into small chunks to make the learning more manageable. An individual is given a comprehensive lesson for each topic, followed by a series of practice problems with detailed explanations.

Problems with Detailed Explanations: Participants can practice what they just learned after each lesson. For the practice sections, students receive immediate feedback and detailed explanations on approaching and solving problems. Furthermore, there are continual assessments throughout the course. Module reviews assess an individual's grasp of concepts covered within that section and comprehensive practice exams to ensure that an individual is ready for the Praxis Exam.

Strategies: Strategies are included throughout each lesson, as well as practice item explanations. In addition, UI offers separate reading strategies, answering strategies, study plans, and test-day tips.

Open Response Support: As open responses are critical components, UI offers extensive support on how to approach this section. In addition to lessons with strategies, there are numerous practice items with detailed explanations, sample strong responses, sample weak responses, and analyses for each characteristic of the Praxis test rubric.

Interactive Exercises: For some of the more difficult concepts, interactive tools included in the lessons help students gain a deeper understanding.

✅ Interactive Small Group Tutoring Sessions

These in-depth preparation webinars are interactive and target customers' needs.

Delivery Format: Online

Length: The length of a targeted, interactive session varies based on factors such as client needs or content difficulty levels. UI recommends 60 to 90 minutes in length for each session.

Access: Synchronous sessions are interactive and occur live over Zoom.

✅ Sample Promotional Materials

Here is a link to a promotional video that highlights the benefits of UI's offering through ETS:

Co-Created with ETS: https://youtu.be/8XTBeZW702A

Here are a few samples of flyers developed to attract participants into various licensure prep programs:

Licensure Tracking

As fewer teachers come from traditional pathways, school districts increasingly rely on alternative certification. Districts have reported that tracking an individual's progress on their alternative licensure pathway is challenging. As such, UI has developed a proprietary Licensure Tracking Service to track, measure, and report on educator certification progress. With user-friendly dashboards and an automated nudging system, districts can know where every individual is in terms of their licensure progress to provide timely interventions to ensure license status, readiness, and continued employment.

Since alternative certification routes are individualized and complex, UI's licensure tracking is essential to:

✅ **Ensure Timely Progress**

- Monitor milestones like:

    - Enrollment in a state-approved Educator Preparation Program/Alternative Certification Program
    - Completion of required coursework
    - Passage of required content and pedagogy exams (e.g., ETS *Praxis*, Pearson, etc.)
    - Supervised teaching hours or mentorships

✅ **Maintain Compliance**

- Ensures both the teacher and district stay aligned with:

    - State Department of Education timelines
    - Temporary license expiration dates
    - Program requirements and district hiring timelines for full certification

✅ **Support HR and Leadership**

- UI's methodology can help districts avoid staffing violations (e.g., teachers working with expired credentials) and/or termination of staff due to failure to complete licensure requirements within a required timeframe.
- Permit administrators to forecast certification gaps and plan interventions, e.g., teacher test prep, professional development, or support accordingly.

☑ **Improve Candidate Support and Retention**

- Tracks individual progress to identify who may need reminders, guidance, or intervention.
- Builds transparency and trust with new teachers navigating a high-stakes process.

UI has developed an innovative service that leverages technology to track the complex stages of processes like teacher licensure and certification, bringing efficiency, accuracy, transparency, and compliance with what is often a highly detailed and time-sensitive administrative task.

Here's a breakdown of UI's key licensure tracking benefits:

☑ **Centralized Information Management**

- UI's technology consolidates all licensure data (coursework, exams, background checks, renewals, endorsements) in one system.
- UI's system helps school districts reduce reliance on manual recordkeeping and disconnected systems.

☑ **Real-Time Tracking and Notifications**

- UI's systems can monitor progress and send automated alerts for upcoming deadlines, expiring certifications, or missing documentation.
- Real-time tracking in UI's system helps prevent lapses in licensure that could impact staffing or compliance for school district partners.

☑ **Improved Accuracy and Compliance**

- UI's digital tracking reduces human error and ensures alignment with state and national certification standards.
- UI ensures that collaborative partners remain audit-ready and compliant with regulatory bodies like state education departments.

☑ **Time and Resource Efficiency**

- By automating administrative tasks, UI saves school district staff time and reduces bottlenecks in HR and certification offices.
- District employees and teachers also spend less time navigating paperwork and more time focusing on instruction.

✅ **Enhanced Transparency and Accountability**

- Educators, administrators, and HR personnel can readily access certification status and progress.
- This promotes a shared responsibility for maintaining proper credentials.

✅ **Data-Driven Decision Making**

- School districts can use data from UI's systems to forecast hiring needs, identify interventions to ensure licensure progress, provide continued professional development, and assess certification gaps.

✅ **Scalable and Adaptable**

- UI's technology solutions can support multiple jurisdictions and ever-changing licensure requirements, which is vital for districts that hire across state lines or oversee many schools.

In essence, leveraging UI's technology has the capacity to transform a traditionally burdensome process into a proactive, strategic, and manageable workflow, supporting teacher readiness and organizational compliance.

Alternative Licensure Candidate Journey Dashboard Overviews

A high-level summary of total candidates and their progress.

- **Total Candidates**: 125
- **Fully Licensed**: 38
- **In Progress**: 72
- **Withdrawn/Inactive**: 15
- **Completion Rate**: 30.4%

Individual Candidate Tracker

Candidate Name	Region	Enrollment Date	Current Step	Status	Notes
Patricia Varney	Northwest	01/15/2024	Assessments Passed	In-Progress	Retaking Math exam
Chelsea Cantrell	Central	02/02/2024	Clinical Placement	In-Progress	Awaiting mentor assignment
Tommy Gunn	Southwest	03/102/2024	License Awarded	Complete	Done!
Roy Shoemaker	Northeast	12/12/2023	Program Enrollment	In-Progress	Paused for medical leave

Candidate Progress Funnel

A visual funnel chart showing the number of candidates who completed each stage:

Candidate Progress Report

Stage	Count
Application Submitted	5343
Background Check Cleared	4982
Program Enrollment	4804
Coursework Started	3256
Clinical/Practicum Placement	3171
Assessments Passed	2690
Program Completion	1216
License Awarded	982
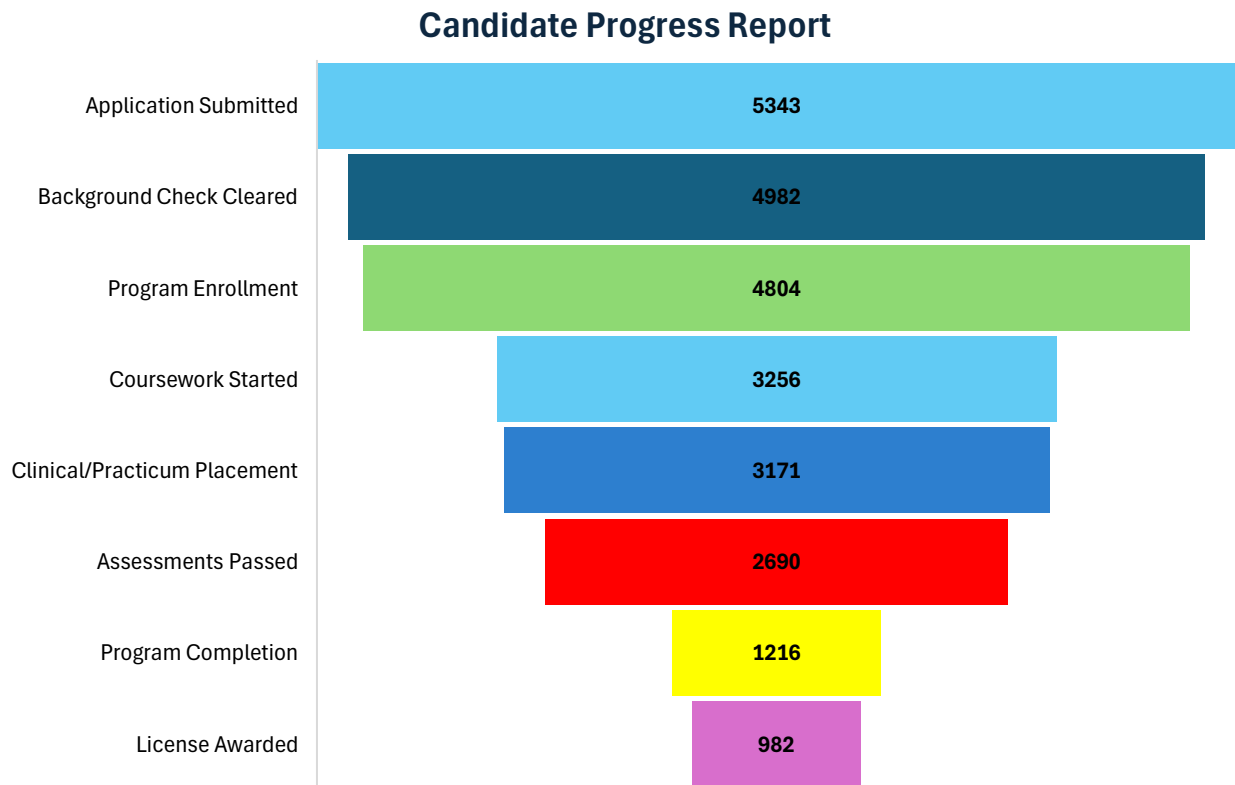
Drop-Off Indicators: Highlighted at each stage where significant candidate attrition occurs.

Key Performance Metrics

- **Average Time to Licensure**: 10.2 months
- **% Completing Within 12 Months**: 64%
- **Top 3 Attrition Points**: Application → Enrollment, Practicum → Assessment, Assessment → Completion

Filters and Drilldowns (additional parameters for sorting data):

- Region or School District
- Program Provider
- Subject Area (e.g., Math, Science, Special Ed)
- Start Date Range
- Completion Status

Demonstrated Experience & Qualifications with Specialty Services

Client	Massachusetts Department of Elementary & Secondary Education
Project	MTEL Licensure Preparation
Timeframe	2019 - present
Scope	UI partners with the Massachusetts Department of Education to provide teacher licensure preparation for various content areas. With this project there is an emphasis to expand minorities in the educator workforce and proactively provide equitable support services to minimize struggles with certification exams. The PrepForward™ team is proud to be one of MA DESE's preferred providers of MTEL prep.
Contact(s)	**Name**: Claire Smithney, Educator Effectiveness Coordinator **Email**: claire.smithney@mass.gov **Phone**: 781.338.3213

Client	Atlanta Public Schools
Project	Preparation of 200 educators for Praxis Teaching Reading Exams
Timeframe	2018 – present
Scope	UI conducted licensure reviews for over 150 staff members and provided asynchronous and synchronous licensure test prep services for selected staff members for 5 content exams, with an overall pass rate of 98%.
Contact(s)	**Name**: Nikki Stroud, Director of Career Development **Email**: nstroud@atlanta.k12.ga.us **Phone**: 404.802.2353

Client	Rhode Island Department of Education
Project	Preparation of 200 educators for Praxis Exams
Timeframe	2023 - present
Scope	UI currently partners with the Rhode Island Department of Education to implement a teacher licensure prep program for 200 educators in Rhode Island. This program prepares aspiring Rhode Island educators to pass various certification exams, Elementary Education, Special Education, and English to Speakers of Other Languages.
Contact(s)	**Name**: Julia Mann, Education Specialist **Email**: julia.mann@ride.ri.gov **Phone**: 401.222.8806

References for Specialty Services

Reference 1

Client Name:	Alabama State University
Address:	915 S. Jackson Street	Montgomery, AL	36104
Services Provided:	Elementary Pearson/Praxis Prep Program
Date(s) of Services:	October 2023 - Present
Contact Name/Title:	Danny Owes, Professor – Curriculum & Instruction
Phone No.:	334-604-8395
Email Address:	dowes@alasu.edu

Reference 2

Client Name:	Vallejo City Unified School District
Address:	665 Walnut Ave	Vallejo, CA	94592
Services Provided:	Teacher Test Prep
Date(s) of Services:	Aug 2016 - Present
Contact Name/Title:	Hattie Kogami, Director of HR
Phone No.:	(707) 556-8921 ext. 50027
Email Address:	hkogami@vcusd.org

Reference 3

Client Name:	Denver Public Schools
Address:	1860 Lincoln Street	Denver, Co	80203
Services Provided:	Elementary Praxis Prep Program
Date(s) of Services:	February 2024 - Present
Contact Name/Title:	Gerardo Muñoz, Manager of Learning and Development
Phone No.:	334-229-3200
Email Address:	gmunoz@dpsk12.org

Reference 4

Client Name:	Charlotte Mecklenburg Academy
Address:	5833 Millhaven Lane	Charlotte, NC	28269
Services Provided:	Content Expertise with SPED
Date(s) of Services:	October 2022 - Present
Contact Name/Title:	Katie Waters, Principal
Phone No.:	980-343-0680
Email Address:	kd.willenbrock@cms.k12.nc.us

UI's Out-of-School-Time (OOST) Services

E. UI's Out-of-School-Time (OOST) Services

ENRICHMENT PROGRAM - EPIC® OUT-OF-SCHOOL-TIME PROGRAMS:

UI's dynamic and multifaceted EPIC® Out-of-School-Time Programs support core academic achievement. UI's methodology and program design enable the practical support of districts and schools through the capacity expansion of programmatic methodologies sufficient to meet the educational needs of both students and staff in a manner that is meaningful, authentic, and rigorous using innovative instructional practices and supportive technologies designed to motivate students to be self-directed and inquisitive learners. The project design and instructional strategies highlighted in this proposal are built upon a commitment to provide classroom teachers with the support needed to improve the fundamental academic skills of their students in a 1:10 ratio.

UI's EPIC® content is state-aligned for grades K-2, 3-5, and 6-8.

EPIC® SELECT CAMPS:

EPIC® Select: UI Instructors lead groups of 10 students through engaging, hands-on, academically enriching content in ELA, Math, STEM, and Communications. These programs are available in half or full-camp options for up to four weeks. All materials and supplies are provided, including student-facing supply kits.

EXAMPLE OF EPIC® SELECT: OUT-OF-THIS-WORLD CAMP

EPIC® Out of this World Camp: 3rd-8th grade camps (for at least 40 students) are offered with the ShareSpace/Aldrin Family Foundation. The camps focus on the Moon or Mars in four-day, half-day, or four-day, full-day option. Each site will purchase a giant Mars or Moon map (dependent on camp selection) for use during the program and retained by the district/school after completion of the camp.

The half-day option includes 3 hours of academic content, and the full-day option provides 4.5 hours.

EPIC® STEM BUNDLES:

EPIC® STEM Bundles: Each Next Generation Science Standards-aligned bundle includes three activities complementing a shared NGSS (Next Generation Science Standards) standard for grades K-8. (Some EPIC® STEM bundles are best for grades 3-8 only) Materials and supplies are packaged individually for each student. There are twelve EPIC® STEM bundles available.

EPIC® SUMMER ACADEMY:

EPIC® Summer Academy: EA comprehensive summer school program focused on student growth in mathematics and literacy for students in grades K-8. UI partners with the Lavinia Group and leverages their RISE curriculum, which has helped bolster student achievement in core subjects over the summer.

EPIC
Out-of-school Services

EPIC® offerings engage students in hands-on activities that foster 21st century learning skills for K-8 students.

UP TO SIX WEEKS FULL DAY OR HALF DAY THEMED CAMP OPTIONS

- **ANIMALS & OTHER LIVING CREATURES**
- **ART**
- **BUILD YOUR OWN ROBOTICS ADVENTURE**
- **EARTH & SPACE**
- **ENGINEERING DESIGN**
- **FORCE & MOTION**

Standard-based: Promotes the practice of standard-based, aligned content in math, literacy, and STEM

Hands-on: Connects the real work to meaningful, hands-on activities for students including all lesson plans

Small-group: Fosters inquiry with small group, 10-1 ratio that builds leadership and communication

In-person and virtual training provided for Instructors on EPIC® content and embedded professional development

Together we are EPIC®!

EPIC® offerings include options for before-school, after-school, intersessions, and summer programs.

EPIC® Accelerate

- Designed for academic recovery and acceleration
- Grade-specific English Language Arts (ELA) and math content for grades K-8
- Daily curriculum and materials
- Optional pre- and post-assessments
- Choice of EPIC Focus themes for camp enrichment or grade-specific science content for grades 3-8

EPIC® Focus

- Grade-banded (K-2, 3-5, 6-8)
- Student-focused and grounded in inquiry and problem-based learning
- ELA, math, and focus activities aligned with standards
- Six focus themes to choose from, each with one week of content with full-day or half-day options
- Programs longer than 2 weeks have optional pre- and post-assessments

EPIC® Out of this World

- Summer camp for grades 6-8
- Children envision the future exploration of space
- Giant Mars and Moon Maps are included with Out of this World programs
- In partnership with Aldrin Family Foundation

Take a group of students, add our dynamic and creative summer camp programming, and you have an unmistakably successful, turnkey summer camp plan!

We handle all logistics, including custom camp branding, registration portals, marketing flyers, materials and supplies, t-shirts, backpacks, camper incentives, recruiting, training and payroll, and more!

Let us help you create a memorable camp experience for your students. It's easy! Decide your camp length, themes, and enhanced services, and we do the rest.

RSVP to Live Event

FLOWCODE   PRIVACY.FLOWCODE.COM

EPIC Summer Camps

✅ Ready to Go to Mars?

Creating the next generation of space leaders, entrepreneurs, and explorers takes time. It doesn't happen by participating in a single course or program. It's nurtured over many years. We believe in igniting a passion for STEAM within the hearts and minds of even the youngest students, all the way through college and beyond, to working professionals—giving them tools and access to knowledge and opportunities at each stage of their lives.

UI partners with The Aldrin Family Foundation to bring the excitement of space education to the next generation of explorers through interactive and hands-on learning for students in grades 4 to 8. Space comes alive for students through UI's Giant Mars & Moon Map™ programs, one-of-a-kind educational tools that spark creativity while teaching STEAM concepts and exposing students to the fantastic opportunities in this new world of space exploration.

Through the Giant Mars Map™, kids can sit, stand, walk, play, and learn together on the Red Planet! Targeted to students in the 3rd to 8th grades, participants complete fun projects like building personally designed spaceships and learning the names of craters and land masses on Mars. Their eyes are opened to the incredible opportunities ahead for them in this advanced world of space exploration.

✅ Mars Map packages include:

- The large vinyl floor map depicts a colorful topography, landing sites of missions, and the names of regions, and features comparative data about Mars and the Earth, using both English and Metric units of measurement. The Giant Mars Map is now available in a range of sizes (13.5' x 6' / 20' x 9' / 27' x 12' / 33.5' x 15'), allowing educators flexibility to use it in a school classroom, gymnasium, or even a museum lobby.
- Educational activities developed by ShareSpace Education and Purdue University based on National Science Standards and Next Generation Science Standards. Students work in collaborative, real-world-based teams to complete the integrated research series and challenges.
- 15 copies of Welcome to Mars (an NSTA award-winning book)
- Access to in-person and online program training for teachers

✅ Each Out-of-this-World camp is aligned with NGSS Science Standards such as:
- Earth and Space Sciences, including the Universe and its Stars; Earth and the Solar System
- Crosscutting concepts such as Patterns, Scale, Proportion and Quantity, System Models, Cause and Effect, and influence of Science, Engineering, and Technology on Society and the Natural World.

EPIC® STEM BUNDLES:

STEM is where the jobs of tomorrow are, and young people from inner cities need opportunities to develop 21st-century skills and learn STEM content and knowledge in effective learning environments. In short, they need the opportunity to learn and experience project-based learning.

Seven of the ten projected fastest-growing occupations over the next decade are STEM-related. America urgently needs to create the next generation of STEM leaders from a full array of talented students, and that pool of future leaders unequivocally must include young people from lower-income communities.

☑ Learning is about showing what you can do with your mind and hands.
By participating in UI's engaging, hands-on STEM experiences, students from all socioeconomic backgrounds can build the confidence and self-esteem necessary to increase their success. Each activity lays an academic and psychological foundation for students with the potential to encourage them to take more challenging STEM coursework in high school and/or college/university and to seriously consider a technical or professional future in a STEM-related field.

☑ Teamwork and collaboration help overcome STEM skill deficiencies.
The hands-on nature of STEM requires students to find ways of successfully working together. Students from all circumstances have equal footing when it comes to UI's STEM-based projects. Students can collaborate on activities with little previous knowledge or experience and achieve them through teamwork, communication, and critical thinking.

☑ Future Problem Solvers.
Students from low-income families often have life experiences that prepare them to recognize or anticipate problems, develop solutions, create and test concepts, and see if those ideas work. When participating in STEM projects, these youth are often prepared to contribute as much as other students to the STEM learning process.

Centered on Next Generation Science Standards (NGSS), UI's EPIC® STEM Bundles offer hands-on learning activities to students in grades 1 to 8. Each STEM bundle includes three activities embedded in the same Next Generation Science Standard. This provides students with multiple hands-on experiences to build content knowledge through active participation. STEM Bundle activities come pre-packaged with all supplies required for an individual student to conduct the lesson. Activities can be completed in person and virtually with instructional staff support.

EPIC® STEM BUNDLES

Each bundle includes three hands-on STEM Activities

*Centered on a similar Next Generation Science Standards (NGSS) for Classroom or Virtual Instruction

EPIC® STEM Bundle (all supplies/materials included)

Bundle Name	Bundle Contents
Balancing Act (Grades 1-8) Motion and Stability: Forces and Interactions *Balanced and unbalanced forces (Newton's 1st and 3rd Laws)	• 3-2-1 POP • Flight of the Straw Rockets • Balloon Rockets to Mars
Bridge the Gap (Grades 1-8) Engineering Design *Simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost	• Bridge of Cards • Engineering a Bridge *1 hour+ • Straw Bridge Engineering *1 hour+
Clever Levers Motion and Stability: Forces and Interactions *Patterns can be used to predict future motion (Inclined planes and levers)	• Pop Fly • Racing Clothespins *1 hour+ • Robot Basketball *1 hour+
Engineering Design 1 (Grades 1-8) Generate and compare multiple possible solutions to a problem	• Army Man Launch It • Drop the Ball • Hit the Target
Engineering Design 2 (Grades 1-8) Generate and compare multiple possible solutions to a problem	• Drive Me Crazy • Holding H2o • SWISH
Flight Matter and its Interactions *Structure and properties of matter	• Ball Floating Device • Exploring Aerodynamics • Gas Pressure-It's in the bag
Sink or Swim Motion and Stability: Forces and Interactions *Evidence of the effects of balanced and unbalanced forces on the motion of an object	• Clay Boats • Buoyancy and Surface Tension: Design a Raft *1 hour+ • Weight for It *1 hour+
The Potential of Energy Motion and Stability: Forces and Interactions (Potential and kinetic energy)	• Build a Catapult • Energy & Force • Launch It
Tower Power 1 (Grades 1-8) Engineering Design Generate and compare multiple possible solutions to a problem	• Build it out of Straws • Show Me the Toothpicks • Spotty Tower
Tower Power 2 (Grades 1-8) Engineering Design Generate and compare multiple possible solutions to a problem	• Chenille Stems Tower Challenge • Freestanding Fun • Tower Engineering Challenge
Tower Power 3 Grades 1-8) Engineering Design Generate and compare multiple possible solutions to a problem	• Foil Tower • Index Card Tower • Tennis Ball Tower
Understanding Motion (Grades 2-8) Motion and Stability: Forces and Interactions (Newton's 1st Law)	• It's a Free Fall • Matter in Motion • Playing with Parachutes *1 hour+

EPIC® SUMMER ACADEMY:

UI's EPIC® Summer Academy provides an experience that strengthens students' academic knowledge and skills in math and literacy. Experienced educators lead the program's academic portion. Unlike traditional summer school programs focusing on remediation, rote learning, or basic skill reinforcement, UI's summer programming builds on transferable skills students can use as the foundation for success in the upcoming school year and beyond. Simultaneously, teachers gain high-impact teaching habits and knowledge they can leverage and incorporate into their classrooms year-round.

The Literacy & Math curriculum (RISE) prioritizes developing critical thinking and problem-solving and has demonstrated results in student learning gains. The curriculum rapidly develops a student's passion for reading and builds on the ability to analyze any book a student encounters. Students read, analyze, discuss, and write about highly engaging, multicultural literature by award-winning authors. RISE was crafted to be the kind of program we always wanted as teachers. Built for unfinished learning, the math & literacy curriculum is rooted in current research on learning acceleration and reading science. From foundational skills in reading to vocabulary, comprehension, and fluency in English language arts to conceptual understanding, procedural fluency, and problem-solving in Math, students engage with 90 minutes of dedicated literacy instruction and 75 minutes of math instruction daily.

For teachers, this is more than a set of lesson plans -- they engage in collaborative, collective learning that introduces instructional strategies and meaningful planning methods grounded in research and data. Through this approach, teachers can accelerate math and literacy achievement with professional learning led by Lavinia Group educational experts.

✓ Features of UI's Instructional Program Include:

- Designed to ensure academic gains in math and ELA, prevent the summer slide/academic learning loss, and accelerate preparation for the upcoming school year to set students on a path to success.
- A comprehensive Literacy & Math Curriculum has demonstrated increased student learning.
- Training & weekly coaching supports building teacher skills, not only in the curriculum but also in engaging and leading students in personal goal setting and their visions for realizing their vision for social justice leadership.
- Pre- and post-assessment, along with a weekly review of student learning to ascertain and adjust for student learning needs
- All instructional materials are provided based on the work of trusted national organizations. For ELA & Math, the curriculum is offered through Lavinia Group.

In addition to high-quality curriculum and instructional design, UI's summer programs bring expertise and extra capacity via program implementation and human capital services. Project staff will provide planning and implementation support through this program, leading up to and throughout the summer program. UI also offers district partners a range of customizable solutions to ensure the program's success.

✓ EPIC® Summer Academy Supports Diverse Learning Needs:

UI's summer learning programs are engaging, incorporate multi-modal presentations, and involve active learner engagement. UI also draws upon extensive experience in special education that includes best practices for instruction and the delivery of services that include the following features:

- Interactive and engaging content designed to meet the needs of students at varying ability levels.
- Curriculum developed using the principles of Universal Design for Learning to ensure engagement and access for all students.
- Customizable resources that provide meaningful learning for student participants.

UI has assembled a highly customizable summer program that includes the following:

✓ Curriculum & Student Materials
- ✓ Five weeks of standards-aligned literacy and math curriculum (digital and printed)
- ✓ Five weeks of standards-aligned social justice curriculum (digital)
- ✓ Accompanying student materials (digital, ready to copy)

✓ Assessment & Progress Monitoring Tools
- ✓ Pre- and post-assessments
- ✓ Assessment reporting & analysis tools
- ✓ Progress monitoring trackers

✓ Training & Professional Development
- ✓ Pre-program leader training
- ✓ Pre-program teacher professional development
- ✓ Weekly professional development

✓ Curriculum Implementation Support
- ✓ Live weekly coaching office hours (Virtual)
- ✓ Regular, on-site coaching
- ✓ Access to asynchronous training modules
- ✓ Teaching channel subscription

✓ Program Planning Management
- ✓ Dedicated local program manager (direct customer support)
- ✓ Pre-launch planning meetings
- ✓ Project coordination
- ✓ Check-ins (updates to address issues, gather feedback & implement necessary adjustments)

The Lavinia Group (Headquarters: New York, New York)

The Lavinia Group is a leading provider of K-8 curricula and professional development. The company provides school systems with transformation support to improve literacy, math, and social studies student achievement. Lavinia Group is obsessed with closing the opportunity gap by helping partner schools and networks achieve world-class literacy, math, and social studies instruction. Targeted instructional coaching and the company's RISE Summer Program are game-changing for school leaders seeking significant gains in math and literacy. The company believes that every student, regardless of their circumstances or starting point, deserves the opportunity to shine in the classroom, to build confidence, embrace academic challenges, and experience the joy of learning. The reality is that students risk the "summer slide" experience every summer, with studies showing potential losses of two to three months of hard-earned progress in reading and math during the school year.

KEY TAKEAWAYS
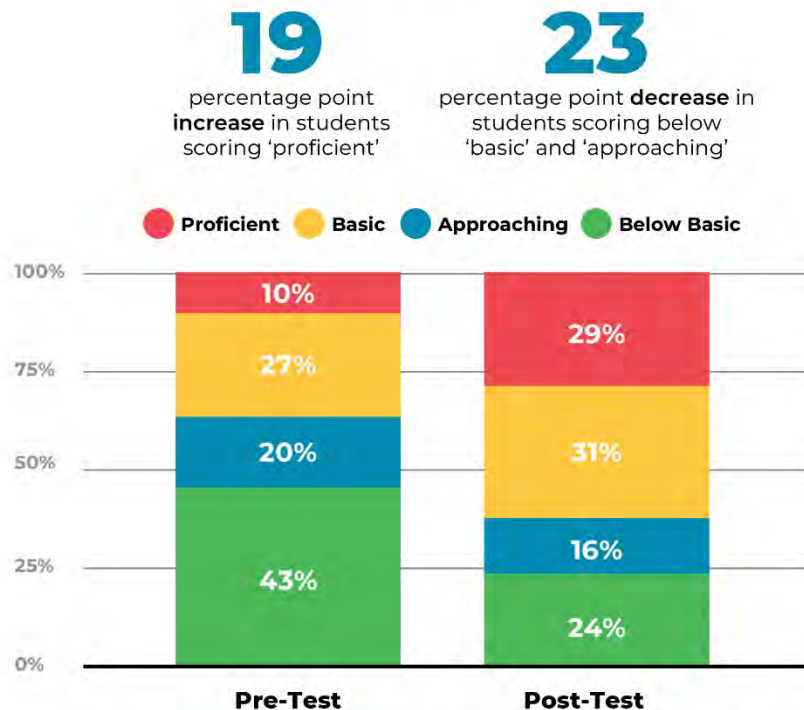
19 percentage point **increase** in students scoring 'proficient'

23 percentage point **decrease** in students scoring below 'basic' and 'approaching'

● Proficient ● Basic ● Approaching ● Below Basic

	Pre-Test	Post-Test
Proficient	10%	29%
Basic	27%	31%
Approaching	20%	16%
Below Basic	43%	24%

Proficiency growth: The percentage point change between the percent of participating students who are proficient on the pre-assessment and the percent of students who are proficient on the post-assessment.

Figure 11. Illustrates the proficiency growth by comparing the percentage point change between the percentage of participating students who are proficient in the pre-assessment and the percentage of students who are proficient on the post-assessment.

KEY TAKEAWAYS

22
percentage point **increase** in students scoring 'proficient'

23
percentage point **decrease** in students scoring below 'basic' and 'approaching'

Legend: ● Proficient ● Basic ● Approaching ● Below Basic

Pre-Test
- Proficient: 20%
- Basic: 26%
- Approaching: 24%
- Below Basic: 30%

Post-Test
- Proficient: 42%
- Basic: 28%
- Approaching: 14%
- Below Basic: 17%
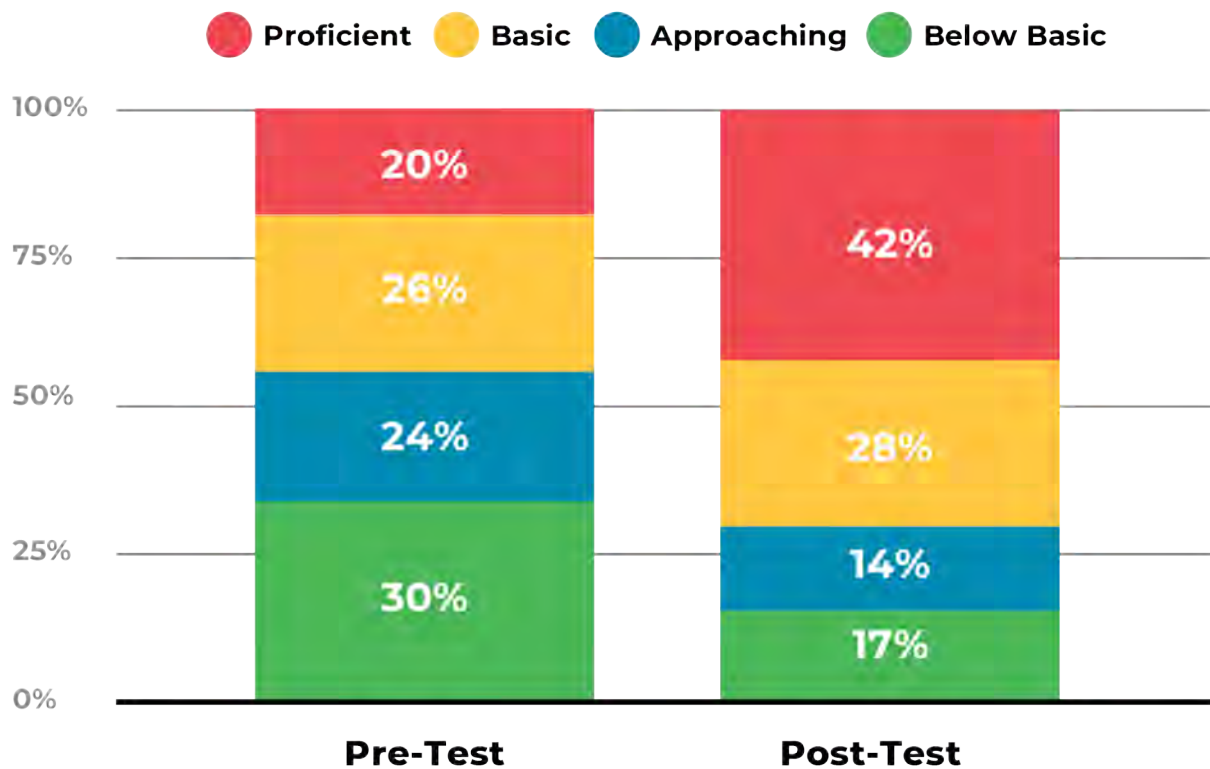
Proficiency growth: The percentage point change between the percent of participating students who are proficient on the pre-assessment and the percent of students who are proficient on the post-assessment.

Figure 12. Highlights proficiency growth of participating students by comparing pre-assessment and post-assessment performance in ELA and Math in the summer of 2024.

UI's academic partner, The Lavinia Group, has demonstrated clear improvements in student literacy and math outcomes. For example, during a summer program in 2023, there was an 18-percentage-point increase in literacy proficiency and a 17-percentage-point increase in math proficiency.

Such results have also been reinforced through independent evaluations. For example, in Indianapolis, the same summer program showed evidence of narrowing achievement gaps between historically marginalized students and their peers. A collaborative analysis by The United Way and The Mind Trust highlighted a key achievement: consistent growth across all student demographics.

☑ Black students achieved:

A 24-percentage-point gain in basic and proficient scores for ELA
A 22-percentage-point gain in math

☑ Latino students achieved:

A 30-percentage-point gain in basic and proficient scores for ELA
A 29-percentage-point gain in math

☑ Students who qualify for free or reduced-price lunch achieved:

A 23-percentage-point gain in basic and proficient scores for ELA
A 22-percentage-point gain in math

SUMMER 2024 ELA PROFICIENCY GROWTH

Proficient   Basic   Approaching   Below Basic

	Pre-Test	Post-Test
Proficient	9%	26%
Basic	21%	26%
Approaching	18%	18%
Below Basic	52%	30%

SUMMER 2024 MATH PROFICIENCY GROWTH

Proficient   Basic   Approaching   Below Basic

	Pre-Test	Post-Test
Proficient	15%	33%
Basic	25%	28%
Approaching	20%	15%
Below Basic	40%	25%
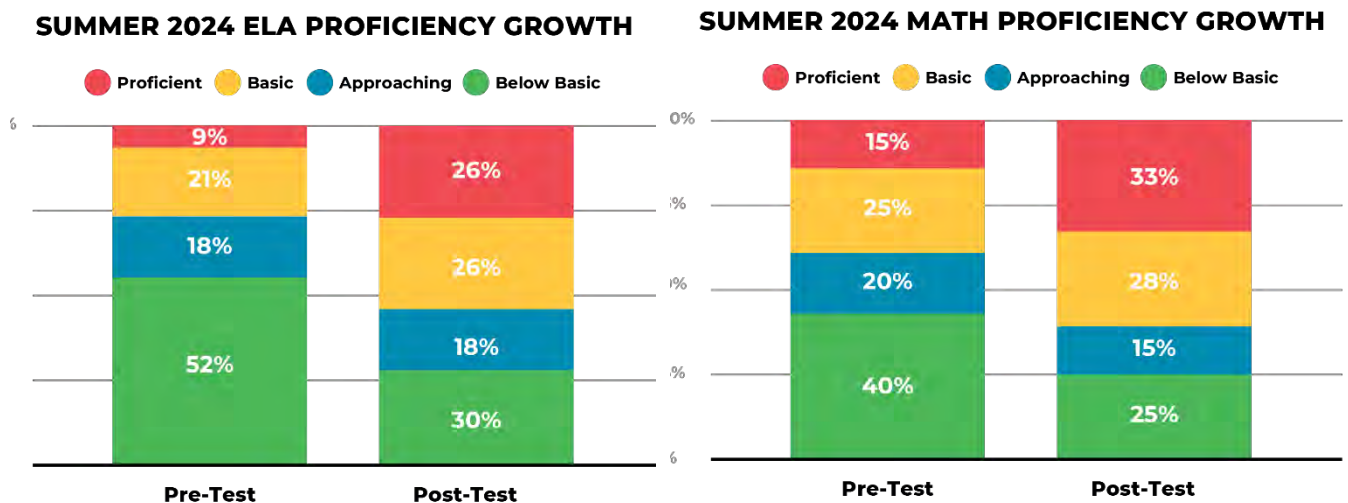
Figure 13. Demonstrates the percentages of students performing across four performance categories in both ELA and Mathematics.

Sample Half-Day Schedule (will be customized to district needs)

Time	Component
30 min	Arrival, Breakfast & Morning Meeting
45 min	ELA Part 1: Insight Humanities
45 min	ELA Part 2: Close Reading or Phonics
15 min	Movement Break
45 min	Math Part 1: Math for Meaning-Story Problems
25 min	Math Part 2: Math Routines
35 min	Reading or Math Small Groups
30 min	Lunch

For more information, contact us today!

UNIVERSITY INSTRUCTORS®

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Demonstrated Experience & Qualifications with OOST Programming

Client	**Charleston County School District – Expanded Learning /Kaleidoscope**
Project	**Summer Camp for K-5 Campers**
Timeframe	Summer 2013 – present
Scope	UI currently partners with Charleston County School District (CCSD) on a scope of work that includes: • Six (6) to eight (8) weeks of direct, in-person EPIC Select instruction for summer campers served by the Charleston Expanded Learning/Kaleidoscope program • Incorporates an emphasis on verbal and non-verbal communication skills • Focusing on increasing social and emotional skills • K-8 content areas include math, science, STEM, and English Language Arts • Turnkey project management and site-based coordination at all participating camp sites. • Instructional alignment with state standards • Partner with local community-based organization to provide enrichment activities outside of the school setting
Key Achievements	• Eleven (11) + years of partnership and support provided since summer 2013 • Up to 120+ site coordinators / Instructors / counselors place annually • Served between 400-2,000 campers annually
Client Contact(s)	**Name**: Solange Brewer **Title**: Director, Department of Federal Programs **Company**: Charleston County School District **Address**: 75 Calhoun Street, Charleston, SC 29401 **Email**: solange_brewer@charleston.K12.sc.us **Phone**: 843.937.6510

EPIC SUMMER ACADEMY

University Instructors (UI) is proud to offer a comprehensive summer school solution for grades K-8 (rising 1st graders to 8th graders). EPIC Summer Academy is designed to provide high-quality, standards-aligned learning experiences to prepare students for a successful upcoming school year. Our ELA, math, and optional STEM curricula mitigate the "summer slide," and, where needed, provide targeted remediation so learning gaps do not persist.

EPIC Summer Academy increases the number of students prepared to begin the upcoming school year and provides access to an engaging, exciting learning curriculum over the summer. This solution provides teachers and summer school leaders with instructional resources and support structures to deliver a successful, high-impact summer of learning, while minimizing the operational and logistical burdens of summer school for district staff.

STUDENT GROWTH Summer 2023

ELA

	Pre-Test	Post-Test
Proficient	9%	26%
Basic	21%	26%
Approaching	18%	18%
Below Basic	52%	30%

17 percentage point increase in proficiency

Math

	Pre-Test	Post-Test
Proficient	15%	33%
Basic	25%	28%
Approaching	20%	15%
Below Basic	25%	25%

18 percentage point increase in proficiency

Legend: Proficient · Basic · Approaching · Below Basic
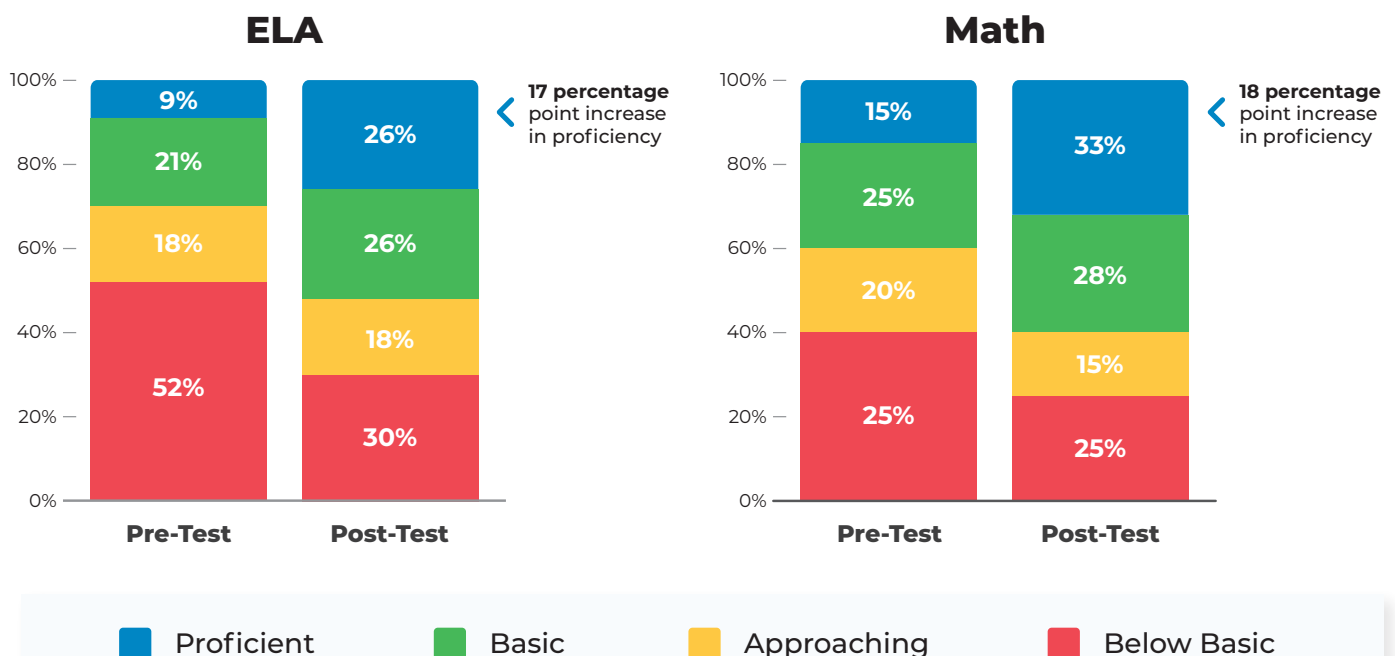
Participating students experienced growth in both math and ELA. **Students gained on average an additional four to five weeks of math learning and three to four weeks of ELA learning compared to their peers who did not participate in the program.**

The Instructional Model

We provide a proven curriculum and instructional model that is designed for demonstrable gains in student learning in ELA and math.

✅ Literacy instruction aligned to Science of Reading and designed to meet state literacy mandates

✅ Math, and optional STEM, instruction is aligned to college and career ready standards with state-specific crosswalks

✅ Training and weekly coaching sessions

✅ Half-day or full-day options available for four to five week programs

✅ Engaging STEM experiences can be customized to meet the requirements of district enrichment programs

Comprehensive Implementation Services Available and Customizable

UI works with you to customize specific program implementation support based on your district needs, and can provide end-to-end implementation services and support (e.g. student registration, teacher hiring, materials and supplies procurement, program oversight and reporting), including hiring instruction staff.

Reaching All Student Groups Equitably
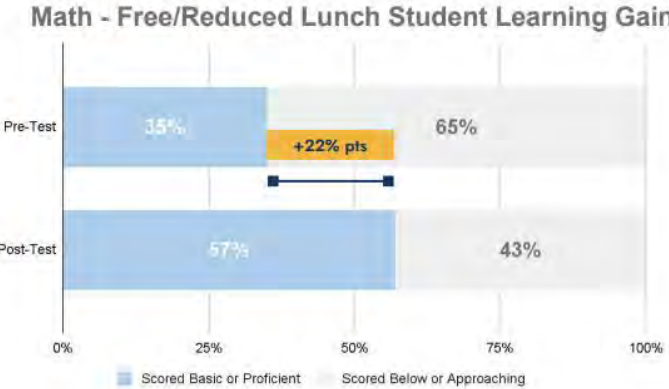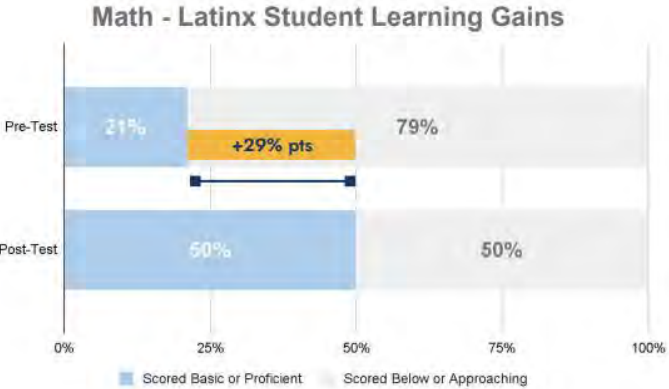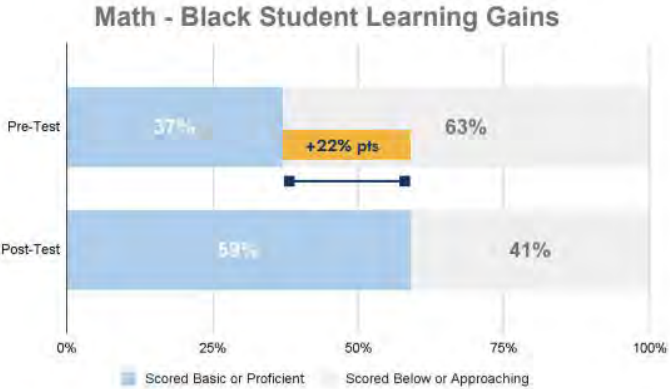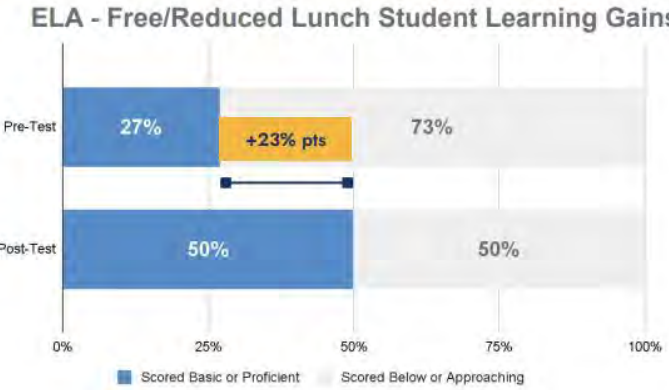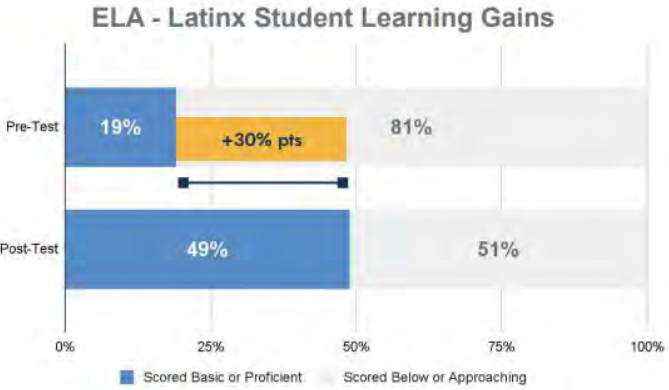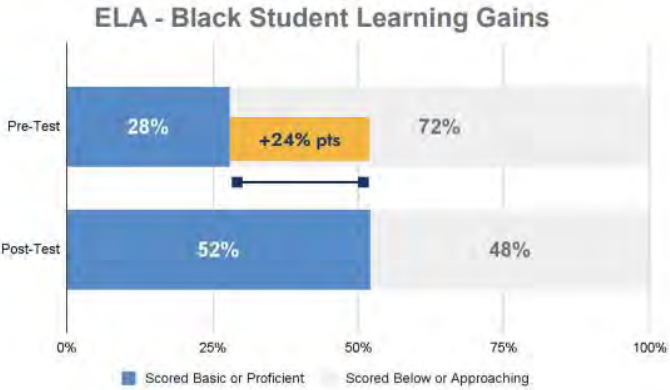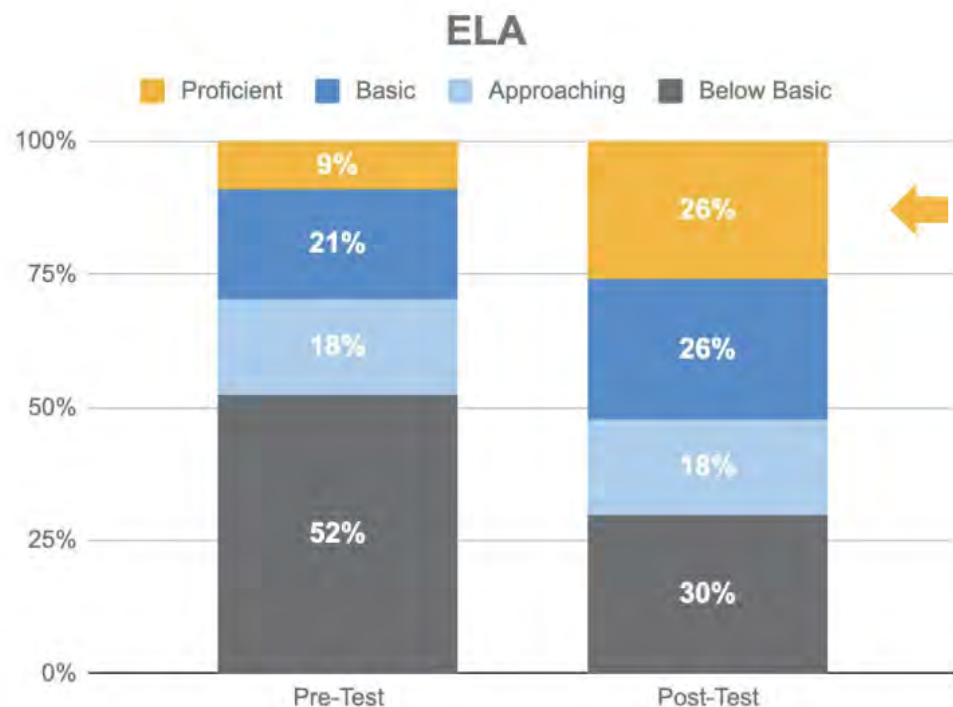
ELA - Black Student Learning Gains

Pre-Test: 28% Scored Basic or Proficient, +24% pts, 72% Scored Below or Approaching
Post-Test: 52% Scored Basic or Proficient, 48% Scored Below or Approaching

ELA - Latinx Student Learning Gains

Pre-Test: 19%, +30% pts, 81%
Post-Test: 49%, 51%

ELA - Free/Reduced Lunch Student Learning Gains

Pre-Test: 27%, +23% pts, 73%
Post-Test: 50%, 50%

Math - Black Student Learning Gains

Pre-Test: 37%, +22% pts, 63%
Post-Test: 59%, 41%

Math - Latinx Student Learning Gains

Pre-Test: 21%, +29% pts, 79%
Post-Test: 50%, 50%

Math - Free/Reduced Lunch Student Learning Gains

Pre-Test: 35%, +22% pts, 65%
Post-Test: 57%, 43%

8

Student Growth! (Summer 2023)
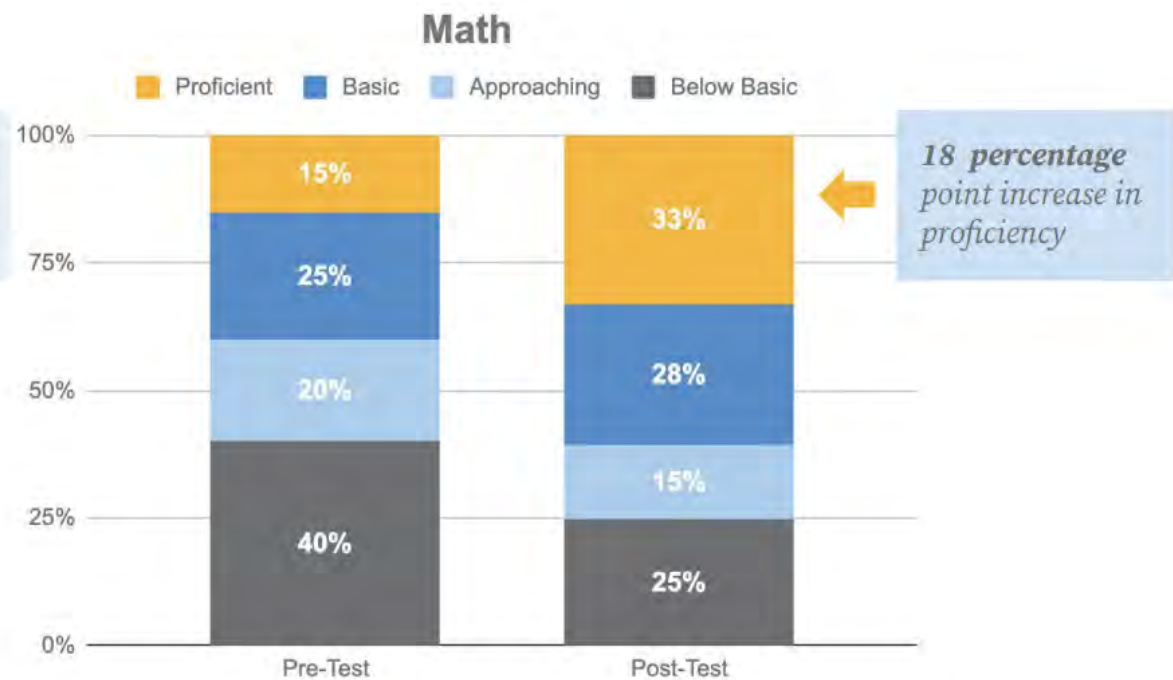
UI's Professional Development & Coaching

F. UI's Professional Development & Coaching Services

✓ UI's Professional Development Services

Professional Development: Coaching Plan Structure

✓ Needs Assessment

- Initial Evaluation: Conduct baseline observations and self-assessments to identify instructional strengths and areas for growth.

- Data Collection: Use student performance data, teacher feedback, and administrative input to shape coaching priorities.

✓ Coaching Model

- Mentor Assignment: Pair each non-certified teacher with a certified instructional coach or veteran educator.

- Coaching Cycles: Implement ongoing cycles that include:

    o Pre-Conference: Clarify goals and focus for observation.

    o Observation: Coach observes instruction using a standardized rubric.

    o Post-Conference: Provide feedback, celebrate strengths, and develop targeted improvement plans.

✓ Professional Development Integration

- Workshops & Seminars: Offer regular PD sessions focused on classroom management, lesson planning, differentiation, assessment strategies, and pedagogy.

- Micro-Credentials: Provide opportunities for earning badges or certificates in key teaching competencies.

✓ Individualized Support

- Goal Setting: Collaboratively set short- and long-term goals aligned to certification standards and student achievement.

- Modeling & Co-Teaching: Coaches demonstrate industry best practices and co-teach lessons to model effective strategies.

✅ **Progress Monitoring**

- Documentation: Track coaching sessions, goals, and progress using a shared platform or coaching log.

- Ongoing Feedback: Provide consistent, formative feedback tied to instructional standards and student data.

✅ **Certification Support**

- Guidance: Assist teachers in navigating the certification process, including test preparation, coursework, and portfolio development.

- Collaboration with HR & Higher Ed: Partner with district HR department and Educator Preparation Programs to enroll in coursework and test prep support to attain full licensure in Virginia.

✅ **Program Evaluation**

- Impact Analysis: Assess the impact of coaching on instructional quality and student performance.

- Teacher Feedback: Use surveys and focus groups to refine coaching strategies and ensure alignment with teacher needs.

Outcome:
This coaching plan aims to build instructional capacity, increase retention, and guide non-certified teachers toward full certification while ensuring all students receive high-quality instruction.

✅ <u>Focus Areas: Dimensions of Successful Teaching Practices</u>

Instructional coaching will emphasize the following seven dimensions of effective teaching. Each area represents critical competencies that support student achievement and teacher development. Coaches will tailor their support based on teacher needs and growth goals within these focus areas.

✅ **Classroom Environment & Management**

Creating a safe, respectful, and organized learning environment is foundational to student success.

- Key Coaching Topics:
    - Establishing classroom norms and expectations collaboratively with students.

- Creating predictable routines and procedures for transitions, materials, and tasks.
- Preventing and de-escalating disruptive behavior through proactive strategies.
- Building positive teacher-student relationships to foster mutual respect and trust.

- Sample Indicators:
    - Students know and follow routines without repeated redirection.
    - The classroom environment supports student voice, safety, and belonging.

☑ Instructional Planning & Delivery

Effective teaching begins with purposeful planning and is executed with clarity and flexibility.

- Key Coaching Topics:
    - Backward design: aligning objectives, instruction, and assessments.
    - Structuring lessons with clear learning targets and success criteria.
    - Employing instructional strategies such as modeling, guided practice, and summarizing.
    - Adjusting instruction in real time based on student response and engagement.

- Sample Indicators:
    - Lessons reflect state standards and are appropriately scaffolded.
    - Teachers use strategies to make learning goals explicit and accessible to students.

☑ Student Engagement

Engaging all students cognitively, emotionally, and behaviorally is essential for meaningful learning.

- Key Coaching Topics:
    - Using open-ended questions and higher-order thinking strategies.
    - Promoting collaborative learning (e.g., think-pair-share, group work).
    - Incorporating student interests, choices, and culturally relevant content.
    - Ensuring equitable participation through strategies like cold calling, turn-and-talk, and response cards.

- Sample Indicators:
    - Students are actively involved in discussions and activities.
    - The classroom fosters curiosity, risk-taking, and intrinsic motivation.

☑ Assessment for Learning

Assessment should be ongoing, purposeful, and directly tied to instruction and learning goals.

- Key Coaching Topics:
    - Designing formative assessments (exit tickets, quick checks, quizzes).
    - Analyzing student work to identify misconceptions and adjust instruction.
    - Providing specific, timely feedback that promotes revision and growth.
    - Using student self-assessment and peer feedback to build ownership of learning.
- Sample Indicators:
    - Teacher's use of data from assessments to modify lesson plans.
    - Students can articulate what they are learning and how they are progressing.

☑ Differentiation & Inclusion

Instruction should meet the diverse academic, linguistic, and social-emotional needs of all students.

- Key Coaching Topics:
    - Using data to group students flexibly and provide targeted support.
    - Offering multiple means of content access (visuals, audio, manipulatives).
    - Modifying tasks and assessments to support learners with IEPs or language needs.
    - Applying Universal Design for Learning (UDL) principles.
- Sample Indicators:
    - Students receive varied support based on need, and all are meaningfully engaged.
    - Teacher accommodates and challenges learners at all readiness levels.

☑ Content Knowledge & Pedagogical Skill

Teachers must demonstrate deep understanding of subject matter and how students learn it best.

- Key Coaching Topics:
    - Breaking down complex content into teachable segments.
    - Identifying common student misconceptions and addressing them proactively.
    - Integrating cross-curricular connections and real-world applications.
    - Leveraging content-specific pedagogy (e.g., inquiry in science, modeling in math, analysis in ELA).
- Sample Indicators:
    - Explanations are clear, accurate, and appropriate to grade level.
    - Instruction builds on prior knowledge and prepares students for future learning.

☑ Professionalism & Reflective Practice

Strong teachers reflect on their work and take responsibility for their own professional growth.

- Key Coaching Topics:
    - Using feedback from coaching, peers, and students to improve practice.
    - Setting measurable goals and tracking progress over time.
    - Engaging in professional learning communities (PLCs) and school initiatives.
    - Maintaining high expectations for self and students.
- Sample Indicators:
    - Teacher seeks support and implements feedback.
    - Demonstrates commitment to continuous improvement and student success.

These focus areas serve as the foundation for UI's instructional coaching goals, feedback, and professional development. Coaches will prioritize those areas most relevant to each teacher's context and support them in building confidence, competence, and readiness for certification.

✓ UI's Coaching Services

UI's instructional and executive coaching services are collaborative, personalized forms of professional development that have been shown to significantly enhance student achievement in schools. By focusing on improving teaching practices through ongoing support and feedback, instructional coaching creates a ripple effect that benefits both educators and students.

✓ Enhancing Teacher Effectiveness

UI instructional coaches work closely with teachers to refine their instructional strategies, classroom management, and lesson planning. This individualized support leads to more effective teaching, which directly impacts student learning outcomes.

✓ Promoting Reflective Practice

UI instructional coaches encourage teachers to reflect on their teaching methods and student responses. This reflection fosters continuous improvement and adaptability, allowing teachers to effectively meet diverse student needs.

✓ Fostering Collaborative Learning Environments

UI's Instructional coaching often involves collaborative planning and peer observations, which build a culture of shared learning among teachers. This collaboration leads to the adoption of best practices and a more cohesive approach to instruction across the school.

✓ Implementing Data-Driven Instruction

UI instructional coaches assist teachers in analyzing student performance data to inform instructional decisions. By identifying areas where students struggle, teachers can tailor their instruction to address specific learning gaps, leading to improved student achievement.

✓ Supporting Equitable Student Outcomes

UI's instructional coaching helps teachers implement inclusive teaching strategies that cater to diverse learners, including students with special needs. This support ensures that all students have access to high-quality instruction, promoting equity in educational outcomes.

✅ UI's Instructional Coaching for Instructors

UI's instructional coaching services are grounded in research-based frameworks that prioritize instructor growth, student achievement, and sustainable school improvement. Services include:

A. One-on-One and Small Group Coaching

- Personalized, job-embedded coaching cycles using Jim Knight's Partnership Principles (equality, choice, voice, reflection, dialogue, praxis, and reciprocity).

- Use of The Impact Cycle (Identify, Learn, Improve) to guide coaching conversations.

- Goal setting aligned to instructional priorities such as student engagement, formative assessment, and culturally responsive pedagogy.

B. Data-Driven Instructional Support

- Classroom walkthroughs and video coaching to collect evidence aligned with frameworks like Danielson and Marzano's Teacher Evaluation Models.

- Actionable feedback based on student work analysis, learning objectives, and lesson delivery.

- Emphasis on John Hattie's Visible Learning strategies to support high-impact teaching.

C. Professional Learning Communities (PLCs) Facilitation

- Coaching on collaborative planning, instructional strategy sharing, and formative data analysis.

- Embedding Richard DuFour's PLC Framework to ensure a culture of continuous improvement.

✅ Executive Coaching for School and District Leaders

UI's executive coaching helps school and district leaders drive systemic change, build leadership capacity, and foster thriving school cultures.

✅ Strategic Leadership Coaching

- One-on-one confidential coaching tailored to the leader's goals, based on The Wallace Foundation's Effective Leadership Practices.

- Focus on instructional leadership, decision-making, and strategic planning.

- Use of Adaptive Leadership (Heifetz & Linsky) and Cognitive Coaching approaches to support transformational change.

☑ Leadership for Equity and Culture

- Coaching around creating equitable systems, dismantling biases, and improving student outcomes for marginalized populations.

- Integration of Leadership for Equity frameworks from The National Equity Project and Zaretta Hammond's Culturally Responsive Leadership.

☑ Leading Through Change

- Support for implementing large-scale initiatives using Kotter's 8-Step Change Model.

- Coaching leaders on managing resistance, stakeholder engagement, and sustainability.

☑ Team and Systems Coaching

- Facilitation of leadership team retreats and cross-functional collaboration.

- Development of performance goals, instructional vision, and accountability systems.

UI's Data Services

G. UI's Data Services

UI's Data Services team partners with school districts to analyze and interpret student academic performance data. UI's Data Services provides robust quarterly reports, using data collected from UI Instructors and school division partners, to report progress to key stakeholders. These reports allow customers to view their data by date range and access data visualizations for the entire division or drill down by subject, grade level, school, instructor, and student.

UI tracks the number of sessions per day, week, month, quarter, and school year, as well as the number of minutes for each session, whether sessions were delivered with whole or small groups, and the standards and skills taught during each session. For divisions that are transparent regarding the names of students who participate in UI tutoring, those programs involve collecting additional data, i.e., individual students' mastery of taught standards, individual students' level of engagement, and their behavior during each tutoring session.

UI's data services offer the following benefits:

☑ Specialized Expertise

- UI employs data scientists, statisticians, and education analysts with advanced skills in data modeling and analytics
- UI Data Team members provide deeper insights and more accurate interpretations than what may be feasible in-house at the school level.

☑ Advanced Tools and Technology

- UI offers sophisticated platforms, dashboards, and visualization tools to summarize complex data to make it easier to digest, understand, and use.
- UI tools automate reporting, track real-time progress, and integrate multiple data sources (e.g., assessments, attendance, behavior, etc.)
- UI systems can monitor instructor certification and send automated alerts for upcoming deadlines or missing documentation.

☑ Scalability and Customization

- UI can tailor services to meet the specific needs of a district or school, whether it's analyzing a small dataset or supporting a large-scale initiative like licensure progress tracking.
- UI's systems scale easily to accommodate multiple schools or districts.

✓ Time and Resource Efficiency

- Outsourcing data analysis to UI's data services team allows educators and administrators to focus on instructional leadership and student academic growth rather than data crunching.
- Leveraging UI's Data Services can reduce some of the burden on school IT and assessment staff.

✓ Objective, Third-Party Perspectives

- UI's Data Services provide more neutral analysis, free from internal bias or assumptions.
- This type of objectivity can improve trust in data and decisions based on it.

✓ Professional Development and Training

- UI offers training for educators and administrators on interpreting data and using it to inform instruction and policy.
- UI's Data Services help build internal capacity for data-driven decision-making.

✓ Faster, Actionable Insights

- With dedicated personnel and proven processes, UI's Data Services can quickly turn raw data into usable insights.
- Timely access to insightful data reports permits more timely interventions for students needing additional academic support.

✓ Data Privacy and Ethics

- UI recognizes that effective partnering on data analytics services requires a thoughtful, strategic approach to ensure data is used ethically, securely, and for maximum impact.
- A partnership with UI includes the highest-level data privacy protections in alignment with laws like FERPA, COPPA, ADA, HIPAA, etc., and a company that unequivocally maintains ethical standards around student data use.

Enclosed is a step-by-step outline of how schools and districts can successfully implement a collaboration with UI for Data Services.

✅ **STEP ONE: Choose a Collaborative Partnership with UI**

- **Evaluate UI's Experience and Reputation**: Request case studies and examples to ascertain UI's experience with providing education analytics.
- **Check References:** Learn firsthand how UI has helped similar schools and districts.
- **Assess Tools and Support**: Request a demo of UI's platform to ensure it is user-friendly and backed by training and customer support.

✅ **STEP TWO: Define Clear Goals & Needs**

- **Start with a Need**: Identify your end goal (e.g., improve math scores, close equity gaps, monitor intervention effectiveness, etc.).
- **Determine Scope**: Decide which data will be analyzed (e.g., test scores, attendance, behavior, accomplishments, etc.) and for which student or adult populations.

✅ **STEP THREE: Ensure Data Privacy and Security**

- **Sign UI's Data Sharing & Access Agreement (DSAA)**: Ensure compliance with laws like FERPA, COPPA, and state regulations.
- **Limit Data Access**: Ensure that only authorized personnel can view sensitive student information.
- **Clarify Data Ownership**: The school/district retains ownership and control of all student data.

✅ **STEP FOUR: Train Educators and Staff**

- UI provides hands-on professional development to help teachers and leaders:

  - Read and interpret dashboards/reports
  - Use insights to adjust instruction and support student needs
  - Ask meaningful questions about the data

✅ **STEP FIVE: Use Data to Inform Practice**

- UI encourages all partners to embed data reviews into regular school improvement cycles (e.g., PLCs, leadership meetings).
- UI believes that by focusing on actionable insights, school leaders and teachers can improve academic outcomes for all students.

This chart provides detailed information on UI's various reports.

UI Report Name	Purpose of Report	Intended User	Summary of Data
Partner Report	Regular monitoring of indicators of program success and student growth	- Division Leaders - Program Leaders - Department & MTSS Leaders - School Leaders & Teachers - UI Academic Specialists - UI Program Managers & Coordinators	Permits division and school leaders to visualize the impact of UI across schools, subject areas, and grade levels, and delve deeper into whole group, small group, and individual student academic, SEL, and PBIS indicators.
Session Report *Designed for districts that do not want UI to track individual student performance	Regular monitoring of instructional support by session, minutes, school, grade, and subject or course	- District Leaders - Program Leaders - Department Leaders - UI Program Managers & Coordinators	Information provided in the Partner Report minus student performance information
Staffing Report	Value of UI Staffing Model	- HR Leaders - Program Managers & Coordinators	Graph displaying UI Instructor recruiting, vetting, and hiring data
Correlations Report	Value of UI program to improve student outcomes	- District Leaders - Department Leaders - Program Leaders - School Leaders	Statistical relationships between the number of UI sessions attended and student academic growth
Customized Report	Determined by the school division	Identified by the school division	Possible Uses: Federal, state, or local grant reports, university research, or other program partnership reports

UI's Data Sharing and Access Agreement (DSAA)

Depending on a district's preference and program goals, collaborative partners select the UI report(s) that optimally align with requested performance tracking specifications. Some districts share a high level of data to track student learning and growth, while others desire a minimum level of data to track instructor attendance.

✓ A sample of **UI's Data Access & Sharing Agreement (DASA)** follows.

DATA ACCESS AND SHARING AGREEMENT

This Agreement is effective as of _____ between University Instructors LLC ("UI") and_____ School District (hereinafter "School District"). UI and School District shall hereinafter be referenced separately as a "Party" and together as the "Parties."

WHEREAS, School District has requested and directed that UI obtain access to certain student data for the purposes of providing tutoring and related services as set forth in an executed Scope of Work ("Client Services");

WHEREAS, School District is authorized to provide UI access to certain student data for the purpose of providing the Client Services;

WHEREAS, the Parties recognize that there is a need for UI to protect student data and School District confidential information from unauthorized use and disclosure; and

NOW, THEREFORE, in consideration of the mutual covenants and conditions herein contained, the Parties agree as follows:

1.   **Confidential Information**. For the purpose of this Agreement, the term "Confidential Information" shall include all information (written, electronic, oral, or in any other form) provided by School District to UI in connection with the Client Services and which is reasonably considered to be confidential or proprietary. "Confidential Information" shall also include any (i) information protected under the Family Educational Rights and Privacy Act 20 U.S.C. § 1232g; 34 CFR Part 99 and (ii) student data as defined by the Student Data Privacy, Accessibility, and Transparency Act, O.C.G.A. § 20-2-660. Confidential Information shall not include information that: (a) has become generally known or available to the public without breach of this Agreement; (b) was known by UI before receiving such information from School District; and (c) has become known by or available to UI from a source other than School District without any breach of any obligation of confidentiality owed by UI, subsequent to disclosure of such information to UI.

2.   **Use and Limitations on Confidential Information**. The parties have agreed to use and disclose Confidential Information subject to the terms of this Agreement. UI agrees: (a) to hold the Confidential Information in strict confidence and only disclose it to employees that have a need to know; (b) not to disclose such Confidential Information to any third party except as specifically authorized herein or as specifically authorized by School District in writing; (c) to use all reasonable precautions, consistent with UI's treatment of its own confidential information of a similar nature, to prevent the unauthorized disclosure of the Confidential Information, including, without limitation, protection of documents from theft, unauthorized duplication and discovery of contents, and restrictions on access by other persons to such Confidential Information; (d) not to use any Confidential Information for any purpose other than the Client Services; and (e) not to reverse engineer, decompile, or disassemble any Confidential Information disclosed by School District to UI under the terms of this Agreement, except as expressly permitted by applicable law. In the event an unauthorized or inadvertent disclosure of Confidential Information by UI, or any other breach of this Agreement, UI agrees to give written notice to School District no more than three (3) business days after such disclosure or breach.

3.   **Required Disclosures**. UI may use or disclose the Confidential Information if and to the extent that such disclosure is required by applicable law, provided that UI (a) promptly notifies School District of

such obligation, (b) provides School District a reasonable opportunity to review the disclosure before it is made and to interpose its own objection to the disclosure, and (c) uses reasonable efforts to limit the disclosure by means of a protective order or a request for confidential treatment to the extent School District is unable to otherwise restrict the disclosure of such information.

4.   **Electronic Transmission**. UI shall use reasonable physical, administrative, and technical safeguards, including software-based security measures, commonly used in the electronic data interchange field, to protect any Confidential Information, PHI, or health care information sent by or received from School District. The Parties shall mutually agree upon the format of data transmitted subject to this Agreement. UI shall implement and comply with, and shall not attempt to circumvent, bypass, or disclose School District procedures for the use of the electronic method of Confidential Information, PHI, or health care information transmission._____reserves the right to terminate electronic transmission immediately if it determines that UI has itself breached, or permitted a breach, of the Agreement.

5.   **Term of Agreement**. The obligations of this Agreement will remain in effect for so long as UI is providing Client Services**.**

6.   **Notices and Contact Persons.** Any notices, requests, consents, and other communications hereunder shall be in writing and shall be effective either when delivered personally to the party for whom intended, e-mailed with an acknowledgment of receipt, or five days following deposit of the same into the United States mail (certified mail, return receipt requested, or first class postage prepaid), addressed to such party at the address set forth below, who shall serve as Contact Persons unless replaced by written notice to the other party:

      For UI: **For School District:**

      Tamu M. Thomas Walker
      Executive Vice President
      University Instructors LLC
      tthomaswalker@universityinstructors.com
      (804) 412-8462

      With a copy to:

      Eve Hogan
      General Counsel
      University Instructors LLC
      ehogan@universityinstructors.com
      (617) 865-8259

7.   **Compliance Conduct.** Each party shall comply with all applicable laws, rules, regulations, and standards of ethical conduct.

8.   **Waiver.** The failure of a party to enforce a provision of this Agreement shall not constitute a waiver with respect to that or any other, provision of this Agreement.

9.   **Amendment.** This Agreement may be amended only by written agreement of the parties, signed by authorized representatives, and referencing this Agreement.

10.   **Severability.** If any provision in this Agreement is found by a court of competent jurisdiction to be

invalid or unenforceable, the remaining provisions in this Agreement shall continue in full force and effect.

11.   **Applicable Law.** This Agreement, and all other aspects of the business relationship between the parties, is construed, interpreted, and enforced under and in accordance with the laws of the Commonwealth of Massachusetts, without regard to choice of law provisions.

12.   **Interpretation.** The parties agree that the terms of this Agreement result from negotiations between them. This Agreement will not be construed in favor of or against either party by reason of authorship.

13.   **Force Majeure.** Neither party shall be responsible for delays or failures in performance resulting from acts of God, acts of civil or military authority, terrorism, fire, flood, strikes, war, epidemics, pandemics, shortage of power, or other acts or causes reasonably beyond the control of that party. The party experiencing the force majeure event agrees to give the other party notice promptly following the occurrence of a force majeure event and to use diligent efforts to re-commence performance as promptly as commercially practicable.

14.   **Authority.** Each party represents that it has the authority to enter into this Agreement; and that the individual signing this Agreement on its behalf is authorized to do so.

UNIVERSITY INSTRUCTORS LLC   **SCHOOL DISTRICT**

Name: Tamu M. Thomas Walker   Name:
Title: Executive Vice President   Title:
Date: Date:

UI Data Set-Up Parameters

University Instructors LLC ("UI") seeks to obtain access to certain student data for the purposes of providing tutoring and related services.

The following data fields are required for UI to set up its data tracking system that enables UI to provide accurate reporting and analysis regarding student services and academic impact. Please provide the following information in a CSV file (OneRoster or Minimal Student Roster).

Part 1: Rostering & Enrollment: This request is completed at the school level, however, the district may be able to simplify this process for each school if they add a "tag" in their SIS for "UI Tutoring"— if so, the district or school can then run a custom report with all of this information in one file (Note: this does require the school to have identified and "tagged" students who would be receiving tutoring services. For elementary classrooms where the UI Instructor may be working with all students through rotating small groups, the full class can be "tagged").

Each school in the division:

- Completes the UI Tutoring Student Enrollment Roster using the One Roster or Minimal Student Roster form. This form requires the following separate fields:
    - School Name
    - School ID Number
    - Student ID
    - UI Unique Student ID
    - Student Last Name
    - Student First Name
    - Student Grade Level
    - Student District Email (if applicable)

- *For each subject/course a student will be receiving tutoring, please provide the following:*
    - Subject/Course Name (for which tutoring is assigned)
    - Course Number
    - Course Section (if applicable)
    - Teacher Last Name
    - Teacher First Name
    - Teacher ID (if applicable) - this will enable future linking with assessment data from the division, etc.

Part 2: Baseline Student Academic Data: This request is completed within the first 30 days of school and provided by the district representative. UI provides the students for which we need data using ID, last and first name, enabling the district to export student academic data for baseline and measurement purposes.

UI Provides:

- Sample Template in CSV format with fields requested

- UI Unique Student ID
- Student Last Name
- Student First Name

District Provides Student Performance Data as Baseline:

- Prior Year Reading Score (on state or major district assessments)
- Prior Year Math Score (on state or major district assessments)
- Beginning of Year Diagnostic (varies by district/state)
    - e.g., in Virginia, BOY SGA (student growth SOL assessment)
    - STAR/i-Ready/LEXIA* baseline in Math
    - STAR/i-Ready/LEXIA* baseline in Reading
    - *these diagnostic tools are all similar and there may be others—this should be discussed at the contract phase with the executive sponsor to determine the best baseline for UI to request
- Prior Year Attendance Rate (if available)
- Prior Year Discipline Referrals (if available)

UI Data Requests for Standard Reporting

UI requests specific academic student performance data three times per school year (at a minimum), specifically major district-wide or state-wide assessment data. Additional requests may be made if the school district has requested additional reporting. Following the Data Set-Up work, specific data requests are made **three times: at the end of the first quarter, at the end of the first semester, and at the end of the school year once the year-end performance data is available (which may be as late as summer in some cases).**

UI will provide the district with a CSV template that includes the students whose academic and other performance data is to be provided.

> For each student, the district provides:

- Name of Assessment
- Date of Assessment
- Proficiency Level (the specific format will vary based on the assessment type).
    - If a standardized test, the scale score is requested
    - If a locally-developed test (e.g. unit test) the proficiency level, typically represented in a percentage correct
    - Please note that having the baseline data is crucial for the standard data reporting to conduct analyses related to growth and impact.
- Proficiency by standard/objective (separate field for each standard assessed)
- ADA: Overall attendance rate for previous marking period (if available)
- Discipline referral number for previous marking period (if available)

UI's Grant Services

H. UI's Grant Services

UI's grant writing professionals are skilled in crafting compelling proposals and are familiar with funders' expectations. Leveraging UI's grant writer services often equates to higher success rates due to the culmination of years of experience and familiarity with various funding agencies and requirements.

UI partners with K-12 school districts across the nation to provide grant searching, tracking, and writing services -- helping educators and administrators efficiently and expertly secure external funding to support programs, staff development, and student services. These UI services are especially valuable given limited budgets and increasing demands for innovation, equity, and academic performance.

✅ 1. Grant Searching Services

UI's grant services involve identifying funding opportunities from various sources that align with the district's goals and needs.

Includes:

- **Researching grants** from federal agencies (e.g., U.S. Department of Education), state education departments, private foundations, and corporations.
- **Customizing grant matches** based on district priorities (e.g., literacy, STEM, mental health, 21st CCLC grants, after-school programs).
- **Creating grant calendars** to track deadlines and application cycles.
- **Providing summaries** of eligibility, funding amounts, and application requirements.

Example:

A district interested in SEL (social-emotional learning) support receives a curated list of foundation grants specifically focused on student wellness and trauma-informed practices.

✅ 2. Grant Tracking Services

UI grant tracking services help school district partners to efficiently manage the grant lifecycle, from identifying potential funding opportunities to submitting applications and managing awarded grants.

Key features often include:

- **Grant Discovery**: Tools to search and identify potential grant opportunities based on your organization's mission and needs.
- **Application Management**: Centralized storage and management of grant applications, supporting documents, and deadlines.
- **Task Management**: Features to assign tasks, track progress, and ensure timely completion of grant-related activities.
- **Deadline Tracking**: Automated reminders and notifications to help organizations stay on top of deadlines and avoid missed opportunities.
- **Budgeting and Financial Tracking**: Tools to manage grant budgets, track expenses, and ensure compliance with funding guidelines.
- **Reporting**: Features to generate reports on grant activity, progress, and outcomes, which are often required by grant funders.

Benefits of using UI's Grant Tracking Services/Software:

- **Improved Efficiency**: Automating and streamlining grant management processes saves time and reduces administrative burden.
- **Reduced Errors**: Centralized data and automated workflows minimize the risk of errors and ensure accuracy in grant management.
- **Enhanced Compliance**: Tracking tools and features help organizations stay compliant with funding guidelines and reporting requirements.
- **Better Collaboration**: Platforms often facilitate communication and collaboration among team members involved in the grant process.
- **Increased Grant Success Rates**: By effectively managing grant applications and awarded grants, organizations can improve their chances of securing future funding.

✅ 3. Grant Writing Services

These services focus on the actual preparation and submission of competitive grant applications.

Includes:

- **Drafting full proposals**, including needs statements, goals, budgets, timelines, and evaluation plans.
- **Collaborating** with school leaders, educators, and finance teams to gather required data and narratives.
- **Editing and proofreading** to ensure clarity, compliance, and persuasiveness.
- **Submitting** the application through platforms like Grants.gov or state portals.

- **Post-award support** (in some cases), including budget tracking, compliance reporting, and evaluation.

Example:

A UI grant writer partners with a school district or a consortium of districts to apply for a $1,500,000 state literacy grant, developing a proposal that aligns with district strategic plans, curriculum goals, community partnerships, and measurable outcomes.

🎯 Why School Districts Choose UI's Grant Services

- **Limited internal capacity**: Many schools lack a full-time grant writer or experienced development staff.
- **Better quality applications**: Experienced grant writers increase the chances of funding success.
- **Strategic alignment**: UI professionals can match grants to long-term district goals.
- **Time savings**: Educators can focus on teaching while UI experts handle the grant process.

UI's Ancillary Services
(Provided by UI's Exclusive Partners)

I. UI's Ancillary Services (Provided by UI's Exclusive Partners)

About UI's Exclusive Partners Providing Ancillary Services

About Public Consulting Group

University Instructors LLC (UI) was an affiliate company of PCG for more than a decade from November 2013 to December 2024. Founded in 1986 and headquartered in Boston, Massachusetts, PCG is

Current Contracts in all 50 States

More than 2,000 open contracts globally at any point in time

Over 1,900+ employees throughout the US

a consulting, operations, and technology firm that has dedicated itself almost exclusively to serving the public sector for more than 35 years. As a result, the firm has developed a deep understanding of the legal and regulatory requirements and fiscal constraints that often dictate a public agency's ability to meet the needs of the populations it serves.

PCG is honored to have helped thousands of public sector organizations improve client outcomes by implementing a range of solutions to maximize resources, make better management decisions using performance measurement techniques, improve business processes, achieve and maintain federal and state compliance, and promote equitable systems

and practices. Many of PCG's 1,900+ employees have extensive experience and subject matter knowledge in a range of government-related topics, from child welfare, public assistance, and Medicaid and Medicare policy to special education, literacy and learning, and school-based health finance.

PCG has experience in states and districts like yours...

Local contracts in **49 states** and the District of Columbia

State-level contracts in **38 states**

17 of the 20 largest US districts in the US

49 of the 78 Council of Great City Schools districts.

About PCG Education

PCG is one of the most trusted educational consulting firms in the country, with a successful history of implementing large-scale education projects across the nation. PCG has partnered with state departments of education and sizeable urban districts to support leaders and teachers. PCG's

experience with improving student outcomes, proven methods, and strategies, and understanding of Henrico County Public Schools (HCPS) goals will, in partnership with the district, enable us to implement high-impact professional development and support to instructional leaders over the project period. The collaboration between University Instructors (UI), PCG and HCPS will ensure this approach aligns with current district and state initiatives and builds on existing capacities.

PCG brings an abundance of experience working with district- and state-level agencies to provide professional development and leadership development. A critical component of the company's success is an ability to work as a partner, not just a vendor, and build long-term, trusted relationships.

PCG proposes several services and resources that integrate academic growth for all learners, cultural responsiveness, and workforce development into educational settings, including:

- Offering custom curriculum services, including reviews, custom curriculum development, curriculum revision, and curriculum implementation.
- Building teacher capacity to support students with significant cognitive disabilities and promote inclusive practices throughout schools
- Providing Science of Reading professional learning to teachers and school leaders
- Offering curriculum, professional learning and technical assistance services for districts serving students in Transition and College and Career Planning

Curriculum Development and Implementation

Science of Learning and Literacy

Special Education Professional Development and Coaching

Transition Curriculum and Work-Based Learning Support

K12 Coalition was born from the minds of dedicated educators looking to improve the education landscape. The company's divisions, outlined below, were founded by educational changemakers who have joined forces to support a district's ever-evolving needs.

K12 Coalition is the parent company of a collective of innovative education organizations with a single mission to ensure that all K-12 school leaders, teachers, and students have the resources and support they need to thrive and perform at their best. K12 Coalition's team comprises more than 480 professionals with backgrounds in teaching, coaching, and school and district leadership. Since 2002, K12 Coalition has partnered with over 7,000 school districts, 100 charter networks, and 15 state agencies, reaching over 1.1. million educators. Numerous externally validated studies have shown students making significant achievement gains from K12 Coalition partnerships.

K12 Coalition's work has been featured in prominent studies, including the Bill and Melinda Gates Foundation's *Measures of Effective Teaching Project* and *The Best Foot Forward Project* from Harvard's Center for Education Policy Research, and publications such as *Education Week* and *Scholastic*.

As veterans of education, K12 Coalition knows that each district has unique needs and, as such, requires custom solutions. The K12 Coalition team is dedicated to and invested in partner success, and the breadth of service offerings allows the company to create customized, scalable solutions that enable partners to meet their goals while creating coherence across existing district initiatives.

K12 Coalition provides support across a wide range of areas, including:

Professional Learning and Instructional Coaching: K12 Coalition generates impressive student achievement gains and facilitates transformative change through research-based, highly interactive professional learning workshops and job-embedded instructional coaching. This impact is particularly significant among the partnering underperforming schools, with

underperforming schools across New York City making greater than a 20-percentage point increase in ELA and Math proficiency after engaging with K12 Coalition—an increase 10-15 percentage points higher than comparable New York public schools that did not receive the company's support. K12 Coalition creates equitable opportunities for all students by developing instructional leaders and teachers to teach the skills necessary for all students to tackle grade-level content with precision and confidence.

School, District, and Charter Management Organization Leader Support: K12 Coalition partners with leaders at schools, districts, charter management organizations, and state education agencies through some of their largest challenges, including successfully turning around chronically underperforming schools, creating high-quality strategic plans, launching leadership academies, providing executive coaching for school and district leaders, and developing guidance for programmatic development and sustainability of initiatives. As an example, the company is currently partnering with the Maryland State Department of Education to support and train school and district leaders across the state, providing targeted training and resources and helping them address their most pressing leadership challenges through ongoing, cohort-based professional development.

K12 Coalition believes that the success of every student begins with a well-prepared teacher – and the success of every teacher depends on sustained support from recruitment through professional maturity. School systems are under mounting pressure to not only recruit teachers, but also to retain and develop them in ways that align with evolving instructional demands and student diversity.

K12 Coalition provides comprehensive solutions to the educator lifecycle, grounded in evidence powered by technology, and tailored to the unique needs of K-12 systems. Three flagship offerings include – Passage Preparation, iteach, and Teaching Channel – address each critical transition in an educator's journey.

Together, these services offer a clear, affordable path to help districts grow a strong, certified, and confident teaching workforce. Each program has been proven to work independently or in concert to help schools fill classrooms with prepared educators who are ready to succeed and stay.

ETS and University Instructors have partnered for more than four years, working together to address a critical challenge faced by many aspiring elementary educators: passing the Praxis exams required for licensure. Recognizing that many candidates struggle not due to lack of effort, but due to lack of access to high-quality, targeted preparation, our teams collaborated to deploy **Praxis Learning Paths (PLPs)** across all Elementary Education subject areas. These adaptive, interactive courses were designed to close knowledge gaps, increase confidence, and improve outcomes through personalized study plans, real-time feedback, and engaging content formats like videos, flashcards, and practice tests.

This collaboration illustrates the kind of innovation the partners aim to pursue together moving forward: responsive, scalable solutions that align with district needs and reduce friction along the pathway to becoming a licensed teacher. ETS and UI are exploring additional opportunities to support paraprofessionals, long-term substitutes, and other emerging educators through similarly high-impact, district-aligned models.

End-to-End Teacher Pathways – Ecosystem with ETS and iTeach

Pre-Service
- Creating access to opportunity
  - Recruiting and Sourcing
  - Career navigation
  - Interview and onboarding support
  - Job Placement

Certification
- Eligibility coaching and verification
- Individualized Test Preparation
- ETS test administration, onsite if needed
- EPP enrollment, e.g. iTeach

In-Service
- Professional development and coaching
  - Special Education and General Education
  - Customized PD options
- Create Pathway to district employment

Advancement
- Talent management dashboard
- Differentiated pathways, including 'Para to Teacher' Registered Behavior Technicians, etc
- Ongoing specialization and PD

Educational Testing Service (ETS) was incorporated in 1947 as an educational organization to engage in research, services, and other activities in the field of educational testing. As the world's largest private educational testing and measurement organization, ETS is known for assessments built on rigorous research and a commitment to quality. Each year, we develop, administer and score more than 50 million tests—including the TOEFL®, TOEIC®, GRE®, and *Praxis*® tests, as well as those related to numerous state and federal contracts—in more than 180 countries at more than 9,000 locations. ETS maintains offices in the United States as well as subsidiary offices around the world, including Canada, India, and the Netherlands. ETS main offices are in Princeton, New Jersey, in the United States.

With a mission to advance quality and equity in education, ETS delivers research and learning solutions to help students, educators, schools, businesses, governments, and more understand what's possible and identify the steps to get there. ETS strives to increase equity for all learners in the following ways:

- **Research and Innovation.** ETS research scientists are dedicated to improving learning. They work to explore new, more inclusive approaches to learning, measurement, and instruction. These projects are activated through emerging technologies and collaborations with other experts in the field to keep pace with learners' modern needs.
- **Assessments and Learning Tools.** ETS's assessments and research tools provide meaningful information that help schools, governments, and businesses evaluate people and programs.
- **Improving Teaching and Learning.** ETS provides professional development products and services that advance quality teaching and school leadership.
- **Informing Education Policy and Assessment.** ETS research and policy studies shed light on current issues in education, including equity, access to education, literacy, and teacher quality. The company puts these research findings into action by creating awareness and informing policy and program decisions that improve education systems to create a better environment for learning.

ETS has provided teacher licensure assessments since our founding in 1947. Since then, the company has been at the forefront of teacher licensure methodology and practice. Work in this field includes *The Praxis Series*: the largest national educator licensure program in the U.S., with over 125 tests used by 43 states, U.S. territories, education agencies, and associations. The exams are designed to confirm that prospective teachers are prepared both academically and instructionally. The *Praxis* certification serves as a national benchmark for teacher readiness, helping states and education programs maintain high standards for entering the teaching profession.

With over half a million tests delivered, scored, and reported accurately and on time across more than 100 different subject areas every year, the *Praxis Program* is one of ETS's largest operational assessment products. However, within this large volume of users, the *Praxis Program* provides a diverse range of offerings, as each client uses a different subset of tests suited to their own unique needs and challenges.

Recognizing and supporting the needs of clients is a critical component to maintaining the *Praxis* program. ETS has a dedicated team of expert client managers who work closely with state departments and boards of education to assist with test adoption, data needs, test taker support, and to resolve issues as they arise. Client managers consult regularly with states to develop new assessments and revise existing titles when the field changes, bringing assessment and psychometric experts to the discussions as needed.

☑ Curriculum Reviews

PCG conducts school and district curriculum reviews that enable program leaders and other decision makers to answer essential questions about student progress, effectiveness, and fidelity to curriculum objectives and plans. Through the collection and analysis of a wide range of data (including student proficiency data, classroom observations of instructional practice, focus groups, interviews, and surveys of curriculum and assessment) project staff determine specific areas of strength and identify improvement targets that support data-driven decision making. In each of PCG's projects, key project staff equip district leaders with specific and actionable recommendations that allow them to quickly transform review findings and recommendations into real change. PCG's goal in any curriculum review extends beyond producing an evidence-based report; we provide partnership in action planning to ensure the review leads to improved curricular resources, teacher practice, and, ultimately, student outcomes.

PCG not only delivers detailed reports that provide specific areas of strength and identify improvement targets, but we also provide stakeholders with intuitive presentation materials, catering to diverse needs within the district. This accessibility ensures that the review findings are easily comprehensible and actionable for all parties involved.

PCG's expertise extends beyond the typical boundaries of a curriculum review. With a wealth of experience in custom curriculum development and professional learning, the PCG team can assess efficiently and rigorously the extent to which instructional practice aligns with the written curriculum and the standards. PCG's curriculum development and professional learning expertise also enables PCG to offer districts more than just an evaluation – we provide guidance on the next steps. This additional layer of support assists the district in implementing changes effectively and maximizing the impact of the review. PCG's extensive range of education services, including curriculum, professional learning, special education, district-level strategy, and technology, allows us to approach curriculum reviews holistically. This comprehensive perspective enables us to not only assess the current state, but also make recommendations aligned with broader educational goals, providing districts with a more integrated and strategic approach.

Based on the needs of the district, as articulated through the curriculum review process, reviews may suggest the need to develop additional resources to strengthen existing curriculum, as outlined in the Custom Curriculum Development subsection below. Below is a list of reviews provided by PCG over the past several years.

- **Pinellas County Schools, FL, K-5 Literacy Review, Curriculum Audit, and Curriculum Development (August 2018-June 2023):** PCG partnered with PCS to

conduct a K–5 ELA/literacy audit, including a program review (document review, surveys, focus groups and interviews), written curriculum audit, and taught curriculum audit. The audit informed a detailed district report on the alignment of the district's grade level curriculum with the Florida Standards for Language Arts. The report specified programmatic strengths and areas for improvement at the district level and actionable recommendations to build a districtwide literacy support system. Subsequent to report delivery, we facilitated a district action planning session to improve early literacy teaching and proficiency outcomes for students that informed district-level revisions to the curriculum. To support continued improvement and district transition to the B.E.S.T Standards, PCG partnered with PCS to develop a K–5 English Language Arts curriculum.

- **Prince George's County Public Schools, MD, K–12 Curriculum Audit (May 2015– June 2018):** PGCPS partnered with PCG to conduct a comprehensive curriculum audit for the district's ELA, math, and science curricula in grades K–12. The purpose of this audit was to determine whether the district has a properly managed instructional program (curriculum) in these three subject areas that are planned, executed, and assessed in accordance with the relevant state standards. Through this project, PCG's audit team conducted a thorough review of all written curriculum, district-created assessments, and taught curriculum in all grade levels for these three subjects. In addition to collecting and reviewing district-created curricular materials and assessments, PCG's audit team conducted classroom visits in a sample of district schools. PCG presented the district with a detailed report summarizing all audit findings and proposed recommendations for each subject area. The findings and recommendations informed us of a process of curricular revisions, as well as the refinement of district-wide professional learning and coaching.

✅ Custom Curriculum Development

PCG brings a strong track record of leadership in the design and development of standards-aligned instructional materials. The PCG team leverages their deep knowledge of academic standards, high-quality instructional practices, and content expertise to develop comprehensive custom curriculum aligned to districts' and states' specific needs, goals, and visions. PCG's team has collaborated closely with district and school teams to design and refine comprehensive instructional resources including curriculum maps, lessons, daily assessments and performance assessments, as well as ensured that all components are standards-aligned providing a cohesive and coherent learning experience for students.

In addition to developing custom core curricula, PCG also supports districts in the development of additional materials that supplement existing core curricula. Examples of additional resources include:

- **Additional Materials:** Additional materials may include anchor charts, classroom protocols, graphics organizers, and vocabulary cards

- **Lesson-Level Supports**: Supports may include language learning objectives aligned to content learning targets, additional vocabulary for English language learners, English-Spanish cognates, sentence frames, suggestions for grouping, supports for encouraging discussion, and suggestions for checking for understanding.
- **Guidance Documents:** Guidance documents may address areas of need identified by partner districts. As an example, we can develop existing guidance to provide greater specificity around which curricular resources a tutor should draw upon to address particular skill gap(s). We can also build specific guidance documents that provide various supports to tutors that enable them to understand and engage in the adopted high quality instructional materials.
- **Program-Specific Placement Assessments:** Placement assessments for differentiated instruction that correlate with a specific program and its foundational skills scope and sequence. These assessments may match students with appropriate learning experiences within the HQIM being utilized.
- **Review Mini Lessons:** Supplementary lessons that can be flexibly implemented to support small group or individual tutoring sessions. Review Mini Lessons provide targeted support to reinforce concepts or skills with students who would benefit from additional practice with a specific skill or concept.
- **Supplemental Units:** Supplemental units can be flexibly implemented to support content needs identified for tutoring. Units are aligned to adopted high quality instructional materials, district priorities, address identified content and learning gaps, and provide specificity around how to leverage these units alongside existing tutoring curriculum.
- **Support Mini Lessons:** Supplementary lessons that can be flexibly implemented to support small group or individual tutoring sessions. Support Mini Lessons are designed to target the content and language needs of multi-lingual learners in each unit using the WIDA Can Do Descriptors and Key Uses: Recount, Explain, Argue, and Discuss.

PCG can leverage both experience developing custom curriculum and knowledge of HQIM to provide additional resources that meet the needs of tutors, the district, and ultimately, students.

Below is a list of curriculum development projects completed by PCG over the past several years.

- **Chicago Public Schools, IL:** Since 2019, PCG and CPS have partnered in the delivery of curriculum and implementation services, including:
  - **Development of PreK–12 English Language Arts, Mathematics, and Spanish Language Arts Curriculum:** PCG developed and translated a full-year, standards-aligned and localized curriculum for PreK–12 ELA and Mathematics. As feedback is provided from the field, we continue to support the district with curriculum revisions. We also recently developed a PreK Foundational Skills

curriculum and are contributing to the development of a PreK–12 Spanish Language Arts curriculum.

- o **Development of PreK–12 Arts Scope and Sequence:** We facilitated the development of a PreK–12 Scope and Sequence for Visual Arts, Music, Dance, and Theatre.
- o **Development of Skyline Adoption Readiness Assessment:** We developed a tool to inform schools' curriculum adoption decision making and identification of supports.
- o **Development and Delivery of PreK–12 ELA and Mathematics Professional Learning and Coaching:** We developed and delivered blended professional learning for teachers and leaders during years 1 and 2 of implementation. In years 3 and 4, we continue to provide consultation and delivery support to the Department of Literacy.
- **New York State Education Department:** NYSED selected PCG to develop a CCSS-aligned ELA curriculum for Grades 6–12 (EngageNY). The curriculum was built to improve overall achievement and to address existing achievement gaps. At all grade levels, the curriculum provides access to appropriate, high-quality instruction for all students, including English learners, students reading below grade level, and gifted or advanced students. In addition to being implemented in schools around the country, the curriculum has received accolades from the educational community, including the EQuIP Peer Review Panel and EdReports. To ensure the successful implementation of the EngageNY curriculum, PCG designed and conducted twelve statewide ELA professional development institutes. PCG facilitators trained more than 1,000 coaches, administrators, and professional development staff, and provided turnkey resources to enable participants to provide the same learning experiences in their schools and districts, including Buffalo City School District, Rochester School District, and Syracuse City School District. Further, we conducted a separate strand of professional learning to administrators that built school and district leaders' capacity to guide standards implementation.

✅ Curriculum Revision

PCG has deep experience revising and aligning curriculum, instruction, and assessments with a range of national and state-level standards.

This work involves deeply analyzing each standard and supporting documentation to understand how expectations differ across grade levels; unpacking standards; and writing and revising learning objectives, writing prompts, and text-dependent questions so they're drenched in the language of the standards. Having these elements within a provided curriculum supports educators' efforts to unpack and internalize grade-level expectations, chunk instruction, and develop students' skills and understanding over time. When included with client partnerships, PCG also has experience developing professional learning that helps

teachers understand their learning standards along with the intent and process of aligning instruction to standards.

PCG also has a deep background in developing and revising curriculum to reflect the localized history, communities, geography, values, and educational priorities of a district or state. Students learn from texts that reflect their lived experiences; learn about the authors and features of their communities; and engage in tasks that reflect local learner needs. Localized curriculum improves student motivation and achievement, builds community trust, and encourages faculty buy-in. PCG's custom curriculum design and revision process localizes curriculum by involving state or district stakeholders at each stage of the process: context and requirement identification, text selection, curriculum mapping, and material development and review. For curriculum revision projects, we focus on collecting stakeholder feedback on the existing product and using that feedback to determine the revisions required, inclusive of texts that need to be added and/or replaced so that they are specific and relatable to the array of learners within the district or state.

PCG has the capacity to leverage existing high-quality curriculum to design customized intervention programs tailored for various extended learning settings, including tutoring, after-school, and summer-school programs. By building on proven instructional materials and research-based practices, PCG can develop customized, strategic standards-aligned programs that close learning gaps and advance student achievement.

These interventions are thoughtfully designed to meet the specific academic needs of students across grade levels and subject areas. The content can be adaptable for whole group, small group, or individual instruction, allowing for differentiated support based on student data and district needs. Through this comprehensive approach, PCG helps districts and schools extend learning opportunities beyond the traditional classroom and ensure equitable access to high-quality instruction.

Below is a list of curriculum revision projects completed by PCG over the past several years.

- **Texas Education Agency:** Beginning in 2022, PCG contracted with TEA to revise and/or develop instructional materials in a number of content areas, including K–5 Reading Language Arts, K–5 Spanish Language Arts, K–3 Spanish Skills, K–5 Mathematics, K–5 Mathematics Spanish, and K–5 Social Studies. To date, we have partnered on the K–5 Social Studies, Reading Language Arts, and Mathematics instructional materials. PCG partnered with TEA to develop and revise these instructional materials to align to the Texas Essential Knowledge and Skills (TEKS), incorporate English Language Proficiency (ELP) standards, and to ensure responsiveness to quality and suitability indicators. Materials include separate Teacher and Student Editions, scope and sequence documents, unit/module plans, unit/module assessments, progress monitoring and mastery tracking tools, and guidance for families. Bluebonnet Learning K–5 Mathematics, Edition 1 and Bluebonnet Learning K–5 Reading Language Arts, Edition 1 were approved through the Instructional

Materials Review and Approval (IMRA) process by the State Board of Education (SBOE). These materials will be freely available for all Texas school districts starting in the 2025–2026 school year. To support the continuous improvement of these products, PCG collected feedback from stakeholders across the state of Texas. PCG is currently partnering with TEA to develop materials for review by the State Board of Education, including Bluebonnet Learning K–5 Math (Spanish), Bluebonnet Learning K–3 Foundational Skills (Spanish), and Bluebonnet Learning K–5 Spanish Language Arts and Reading (SLAR).

- **Charlotte-Mecklenburg Schools, NC**: PCG leveraged and revised existing content to design and implement a comprehensive, full-day, four-week summer school program aimed at accelerating student learning by addressing student needs based on previously collected data. Drawing on existing high-quality instructional content, PCG developed a targeted and engaging curriculum to support both literacy and math development for participating students. The program featured approximately four hours per day of ELA instruction with a strong emphasis on foundational skills and targeted intervention to meet diverse learner needs. In addition, students received one hour of focused math intervention each day, designed to reinforce key concepts and build problem-solving skills. To enrich the academic experience, STEM (Science, Technology, Engineering, and Math) and Social-Emotional Learning (SEL) components were integrated throughout the curriculum, promoting critical thinking, creativity, and personal growth. To ensure effective implementation and instructional quality, PCG provided professional development for all summer school teachers. This training equipped educators with the tools, strategies, and support necessary to deliver the summer curriculum with fidelity, address individual student needs, and foster a positive, engaging learning environment.

☑ Curriculum Implementation

PCG has extensive knowledge and experience supporting schools, districts, and states with curriculum implementation. The PCG team draws upon deep knowledge of the content standards and high-quality instruction in professional learning to support PK–12 implementation of aligned curriculum, instruction, and assessment. We know what high-quality instruction entails, and we can assess efficiently and rigorously the extent to which instructional practice aligns with the written curriculum and the standards themselves.

PCG's approach to curriculum implementation support focuses on all elements critical to successful curriculum and standards implementation: change management, curricular resources, instruction, assessment, leadership, and evaluation. Concentrating on these elements enables us to build teachers' and leaders' capacity to understand, recognize, implement, and support consistent, standards-based instruction. We have supported numerous large urban and midsize districts with district-wide ELA/literacy and mathematics professional learning to ensure a successful curriculum roll-out and implementation. Session type and frequency can be customized to meet the district's needs, for example regular synchronous and asynchronous professional learning sessions; unit-level self-paced modules

to provide flexibility and orient educators to the instructional arcs for each unit; and instructional practice courses to help teachers learn advanced techniques for working with the curriculum. Prior to roll-out, we partner with districts to conduct a Curriculum Readiness Assessment, to define the systems and structures needed by schools prior to curriculum implementation. Additionally, we have partnered with several districts and states to provide synchronous, asynchronous, and blended remote support including PCG's Playbook platform, remote and site-based coaching, and curated resources to facilitate high-quality instruction as noted below.

Below is a list of curriculum implementation projects completed by PCG over the past several years.

- **Chicago Public Schools, IL (2021-Present):** In addition to developing curriculum, we provided district-wide professional learning to ensure a successful curriculum roll-out and implementation (Skyline 101). We partnered with CPS to develop and deliver complete K–12 ELA/literacy and Mathematics professional learning, as well as a foundational skills professional learning series designed to support teachers who are adopting the curriculum through the first year of implementation. Skyline 101 included quarterly synchronous and asynchronous professional learning series; unit-level, self-paced modules to orient educators to the resources, questions, themes, assessments, and instructional arcs for each unit; and instructional practice courses to provide advanced techniques for using features of the curriculum. To further support implementation, we provided a quarterly professional learning series to school-level administrators. In advance of the second year of implementation, we supported the development and delivery of a Bridging to Skyline Professional Learning Series to support teachers and schools who were implementing the curriculum for the first time in the 2022–2023 school year. Currently, we are continuing to support the launches of the unit, both through content development and capacity building of CPS staff, who are contributing to the development and delivery of professional learning content this school year. In years 3 (2023–2024) and 4 (2024–2025), PCG continues to provide consultation and delivery support to the Department of Literacy.
- **Hillsborough County Public Schools, FL (2018-2022)**: HCPS implemented the *Paths to College and Career* curriculum in grades 6–10 for use in intensive, developmental, and advanced reading. PCG provided professional learning, school-based coaching, and implementation monitoring to support implementation in the district.

✅ Professional Development in the Science of Teaching and Learning

PCG is a nationally recognized developer and provider of professional learning for educators in the Science of Teaching and Learning. In collaboration with state partners such as Connecticut, Colorado, Vermont, Louisiana, and Alabama, among other states, large LEA, and university partnerships, PCG has developed and delivered countless professional learning

offerings in the science of reading and high-impact instructional practices to ensure that educators have the knowledge, strategies, and skills to teach all children how to read.

PCG's dedicated Science of Teaching and Learning team includes former educators and subject matter experts with extensive expertise in ELA, the science of reading, structured literacy, school leadership, e-learning design principles, and adult learning theory.

PCG has a long-standing history of developing high-quality instructional materials and delivering effective professional learning experiences. Drawing on deep expertise in instructional shifts and adult learning best practices, we have created a range of asynchronous and blended professional learning courses for educators across grade levels and content areas, incorporating research-based strategies in instructional design and adult engagement. PCG's work is grounded in a strong understanding of adult learning theories, including principles of self-directed learning, relevance, and immediate application. We intentionally structure learning experiences to respect adult learners' prior knowledge, promote collaboration, and build capacity for long-term instructional improvement.

At the core of PCG's Science of Teaching and Learning professional learning offerings is the IDA-accredited asynchronous course *Building a Foundation for Lifelong Literacy Success*. Aligned to the International Dyslexia Association Standards for Teachers of Reading, this course provides research, skills, strategies, and explicit instruction teachers need to support students' acquisition of oral language, phonological and phonemic awareness skills, fluency, vocabulary, and skilled text comprehension—key traits of expert readers.

This course emphasizes the most current evidence on the science of reading, offering tools to design, differentiate, and deliver intentional reading instruction. Educators gain knowledge essential to increasing student achievement.

Building a Foundation for Lifelong Literacy Success comprises six modules:

- Module 1: Understanding the Neuroscience of Literacy (K–12)
- Module 2: Exploring Language and Phonology
- Module 3: Understanding Phonics and Word Study Instruction
- Module 4: Creating Fluent Readers
- Module 5: Developing Vocabulary
- Module 6: Increasing Reading Comprehension

Each module includes assessments, instructional routines, multisensory techniques, corrective procedures, partner/individual practice, literacy assessment tools, instructional planning based on assessment results, sample lesson plans, videos of strategies in practice, and downloadable templates.

Science of Teaching and Learning Professional Learning Packages

For K-12 Educators

- Literacy Educator Essentials: Includes *Building a Foundation for Lifelong Literacy Success* course (45 hours) and facilitator guides to support PLC-based learning. Facilitator guides enhance professional dialogue within PLCs, fostering shared expertise and continuous improvement.
- Literacy Educator Advantage: Includes *Building a Foundation for Lifelong Literacy Success* course and facilitator guides, paired with team-based coaching. Coaching starts with a needs assessment, ensuring tailored support, and involves collaborative planning, peer observation, and data-driven decisions, uniting the school under consistent literacy practices.

For Support Staff and Family Engagement Personnel

- Core Concepts: 15 hours of asynchronous content covering key Science of Reading concepts, ideal for partners seeking efficient, cost-effective learning.

For K-12 Leaders

- Literacy Leader Core Concepts: Includes Core Concepts and Leadership Essentials, asynchronous content tailored specifically for school leaders, totaling 20 hours.
- Literacy Leader Advantage: Core Concepts plus leadership coaching to build PLC capacity, support instructional reflection, and foster a culture of continuous improvement.

Dyslexia Playbook

A comprehensive guide offering 8 hours of asynchronous content for educators working with students with dyslexia. It includes synchronous webinars and strategies for effective assessment systems, screening diagnostics, and classroom accommodations. Integrated into PLCs, it promotes collaborative implementation of dyslexia support strategies.

Science of Reading Virtual Professional Learning Series

An immersive, evidence-based experience designed to give educators a deep understanding of how children learn to read, including those with dyslexia.

- Learning Structure
    - Two hours of expert-led presentations with interactive discussions
    - Breakout sessions and peer collaboration
    - Practical strategies for immediate classroom implementation
- Delivery Options
    - One-day intensive: A six-hour immersive session covering all three webinars.
    - Three-day series: Webinars delivered across three days, allowing for reflection and deeper insights.

Featured Science of Teaching and Learning professional learning projects include:

- **Colorado Department of Education (2020-Present):** In 2020, PCG partnered with the Colorado Department of Education to provide rigorous, engaging, and evidence-based online training to K–3 educators in Colorado. The training was designed to meet the requirements of the Colorado Reading to Ensure Academic Development Act (READ Act), which focuses on literacy development for K–3 students. PCG produced customized content and materials for six online modules that include information on how the brain learns to read and the nature of reading difficulties (e.g., dyslexia, generalized language learning disorders.), as well as special considerations for supporting culturally and linguistically diverse learners with learning to read. PCG staff applied their expertise with the K–3 Colorado Academic Standards for reading, writing, and communicating to create an online professional learning course that results in a coherent, supported adult learning experience. In 2023, at the request of the Department, PCG developed and launched six K–12 literacy modules, as well as literacy leadership modules required by new legislation. Since 2020, more than 39,000 Colorado educators have participated in the K-3, K-12, and leadership online modules, concluding with a thorough post assessment in which participants must meet a preset criteria for mastery.

- **Connecticut State Department of Education (2014–Present)**: Since 2014, PCG and Connecticut State Department of Education have partnered in the delivery of asynchronous and synchronous professional learning, including:

  o **Professional Learning for K–12 ELA and Math Coaches:** PCG delivered professional learning modules focused on the standards, differentiation strategies for struggling learners, instructional coaching strategies, and formative assessment processes.

  o **Professional Learning for Educators of English Language Learners and Students with Disabilities:** PCG developed a Meeting the Challenge Series, focused on building and maintaining inclusive learning environments that meet the needs of a wide variety of learners. Participants included educators of English language learners and students with disabilities.

  o **Professional Learning for K-3 Teachers:** PCG delivered a rigorous and engaging online professional learning program, focused on the science of reading for K–3 teachers, school-based literacy leaders, and administrators to increase their expertise in teaching foundational skills, identifying student skill gaps, and monitoring students' progress toward proficient reading by the end of third grade.

- **School District of Lee County, Florida (2023-Present):** In 2023, PCG launched a partnership with Lee County School District to conduct an audit of the district's K-2 ELA curriculum, develop a custom K-2 ELA curriculum, and provide K-2 teachers with

professional training on the science of reading. PCG's Science of Teaching and Learning team managed the portion of this project's scope dedicated to the development and implementation of asynchronous online training on the science of reading for teachers. This professional learning series was designed to meet the unique needs of the School District of Lee County's educator community. PCG worked alongside the client to:

- Create 40 hours of custom asynchronous training content on the science of reading, as well as coaches' guides to support school-based literacy leaders in the facilitation of PLCs focused on the practical application of the training's concepts.

- Develop a customized professional learning rollout and communication strategy, including the design of six distinct professional learning paths that school leaders could choose from to ensure alignment to their school's goals and priorities.

- Design content for maximum flexibility at the point of use; it could be completed asynchronously or within PLCs with support from a school-based literacy leader, and it included 16 hours of optional "extended learning content" that educators could choose to engage with to further their learning or support credentialing.

- Provide completion certificates to all learners who completed the mandatory training.

- Deliver regular learner progress reports to the Lee County district team—detailing each learner's progress through the training's content—to inform teacher payment, the development of additional learner supports, and training promotion.

Effective Math Instruction Learning Modules

Universal Modules: Foundations of Effective Math Instruction- Building Conceptual Understanding and Procedural Fluency

To support deep, flexible, and sustained professional learning, the Playbook platform will feature a 15-hour asynchronous course. Structured across 5-6 self-paced modules, the course reflects the belief that procedural fluency must be built from conceptual understanding and draws upon Mathematical Process Standards\ and the Eight Effective Teaching Practices from NCTM's Principles to Actions: Ensuring Mathematical Success for All (2014).

Designed to provide meaningful context across all instructional levels, the modules embed an intentional focus on grade-band clusters: K–2, 3–5, and 6–8. These references help educators apply the content in ways that are relevant to the students they serve. Modules are structured around math learning progressions, enabling educators to identify conceptual gaps, reinforce

foundational skills, and build coherence across grades. They also provide guidance to help educators differentiate instruction and incorporate strategies that support students with disabilities, ensuring access to curriculum for all learners. This foundation is especially important in transitional years such as fifth and eighth grade, where instructional clarity can significantly influence student success.

The asynchronous courses are embedded in Playbook and designed for K–8 teachers and other educators/leaders supporting math instruction, offering flexible access without role-based restrictions. Hosted within an integrated coaching platform, educators benefit from a rich learning experience that ties course content to other core PD elements, including on-demand videos, tiered math resources, and job-embedded coaching. Progress tracking and completion certificates are available, and many aspects of reporting are configurable based on client needs.

These modules can be used independently or integrated into PD cycles, coaching conversations, and blended implementation models, providing districts with a cohesive and aligned approach to professional learning that scales across multiple delivery formats and educator roles.

Transition Services and College and Career Planning

PCG can offer professional learning programs and support for those educators supporting students reaching adulthood. This will provide universal guidance, tools, and resources that support teachers in implementing transition curriculum, applying evidence-based practices, and selecting high quality transition assessments. Topics of PCG's standard professional development include the following sessions:

- Session 1: Implement an Effective Transition Framework
- Session 2: Resources for Effective Transition Services
- Session 3: Creating Effective Transition Plans
- Session 4: Aligning the Transition IEP to Drive Successful Outcomes
- Session 5: Community Mapping to Plan Successful Transitions
- Session 6: Collaborating with Key Stakeholders in Transition Planning
- Session 7: Coordination with Pre-Employment and Transition Services (Pre-ETS)
- Session 8: Establishing Programs for 18-21-Year-Old

Professional development can be delivered in person or virtually and will include all session materials (slide deck, engagement guide, tools/resources, etc.).

The following is a long-standing partnership between a local school district and PCG.

- **Crown Point Community School Corporation, Indiana.** PCG partnered with CPCSC to enhance transition programming for secondary students with significant cognitive disabilities and along with consultative support in the development of a program designed for 18-to-22-year-old students. PCG supported the implementation of

research-based instruction, strategies, resources, and experiences to improve post-secondary outcomes for the district. Deliverables included:

- Review of current district resources and programs and recommendations for program development and detailed next steps.
- Technical assistance to support development of an 18–22-year-old transition program meant to provide meaningful opportunities for students with disabilities to engage in skills that promote and enhance work readiness skills, hands on job experiences within school and local community, daily living skills, and self-advocacy.
- Led professional development sessions for teachers and staff supporting program.
- Implemented Transition Playbook, a virtual student-facing curriculum paired with high quality coaching, to give students access to customized transition services.

☑ Transition and Career Planning Curriculum

PCG will offer its Transition Playbook solution to deliver transition programming for students with disabilities approaching adulthood. This platform allows for the delivery of relevant, engaging curriculum content, progress tracking through needs assessments, and administrative tools for coaches to log services and communicate with students.

PCG created Transition Playbook to provide virtual and blended options for delivering employment skills and post-secondary education instruction and coaching. The technology of PCG's Playbook platform, coupled with relevant and engaging curriculum, provides a high-quality, customized learning experience driven by an individualized needs assessment with ongoing coaching by transition specialists. The curriculum builds knowledge and skills through interactive content and engaging videos designed to meet the needs of students at varying levels. Tools and inventories are embedded within to assess student interests and strengths as well as support the development of a portfolio. Educators and Specialists can then provide ongoing support and feedback to the students as they progress through tasks and activities.

Playbook uses a structured approach to learning that provides transition specialists with support from planning to implementation, and lesson plans include the necessary elements to deliver instruction successfully from start to finish. All the key vocabulary, materials, web links, and lesson attachments are provided, and lessons feature a variety of materials for instructor utilization such as videos, flashcards, forms, worksheets, and suggested activities. All activities can be implemented one on one, in small groups, or as a whole group activity.

PCG draws upon extensive experience in special education and integrated employment services to provide a Transition curriculum that includes best practices for instruction and transition services with local resources and needs. The robust curriculum platform also includes the following features:

- Comprehensive approach to assisting students with disabilities in preparing for transition to post-secondary education and/or employment opportunities
- Interactive and engaging content designed to meet the needs of students at varying ability levels
- Developed using the principles of Universal Design for Learning to ensure engagement and access for all students
- Core curriculum contains various tools and inventories designed to assess interest and needs
- Customizable resources based on student and community
- Transition and Pre-ETS activities integrated into high school courses
- Artifacts aligned to summary of performance and transition portfolio requirements

Students can access Playbook at any time and services can be set up to be self-paced, instructor driven through synchronous individual or small group sessions, or a combination of those options. Students can access transition specialists, share resources with each other, and post questions to the discussion board. Playbook provides rich content in a flexible system to best meet the needs of students. HCPS may also opt to utilize this platform and curriculum for students without disabilities.

PCG's proposed offering includes a scope and sequence of 18 lessons per year for two years, or 12 lessons per year for three years. The following list provides a sample overview of curriculum topics in the company's current catalog.

- Create an Employment Portfolio
- Understand How to Budget
- Explore and Select Post-Secondary Schools
- Complete the FAFSA
- Understand Your Rights
- Connect School to Work
- Promote Self Care

PCG understands that an effective Transition curriculum needs to align with the learning abilities for all students, including those with higher support needs. Therefore, curriculum offering includes supplemental guidance for transition specialists as well as other adapted materials for student instruction. These materials can be utilized for in-person services when a student is or is not expected to directly log into the platform.

Finally, PCG has extensive experience developing content specific to the needs of the local school district, whether that be due to local or state procedures, specific career or college opportunities in the community or other initiatives. The PCG team can provide a change request to the district for the costs of modifications and additions to Transition Playbook.

Below is a list of Transition curriculum projects completed by PCG over the past several years.

- **Genesse Intermediate School District (GISD), 2024-present.** PCG partnered with GISD to integrate a digital transition curriculum into the districts transition center and Career and Technical Education (CTE) program. The curriculum featured thirty-six lessons, and eight units intended for students with high support needs.
- **Alabama State Education Department (ALSDE), 2022-2024.** From 2022 through 2024, PCG contracted with the Alabama State Education Department to develop a multi-faceted professional learning, coaching and education program for Special Education across the state. The scope of work addressed emerging needs to improve education in the state and included the development and delivery of adult curriculum in multiple domain areas for learners with diverse needs. Additionally, the scope included a focus on Transition programming, where PCG implemented a student-facing curriculum to be available for 2,000 students in areas such as workplace readiness, work-based learning and job exploration, among others.

☑ Work-Based Learning Toolkit

Work-based learning (WBL) refers to authentic learning experiences that allow students to explore their career goals, abilities, and interests while applying their academic and technical knowledge and skills in a real-world context. WBL builds student awareness of potential careers, facilitates student exploration of career opportunities, and begins to prepare students for careers. These structured experiences are planned and supervised by educators in collaboration with business, industry, or community partners. They provide opportunities for students to interact with employers or community partners at school, at a worksite, or virtually, using technology to link students and employers in different locations.

These awareness, exploration, and preparation activities help students make informed decisions about high school courses, program enrollment, and about postsecondary education and training. Exposure to careers through an individual WBL activity can be beneficial, but students attain the best results when WBL activities are structured and sequenced over several years. Quality WBL provides effective and equitable experiences to empower all students to become confident workers and culturally competent community members. Quality WBL should include the following elements:

- A sequence of experiences progressing from awareness to exploration to hands-on preparation.
- Clearly defined learning objectives related to classroom curricula.
- Alignment with students' career interests.
- Alignment with content standards and industry/occupational standards.
- Exposure to a wide range of industries and occupations.
- Collaboration between employers and educators, with clearly defined roles for each.
- Intentional student preparation and opportunities for reflection.

WBL is a successful strategy that provides students with real-life/ hands- on work experiences where they can apply their academic and career readiness skills and develop their employability. WBL programs aim to bridge the gap between school learning and doing and include apprenticeship, job shadowing, field trips, entrepreneurial experience, cooperative education, and service school learning.

PCG will provide a toolkit and implementation training to support the four key phases required for effect school-community partnerships and work-based learning programs. These include establishing partnerships, program design, service implementation, and evaluation.

The PCG WBL Toolkit will provide key resources and guidance to facilitate planning and implementation of work-based learning programs in the community. The following table provides an overview of the process and tools that may be provided.

Steps	Tools
- Keys for Establishing Partnerships - Identify and Conduct Initial Planning with School District Staff - Identify and Conduct Initial Planning with Community Site - Finalize Partnerships, Establish Goals, and Create Communication Plan - Design Program and Provide Training - Implementation - Identifying Potential Student Barriers - Training Plan - Job Criteria Preparation - Supporting Students During the Program - Supporting Students During an Evaluation - Evaluating Student Progress - Evaluate Program Effectiveness - Reflecting on Barriers - Addressing Growing Demand for the Program - Preparing for Future Years	- Sample MOU - Initial Site Assessment - Work Based Learning Partner Action Plan - Work Based Learning Partner Action Plan Exemplar - Work-Based Learning Goal Sheet - Work-Based Learning Communication Plan - Communication Tool – Agenda & Notes - Example Parent Letter - Introduction to Work-Based Learning - Work-Based Learning Program Checklist - Student WBL Plan - Example Volunteer Attendant Checklist - Student Worker Checklist - Work-Based Learning Evaluation Form - Procedures - References to Regulations

Client	**Washington Office of Superintendent of Public Instruction**
Project	**Professional Development Learning Modules for Teachers and Principals/Administrators Working with Paraeducators**
Timeframe	February 2018 – June 2018
Scope	Public Consulting Group (PCG) partnered with the Washington Office of Superintendent of Public Instruction (OSPI) to develop 11 comprehensive and substantive online learning modules, designed to build the capacity of teachers and principals to work effectively with paraeducators and to train paraeducators to work with all student populations to best serve student learning needs. To meet WA's specific needs, the modules were designed to align with the recommendations made by the Paraeducator Standards Board (PESB) in their "Paraeducator Work Group Report," incorporate the correlation between the Teacher and Principal Evaluation Project (TPEP) evaluation criteria for both teachers and principals, and include the content in the OSPI learning modules, "Paraeducators: What We Do Matters." The modules were written to adhere to WA's Standards of Professional Learning and in accordance with the OSPI Style Guide. Delivered 11 customized, ADA compliant and SCORM compatible online learning modules in OSPI's "Learning Space" Canvas LMS. Each module included a Participant Action and Reflection Journal to record work done while taking the module as well as a Facilitator Guide to provide suggestions for using the modules in a blended learning format. **Series 1: Teachers Working with Paraeducators** • Module 1.1: Professional and Ethical Practice • Module 1.2: Positive and Safe Learning Environment • Module 1.3: Fostering Respectful Relationships, Effective Teamwork, and Communication • Module 1.4: Supporting Instructional Opportunities **Series 2: Principals and Administrators Working with Paraeducators** • Module 2.1: Recruiting and Hiring • Module 2.2: Professional Climate and Culture • Module 2.3: Building and Job Orientation • Module 2.4: School Policies and Procedures • Module 2.5: Supervising the Teacher/Paraeducator Team • Module 2.6: Training and Professional Development • Module 2.7: Evaluation
Client Contact(s)	**Name**: Cindy Rockholt **Title**: Assistant Superintendent, Educator Growth & Development **Company**: Washington Office of the Superintendent of Public Instruction **Address**: Old Capitol Building, P.O. Box 47200, Olympia, WA 98504-7200 **Email**: cindy.rockholt@k-12.wa.us **Phone**: 360.725.4991

Client	**Louisiana Department of Education**
Project	**SPED Fellow Academy**
Timeframe	March 2019 – present
Scope	PCG designed, developed, and delivered a comprehensive year-long fellowship for a cohort of new special education directors. This project includes content development for a series of face to face and virtual (due to COVID restrictions), day long professional development sessions, coordination with mentor coaches, an executive learning project and webinars. The content will be refined and delivered for an additional four cohorts. Follow is a list of the session titles: • Equity and Cultural Responsiveness • Identifying, Engaging, and Managing Key Stakeholders • Leveraging Data to Empower Change in Schools and Programs • Cultivating a Student-Centered Vision of Teaching and Learning Aligned to Louisiana's Academic Strategy • Creating Compliant Systems for Student Success • Aligning Budgets and Spending Towards Priorities • Aligned Professional Learning • Leadership for Developing and Sustaining Teams with Rigorous Focus on Improving Student Outcomes • Leadership for Creating and Implementing Long-Term Change • Leading and Sustaining Change After the Fellowship
Client Contact(s)	**Name**: Rachel Brown **Title**: Education Program Consultant **Company**: Louisiana Department of Education, Office of Equity & Inclusion **Address**: 1201 North Third Street, Baton Rouge, LA 70802 **Email**: rachel.brown@LA.gov **Phone**: 206.384.0110

Client	**Alabama State Department of Education**
Project	**Comprehensive Statewide System of Professional Development**
Timeframe	February 2022 – present
Scope	In 2022, PCG partnered with Alabama State Department of Education Special Education Services to develop and deliver a comprehensive system of professional development that includes universal and targeted support for special education teachers and leaders. Content covers a variety of topics including literacy, math, high leverage practices for students with disabilities, alternate assessment standards, inclusive practices, and transition. **Statewide training is delivered in multiple formats including virtual, onsite, and blended to a wide range of audiences including leaders, teachers, paraprofessionals, support staff, and parents.** Transition training is being delivered onsite this summer at multiple sites and includes overview of transition framework and activities to build capacity in providing high quality transition services including selecting appropriate assessments and building community partnerships.
Company Contact(s)	**Name**: Amy Howie **Title**: Assistant Manager **Email**: ahowie@pcgus.com **Phone**: 765.233.2285

✅ **Teaching Channel**: Teaching Channel video library and professional learning platform provides school leaders and educators with differentiated, on-demand professional development, continuing education courses, and video coaching to improve teacher practice. For example, more than 7,000 teachers from New Jersey have used Teaching Channel courses to meet their Salary Advancement and License Renewal needs.

Reference 1	
Client Name:	Franklin Township Public Schools
Address:	2301 Route 27 | Somerset, NJ | 08873
Services Provided:	Teaching Channel with K12 Coalition
Contact Name/Title:	Dr. Daniel Loughran, Superintendent for Curriculum & Instruction
Phone No.:	732-873-2400 ext. 297
Email Address:	dloughran@franklinboe.org

Reference 2	
Client Name:	Pittsburgh Public Schools
Address:	341 South Bellefield Avenue | Pittsburgh, PA | 15213
Services Provided:	Teaching Channel with K12 Coalition
Contact Name/Title:	Kellie Skweres, Teacher Support Liaison
Phone No.:	412-529-3067
Email Address:	kskweres1@pghschools.org

Reference 3	
Client Name:	Tulsa Public Schools
Address:	2710 East 11th Street | Tulsa, OK | 74114
Services Provided:	Teaching Channel with K12 Coalition
Contact Name/Title:	Katy Green, Ed.D., Director of Educator Effectiveness
Phone No.:	918-925-1146
Email Address:	greenka1@tulsaschools.org

Client	**Gainesville Independent School District**
Project	**EMPOWER Platform**
Timeframe	December 2020 - present
Scope	▪ GISD has significantly enhanced its teacher performance management and coaching by implementing Teaching Channel's EMPOWER Platform. Facing challenges in delivering consistent and personalized instructional feedback, GISD turned to video-based coaching, allowing teachers to record lessons, reflect on their practices, and receive targeted input from peers and coaches. This approach empowered educators to take ownership of their growth, fostering a culture of continuous improvement. Despite initial hesitation around being filmed, thoughtful rollout strategies helped gain teacher buy-in and build a comprehensive video library of best practices.
Key Achievements	▪ The results have been substantial: teacher turnover improved dramatically, dropping from 40% in 2022 to 23% in 2024, and both teachers and leaders experience meaningful professional development. GISD's use of video for reflection and feedback not only enhanced instructional quality but also created a sustainable, scalable model for educator support.
Client Contact(s)	**Name**: LaCreasha Stille **Title**: Assistant Superintendent **Company**: Gainesville Independent School District **Email**: lstille@gainsvilleisd.org **Phone**: 940-665-4362

✅ **iteach**: is the nation's leading provider of high-quality teacher training. Leveraging asynchronous online learning, intensive field support, and strategic partnerships, iteach provides a Council for the Accreditation of Educators Preparation (CAEP) accredited alternative certification pathway that removes barriers to the profession while producing exceptional classroom-ready teachers. As the first non-university program to earn CAEP accreditation, iteach is recognized for its rigorous quality, data-driven outcomes, and inclusive access model.

Reference 1	
Client Name:	Arizona Department of Education
Address:	1535 W Jefferson Street | Phoenix, AZ | 85007
Services Provided:	Teacher Licensure (iteach) with K12 Coalition
Contact Name/Title:	Shannon Bernal, Director of Certification
Phone No.:	602-542-4000
Email Address:	Shannan.Bernal@azed.gov

Reference 2	
Client Name:	Nevada Department of Education
Address:	2080 E Flamingo Road #210 | Las Vegas, NV | 89119
Services Provided:	Teacher Licensure (iteach) with K12 Coalition
Contact Name/Title:	Gerardo Muñoz, Manager of Learning and Development
Phone No.:	702-486-6489
Email Address:	anabel.sanchez@doe.nv.gov

Reference 3	
Client Name:	Houston Independent School District
Address:	4400 West 18th Street | Houston, TX | 77092
Services Provided:	Teacher Licensure (iteach) with K12 Coalition
Contact Name/Title:	Gerardo Muñoz, Manager of Learning and Development
Phone No.:	334-229-3200
Email Address:	Elizabell.Garcia@houstonisd.org

Reference 4	
Client Name:	Clark County School District
Address:	5100 W Sahara Avenue | Las Vegas, NV | 89146
Services Provided:	Teacher Licensure (iteach) with K12 Coalition
Contact Name/Title:	Dana Crowley, Director II - Talent Recruitment & Teacher Pathways
Phone No.:	702-799-0723
Email Address:	pettodr@nv.ccsd.net

Client	**Henrico County Public Schools**
Project	**Teacher Licensure Cohort**
Timeframe	Year 1 2023-2024	Year 2 2024-2025
Scope	- Provide a state-approved, flexible alternative licensure pathway for aspiring educators actively serving in HCPS classrooms. - Support provisional licensure attainment through competency-based, online coursework tailored to full-time working professionals. - Align with HCPS' strategic goals to recruit, support, and retain high-quality teachers across multiple content areas. - Expand program offerings annually to cover a wider range of endorsements, including: ✓ Secondary Education (Year 1) ✓ Elementary, Middle Grades, and SPED (Year 2) - Serve as a key component in HCPS' broader effort to remove systemic barriers that contribute to teacher shortages and turnover. - Strengthen teacher diversity by expanding access to candidates from non-traditional and underrepresented backgrounds. - Collaborate with HCPS to ensure continued alignment with district hiring needs, instructional goals, and workforce development strategies.
Key Achievements	- Nearly 250 HCPS teachers have enrolled in the iteach program, many of whom have since earned full licensure. 103 participants joined the program in Year 1 (2023-2024), primarily in secondary content areas. - Enrollment grow to 148 participants in Year 2 (2024 – 2025) with expanded offerings in elementary, middle grades, and special education. - Directly contributed to reducing teacher vacancy rates and enhancing instructional stability across the district - Provided needs while investing in long-term educator development. - Helped HCPS advance its mission of creating a sustainable and inclusive educator pipeline.
Client Contact(s)	**Name**: Melanie Phipps **Title**: Education Specialist, Professional Learning & Leadership **Company**: Henrico County Public Schools **Email**: mkphipps@henrico.k12.va.us **Phone**: 804-226-5723

Passage Preparation: For too many aspiring teachers, the final hurdle to licensure, passing a high-stakes exam, can become an impassable barrier. Passage Preparation provides a personalized, tech-enabled system to support exam readiness, with particular attention to historically underrepresented candidates, who often face disproportionate failure rates.

Reference 1	
Client Name:	Region 9 Education Cooperative
Address:	2002 Sudderth Drive | Ruidoso, NM | 88345
Services Provided:	Passage Preparation with K12 Coalition
Contact Name/Title:	April Lindsay
Phone No.:	602-542-4000
Email Address:	april.lindsay@regionix.org

Reference 2	
Client Name:	Sacred Heart University
Address:	5151 Park Avenue | Fairfield, CT | 06825
Services Provided:	Passage Preparation with K12 Coalition
Contact Name/Title:	Jessica Beardsworth
Phone No.:	203-396-8201
Email Address:	beardsworthj@sacredheart.edu

Reference 3	
Client Name:	Indianapolis Public Schools
Address:	120 E. Walnut Street | Indianpolis, IN | 46204
Services Provided:	Passage Preparation with K12 Coalition
Contact Name/Title:	Dena Durish, Manager of Teacher Preparation
Phone No.:	317-617-0875
Email Address:	durishd@myips.org

Reference 4	
Client Name:	Perry Township Schools
Address:	6548 Orinoco Avenue | Indianapolis, IN | 46227
Services Provided:	Passage Preparation with K12 Coalition
Contact Name/Title:	Suzie Kent, Human Resources Generalist
Phone No.:	702-799-0723
Email Address:	pettodr@nv.ccsd.net

Client	iteach Texas Candidates
Project	Passage Preparation Efficacy Study
Timeframe	Each person in the study sat for their official TExES exam between January 15th and February 15, 2024
Scope	590 total test takers. Of the 590 total test takers, 482 were first-time test takers. (In Texas, people can take the test up to 5 times before having to get a waiver for additional testing.) - Examined the number of candidates based on the number of module quizzes they attempted. - Compared candidates that had full engagement versus no engagement.
Key Achievements	- Nearly 250 HCPS teachers have enrolled in the iteach program, many of whom have since earned full licensure. 103 participants joined the program in Year 1 (2023-2024), primarily in secondary content areas. - Enrollment grow to 148 participants in Year 2 (2024 – 2025) with expanded offerings in elementary, middle grades, and special education. - Directly contributed to reducing teacher vacancy rates and enhancing instructional stability across the district - Provided needs while investing in long-term educator development. - Helped HCPS advance its mission of creating a sustainable and inclusive educator pipeline.
Client Contact(s)	**Name**: Dr. Christina Sterling **Title**: Educator Success Manager **Company**: Passage Preparation **Email**: kristina.sterling@passagepreparation.com **Phone**: 817-874-7213

✅ ETS Teacher Assessments & Professional Development Services

The *Praxis* tests can be delivered either in test centers or remotely and consist of two sets of tests:

- *Praxis* **Core Tests** measure academic skills in Reading, Writing, and Mathematics. They were designed to assess the fundamental skills candidates need to succeed in their teacher preparation programs and in the classroom.

- *Praxis* **Subject Tests** measure the subject-specific content knowledge and general and subject-specific teaching skills that K–12 educators need for safe and effective beginning teaching practice. They include tests in subjects ranging from Agriculture to World Languages.

ETS developed and continues to improve *Praxis* tests with input from educators around the country to create fair, valid, and reliable assessments that remain current and accurate in their respective fields.

ETS services for *Praxis* clients and test takers include the following:

- Program management and client support
- Examination blueprint design and alignment of blueprints with relevant standards
- Facilitation of test design and development committees so that test content reflects current teaching practice
- Annual development of hundreds of items and between 30 and 60 forms across multiple subject areas
- Development of an extensive suite of test preparation materials, including full-length practice tests, to support test takers
- Maintenance of a database of over 120,000 active test items and over 500 active test forms
- Technical assistance for state clients, educator preparation programs, and test takers
- Administration of over 500,000 tests annually, in secure test centers and through our secure at-home testing platform
- Psychometric analyses and accurate, on-time score reporting for all test takers
- Processing and scoring responses to constructed-response items using a combination of hand-scoring and artificial intelligence
- Maintenance of the *ETS Data Manager* (*EDM*)®: a web-based reporting tool that enables state clients and educator preparation programs to view test taker data to inform policy and practice.

ETS offers a suite of scalable, high-impact solutions to help districts meet licensure requirements, strengthen educator pipelines, and reduce barriers to certification. Our approach is grounded in operational excellence, educator-centered design, and a deep understanding of district needs. The following services reflect our capabilities across international recruitment, flexible testing delivery, and ongoing staff development.

✅ ETS International Teacher Support Services

ETS offers a **comprehensive international teacher placement solution** that connects districts with skilled international educators on J-1 visas, addressing critical staffing needs in high-need areas. This full-service solution helps international educators arrive classroom-ready, while minimizing administrative work for HR teams.

Key Features

- **Experienced, Credentialed Educators.** Candidates hold a bachelor's degree or higher, are certified in their subject area, and average four years of classroom experience.
- **Targeted Preparation.** Educators complete a rigorous 12-month program focused on classroom management, instructional best practices, ethics, and cultural adaptation.
- **High English Proficiency.** All teachers meet ETS standards (TOEFL ≥ 60 or IELTS ≥ 6) and receive specialized training in U.S. school culture and communication strategies.
- **District-Led Hiring.** Districts select from a pool of pre-vetted candidates; ETS manages onboarding, visa logistics, and cultural acclimation.
- **High-Need Focus.** Specialization in STEM, SPED, World Languages, and CTE establishes alignment with districts' hardest-to-fill roles.

✅ ETS Pop-Up Testing Centers (Premium Solution)

ETS's **Premium Pop-Up Testing Solution** brings the full *Praxis* test center experience directly to districts, offering a turnkey option for high-volume or cohort-based testing events.

Client	**TeachStart**
Project	**Custom Test Day with Praxis Premium Pop-Up Testing Solution**
Timeframe	Fall 2023

Scope	▪ The Praxis team provided a turnkey testing solution that included the following components:
	   ✓ Testing computers
	   ✓ Individual station partitions
	   ✓ On-site technical support
	   ✓ Certified Proctors
	   ✓ Customer coordination for TeachStart's residents to test in a familiar environment

Key Achievements	▪ Reduced test-day anxiety among candidates ▪ A familiar and supportive test environment ▪ Simplified logistics and group coordination ▪ Seamless and professional testing experience
Client Contact(s)	**Name**: Kiulani Taimani **Title**: Persistence Lead **Company**: TeachStart **Email**: taimanik@scoot.education **Phone**: 844-601-7827

UI's Licensure Preparation Online Course Development

UI is a leader in developing teacher test prep courses nationwide. The UI team has deep content expertise in many licensure areas and an impressive portfolio of references that speaks to the company's ability to deliver superlative solutions on tight deadlines. The UI team has extensive experience building and delivering test prep courses for in-person, blended, or online, self-paced implementations. With each engagement, the UI team applies a rigorous methodology for creating and structuring courses that cover and align with standardized test blueprints and sample items, as well as diagnostic and summative assessment components. Users of UI's courses build the necessary knowledge and skills to pass their exams with confidence.

For more than 15 years, UI's PrepForward® team has partnered with educational institutions across Massachusetts and the nation to support the needs of their educators, with a special emphasis on increasing diversity in the education workforce. Institutions in Massachusetts include Cambridge Public Schools, Chelsea Public Schools, Lowell Public Schools, Elms College, Center for Equity in Urban Education, Bay Path University, Teach for America Boston, Boston Renaissance Charter Public School, New Heights Charter School Brockton, and the Massachusetts Department of Elementary and Secondary Education.

UI's solutions are designed to meet the needs of a diverse population of adult learners with varied backgrounds, strengths, and weaknesses. To maximize performance on exams, the PrepForward® team provides comprehensive support with diagnostic tools, targeted lessons, detailed explanations, interactive exercises, unlimited course access, and expert instructor guidance. In addition, program administrators can easily track the progress and effort of their participants to boost engagement when needed.

UI's PrepForward® team has a significant history of creating and providing 'teacher test prep' courses for state departments of education, Local Education Agencies (LEAs), and Educator Preparation Programs (EPPs) across the country. UI's PrepForward® team consists of dedicated educators who are passionately committed to helping teachers succeed on their exams, in the classroom, and in their careers. As experts in teacher licensure preparation and curriculum design, the team collectively brings a dedicated focus to increasing diversity in the teacher workforce.

Screenshots of UI's landing page and course samples follow.
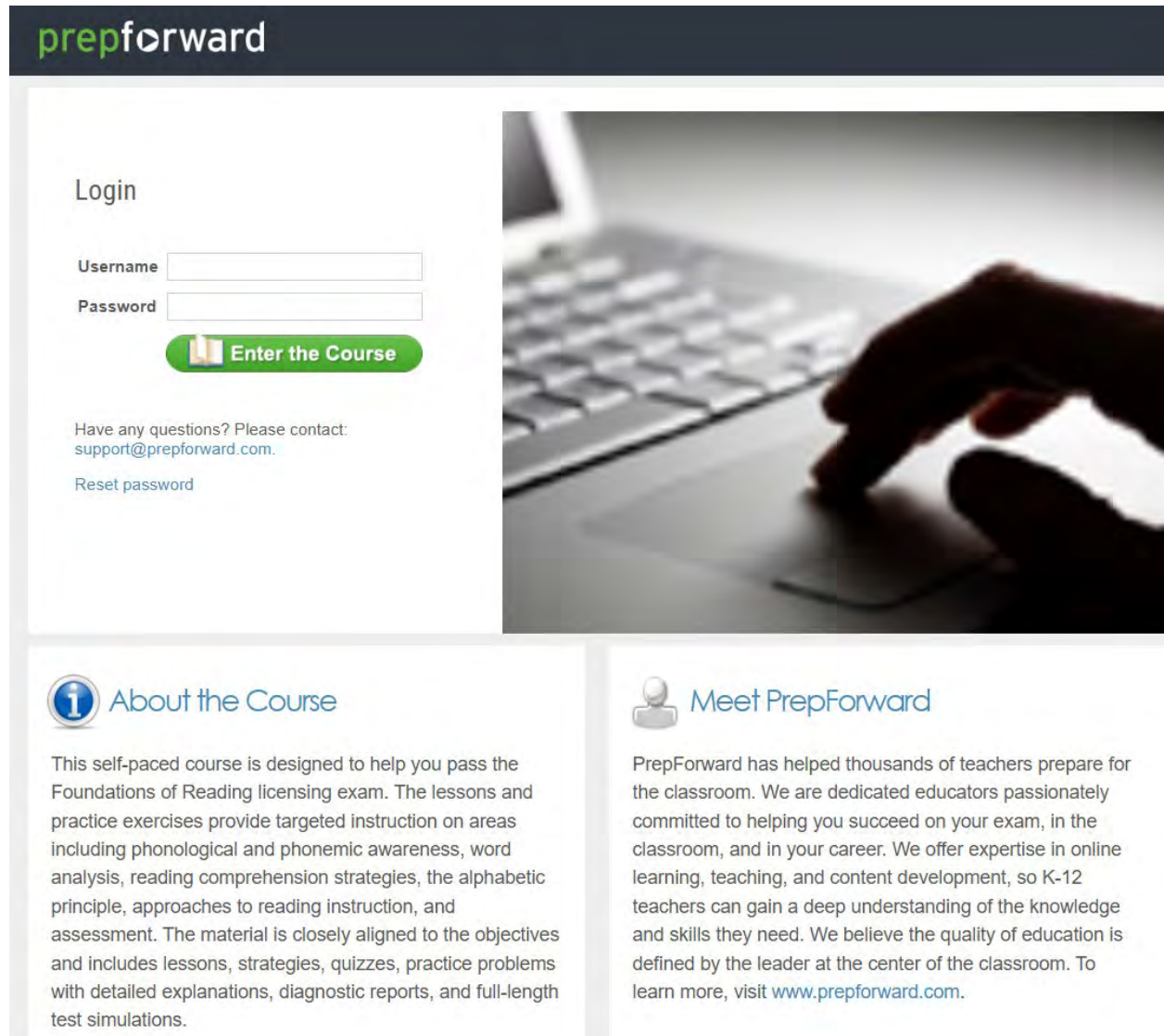
Figure 14. PrepForward® courses each have a landing page where the user can access basic information about the course and enter their login credentials.

Figure 15. Course content is organized into modules (units), which each contain individual lessons. For example, PrepForward®'s Foundations of Reading course contains 9 modules.

Figure 16. Depicts lesson content that includes a mixture of text, infographics, and images.

Figure 17. PrepForward® courses include hundreds of practice questions throughout, which are designed to mirror the style of the MTEL exams.

Client	**Massachusetts Department of Elementary & Secondary Education**
Project	**MTEL Licensure Preparation**
Timeframe	2019 - present
Scope	UI partners with the Massachusetts Department of Education to provide teacher licensure preparation for various content areas. With this project there is an emphasis to expand minorities in the educator workforce and proactively provide equitable support services to minimize struggles with certification exams. The PrepForward™ team is proud to be one of MA DESE's preferred providers of MTEL prep.
Contact(s)	**Name**: Claire Smithney, Educator Effectiveness Coordinator **Email**: claire.smithney@mass.gov **Phone**: 781.338.3213

Client	**Rhode Island Department of Education**
Project	**Preparation of 200 educators for Praxis Exams**
Timeframe	2023 - present
Scope	UI currently partners with the Rhode Island Department of Education to implement a teacher licensure prep program for 200 educators in Rhode Island. This program prepares aspiring Rhode Island educators to pass various certification exams, Elementary Education, Special Education, and English to Speakers of Other Languages.
Contact(s)	**Name**: Julia Mann, Education Specialist **Email**: julia.mann@ride.ri.gov **Phone**: 401.222.8806

SECTION VI
Pricing Proposal

Section VI: Pricing Proposal

The cost proposals below reflect unit pricing for the services recommended within this proposal. Extended pricing and final costs will be determined based on further clarification of a specific scope(s) of work agreed upon.

				In-Person Tutoring			VIRGINIA $76.99 / hour		
AL	$79.99 / hour	HI	$83.99 / hour	MA	$81.99 / hour	NM	$78.99 / hour	SD	$78.99 / hour
AK	$76.99 / hour	ID	$78.99 / hour	MI	$76.99 / hour	NY	$83.99 / hour	TN	$79.99 / hour
AZ	$79.99 / hour	IL	$80.99 / hour	MN	$76.99 / hour	NC	$76.99 / hour	TX	$79.99 / hour
AR	$76.99 / hour	IN	$77.99 / hour	MS	$76.99 / hour	ND	$78.99 / hour	UT	$79.99 / hour
CA	$83.99 / hour	IA	$76.99 / hour	MO	$76.99 / hour	OH	$77.99 / hour	VT	$81.99 / hour
CO	$79.99 / hour	KS	$78.99 / hour	MT	$78.99 / hour	OK	$78.99 / hour	WA	$81.99 / hour
CT	$80.99 / hour	KY	$76.99 / hour	NE	$78.99 / hour	OR	$81.99 / hour	WV	$77.99 / hour
DE	$80.99 / hour	LA	$76.99 / hour	NV	$79.99 / hour	PA	$78.99 / hour	WI	$77.99 / hour
FL	$79.99 / hour	ME	$78.99 / hour	NH	$79.99 / hour	RI	$80.99 / hour	WY	$78.99 / hour
GA	$76.99 / hour	MD	$79.99 / hour	NJ	$81.99 / hour	SC	$77.99 / hour	DC	$83.99 / hour

NOTE: UI would like to extend the following tiered volume pricing for in-person tutoring:
- $1 to $999,999 pricing as listed
- $1,000,000 to $2,999,999 up to 3% discount on hourly rate listed
- $3,000,000 to $5,000,000 up to 5% discount on hourly rate listed
- $5,000,000+ up to 10% discount on hourly rate listed

				Virtual Tutoring			VIRGINIA $65.00 / hour		
AL	$69.00 / hour	HI	$69.00 / hour	MA	$69.00 / hour	NM	$69.00 / hour	SD	$69.00 / hour
AK	$69.00 / hour	ID	$69.00 / hour	MI	$69.00 / hour	NY	$69.00 / hour	TN	$69.00 / hour
AZ	$69.00 / hour	IL	$69.00 / hour	MN	$69.00 / hour	NC	$69.00 / hour	TX	$69.00 / hour
AR	$69.00 / hour	IN	$69.00 / hour	MS	$69.00 / hour	ND	$69.00 / hour	UT	$69.00 / hour
CA	$69.00 / hour	IA	$69.00 / hour	MO	$69.00 / hour	OH	$69.00 / hour	VT	$69.00 / hour
CO	$69.00 / hour	KS	$69.00 / hour	MT	$69.00 / hour	OK	$69.00 / hour	WA	$69.00 / hour
CT	$69.00 / hour	KY	$69.00 / hour	NE	$69.00 / hour	OR	$69.00 / hour	WV	$69.00 / hour
DE	$69.00 / hour	LA	$69.00 / hour	NV	$69.00 / hour	PA	$69.00 / hour	WI	$69.00 / hour
FL	$69.00 / hour	ME	$69.00 / hour	NH	$69.00 / hour	RI	$69.00 / hour	WY	$69.00 / hour
GA	$69.00 / hour	MD	$69.00 / hour	NJ	$69.00 / hour	SC	$69.00 / hour	DC	$69.00 / hour

NOTE: UI would like to extend the following tiered volume pricing for virtual tutoring:
- $1 to $999,999 pricing as listed
- $1,000,000 to $2,999,999 up to 3% discount on hourly rate listed
- $3,000,000 to $5,000,000 up to 5% discount on hourly rate listed
- $5,000,000+ up to 10% discount on hourly rate listed

								VIRGINIA	
Independent / Lead Instruction (includes licensure pathways)								**$90.00 / hour**	
AL	$92.00 / hour	**HI**	$98.00 / hour	**MA**	$96.00 / hour	**NM**	$95.00 / hour	**SD**	$92.00 / hour
AK	$95.00 / hour	**ID**	$95.00 / hour	**MI**	$94.00 / hour	**NY**	$97.00 / hour	**TN**	$92.00 / hour
AZ	$95.00 / hour	**IL**	$97.00 / hour	**MN**	$94.00 / hour	**NC**	$92.00 / hour	**TX**	$94.00 / hour
AR	$92.00 / hour	**IN**	$95.00 / hour	**MS**	$91.00 / hour	**ND**	$94.00 / hour	**UT**	$94.00 / hour
CA	$98.00 / hour	**IA**	$95.00 / hour	**MO**	$93.00 / hour	**OH**	$93.00 / hour	**VT**	$95.00 / hour
CO	$95.00 / hour	**KS**	$92.00 / hour	**MT**	$94.00 / hour	**OK**	$95.00 / hour	**WA**	$97.00 / hour
CT	$95.00 / hour	**KY**	$92.00 / hour	**NE**	$94.00 / hour	**OR**	$96.00 / hour	**WV**	$92.00 / hour
DE	$95.00 / hour	**LA**	$94.00 / hour	**NV**	$96.00 / hour	**PA**	$94.00 / hour	**WI**	$94.00 / hour
FL	$92.00 / hour	**ME**	$95.00 / hour	**NH**	$96.00 / hour	**RI**	$95.00 / hour	**WY**	$94.00 / hour
GA	$92.00 / hour	**MD**	$94.00 / hour	**NJ**	$97.00 / hour	**SC**	$92.00 / hour	**DC**	$97.00 / hour

NOTE: If the teacher certificate licensure pathway is taken out of scope modeling, published rate is reduced by 5%.

UI would like to extend the following tiered volume pricing for Independent / Lead Instruction:
- $1 to $999,999 pricing as listed
- $1,000,000 to $2,999,999 up to 3% discount on hourly rate listed
- $3,000,000 to $5,000,000 up to 5% discount on hourly rate listed
- $5,000,000+ up to 10% discount on hourly rate listed

								VIRGINIA	
Special Education / EC (includes licensure pathways)								**$92.00 / hour**	
AL	$93.00 / hour	**HI**	$98.00 / hour	**MA**	$96.00 / hour	**NM**	$95.00 / hour	**SD**	$93.00 / hour
AK	$96.00 / hour	**ID**	$96.00 / hour	**MI**	$94.00 / hour	**NY**	$97.00 / hour	**TN**	$92.00 / hour
AZ	$96.00 / hour	**IL**	$98.00 / hour	**MN**	$94.00 / hour	**NC**	$93.00 / hour	**TX**	$95.00 / hour
AR	$93.00 / hour	**IN**	$96.00 / hour	**MS**	$92.00 / hour	**ND**	$94.00 / hour	**UT**	$94.00 / hour
CA	$98.00 / hour	**IA**	$96.00 / hour	**MO**	$94.00 / hour	**OH**	$93.00 / hour	**VT**	$95.00 / hour
CO	$96.00 / hour	**KS**	$93.00 / hour	**MT**	$95.00 / hour	**OK**	$95.00 / hour	**WA**	$97.00 / hour
CT	$96.00 / hour	**KY**	$93.00 / hour	**NE**	$95.00 / hour	**OR**	$96.00 / hour	**WV**	$93.00 / hour
DE	$96.00 / hour	**LA**	$95.00 / hour	**NV**	$96.00 / hour	**PA**	$94.00 / hour	**WI**	$94.00 / hour
FL	$93.00 / hour	**ME**	$96.00 / hour	**NH**	$96.00 / hour	**RI**	$95.00 / hour	**WY**	$94.00 / hour
GA	$93.00 / hour	**MD**	$94.00 / hour	**NJ**	$97.00 / hour	**SC**	$93.00 / hour	**DC**	$97.00 / hour

NOTE: If the teacher certificate licensure pathway is taken out of scope modeling, published rate is reduced by 5%.

UI would like to extend the following tiered volume pricing for Special Education / EC:
- $1 to $999,999 pricing as listed
- $1,000,000 to $2,999,999 up to 3% discount on hourly rate listed
- $3,000,000 to $5,000,000 up to 5% discount on hourly rate listed
- $5,000,000+ up to 10% discount on hourly rate listed

	Paraprofessional Pipeline & Pathway Development								VIRGINIA $70.00 / hour		
AL	$71.00 / hour	HI	$76.00 / hour	MA	$77.00 / hour	NM	$75.00 / hour	SD	$75.00 / hour
AK	$71.00 / hour	ID	$75.00 / hour	MI	$74.00 / hour	NY	$78.00 / hour	TN	$73.00 / hour
AZ	$72.00 / hour	IL	$76.00 / hour	MN	$74.00 / hour	NC	$72.00 / hour	TX	$74.00 / hour
AR	$71.00 / hour	IN	$74.00 / hour	MS	$72.00 / hour	ND	$75.00 / hour	UT	$74.00 / hour
CA	$75.00 / hour	IA	$75.00 / hour	MO	$73.00 / hour	OH	$74.00 / hour	VT	$75.00 / hour
CO	$73.00 / hour	KS	$74.00 / hour	MT	$76.00 / hour	OK	$75.00 / hour	WA	$75.00 / hour
CT	$75.00 / hour	KY	$74.00 / hour	NE	$75.00 / hour	OR	$76.00 / hour	WV	$74.00 / hour
DE	$75.00 / hour	LA	$74.00 / hour	NV	$76.00 / hour	PA	$75.00 / hour	WI	$73.00 / hour
FL	$72.00 / hour	ME	$76.00 / hour	NH	$76.00 / hour	RI	$76.00 / hour	WY	$75.00 / hour
GA	$72.00 / hour	MD	$75.00 / hour	NJ	$77.00 / hour	SC	$73.00 / hour	DC	$77.00 / hour

NOTE: Pricing dependent on scope and levels of certificate required. Paraprofessionals include behavior technicians, Registered Behavior Technicians (RBTs), instructional assistants, interventionists, teacher aides, etc.

UI would like to extend the following tiered volume pricing for Paraprofessional Pipeline & Pathway Development:
- $1 to $999,999 pricing as listed
- $1,000,000 to $2,999,999 up to 3% discount on hourly rate listed
- $3,000,000 to $5,000,000 up to 5% discount on hourly rate listed
- $5,000,000+ up to 10% discount on hourly rate listed

	Structured Coaching Program for Teacher Certification Test Prep								VIRGINIA $800 to $1,500 / participant		
AL	$800 to $1,500	HI	$800 to $1,500	MA	$800 to $1,500	NM	$800 to $1,500	SD	$800 to $1,500
AK	$800 to $1,500	ID	$800 to $1,500	MI	$800 to $1,500	NY	$800 to $1,500	TN	$800 to $1,500
AZ	$800 to $1,500	IL	$800 to $1,500	MN	$800 to $1,500	NC	$800 to $1,500	TX	$800 to $1,500
AR	$800 to $1,500	IN	$800 to $1,500	MS	$800 to $1,500	ND	$800 to $1,500	UT	$800 to $1,500
CA	$800 to $1,500	IA	$800 to $1,500	MO	$800 to $1,500	OH	$800 to $1,500	VT	$800 to $1,500
CO	$800 to $1,500	KS	$800 to $1,500	MT	$800 to $1,500	OK	$800 to $1,500	WA	$800 to $1,500
CT	$800 to $1,500	KY	$800 to $1,500	NE	$800 to $1,500	OR	$800 to $1,500	WV	$800 to $1,500
DE	$800 to $1,500	LA	$800 to $1,500	NV	$800 to $1,500	PA	$800 to $1,500	WI	$800 to $1,500
FL	$800 to $1,500	ME	$800 to $1,500	NH	$800 to $1,500	RI	$800 to $1,500	WY	$800 to $1,500
GA	$800 to $1,500	MD	$800 to $1,500	NJ	$800 to $1,500	SC	$800 to $1,500	DC	$800 to $1,500

NOTE: Test fees can be included at the request of the client.

UI would like to extend the following tiered volume pricing for Structured Coaching Program for Teacher Certification Test Prep:
- $1 to $999,999 pricing as listed
- $1,000,000 to $2,999,999 up to 3% discount on per participant rate listed
- $3,000,000 to $5,000,000 up to 5% discount on per participant rate listed
- $5,000,000+ up to 10% discount on per participant rate listed

	Online Courses for Teacher Certification Test Prep								VIRGINIA			
									$250 to $500 / course			
AL	$250 to $500	**HI**	$250 to $500	**MA**	$250 to $500	**NM**	$250 to $500	**SD**	$250 to $500
AK	$250 to $500	**ID**	$250 to $500	**MI**	$250 to $500	**NY**	$250 to $500	**TN**	$250 to $500
AZ	$250 to $500	**IL**	$250 to $500	**MN**	$250 to $500	**NC**	$250 to $500	**TX**	$250 to $500
AR	$250 to $500	**IN**	$250 to $500	**MS**	$250 to $500	**ND**	$250 to $500	**UT**	$250 to $500
CA	$250 to $500	**IA**	$250 to $500	**MO**	$250 to $500	**OH**	$250 to $500	**VT**	$250 to $500
CO	$250 to $500	**KS**	$250 to $500	**MT**	$250 to $500	**OK**	$250 to $500	**WA**	$250 to $500
CT	$250 to $500	**KY**	$250 to $500	**NE**	$250 to $500	**OR**	$250 to $500	**WV**	$250 to $500
DE	$250 to $500	**LA**	$250 to $500	**NV**	$250 to $500	**PA**	$250 to $500	**WI**	$250 to $500
FL	$250 to $500	**ME**	$250 to $500	**NH**	$250 to $500	**RI**	$250 to $500	**WY**	$250 to $500
GA	$250 to $500	**MD**	$250 to $500	**NJ**	$250 to $500	**SC**	$250 to $500	**DC**	$250 to $500

NOTE: UI would like to extend the following tiered volume pricing for Online Courses for Teacher Certification Test Prep:

- $1 to $999,999 pricing as listed
- $1,000,000 to $2,999,999 up to 3% discount on course rate listed
- $3,000,000 to $5,000,000 up to 5% discount on course rate listed
- $5,000,000+ up to 10% discount on course rate listed

					Licensure Tracking			VIRGINIA			
								$500 to $1,000 / person			
AL	$500 to $1,000	**HI**	$500 to $1,000	**MA**	$500 to $1,000	**NM**	$500 to $1,000	**SD**	$500 to $1,000
AK	$500 to $1,000	**ID**	$500 to $1,000	**MI**	$500 to $1,000	**NY**	$500 to $1,000	**TN**	$500 to $1,000
AZ	$500 to $1,000	**IL**	$500 to $1,000	**MN**	$500 to $1,000	**NC**	$500 to $1,000	**TX**	$500 to $1,000
AR	$500 to $1,000	**IN**	$500 to $1,000	**MS**	$500 to $1,000	**ND**	$500 to $1,000	**UT**	$500 to $1,000
CA	$500 to $1,000	**IA**	$500 to $1,000	**MO**	$500 to $1,000	**OH**	$500 to $1,000	**VT**	$500 to $1,000
CO	$500 to $1,000	**KS**	$500 to $1,000	**MT**	$500 to $1,000	**OK**	$500 to $1,000	**WA**	$500 to $1,000
CT	$500 to $1,000	**KY**	$500 to $1,000	**NE**	$500 to $1,000	**OR**	$500 to $1,000	**WV**	$500 to $1,000
DE	$500 to $1,000	**LA**	$500 to $1,000	**NV**	$500 to $1,000	**PA**	$500 to $1,000	**WI**	$500 to $1,000
FL	$500 to $1,000	**ME**	$500 to $1,000	**NH**	$500 to $1,000	**RI**	$500 to $1,000	**WY**	$500 to $1,000
GA	$500 to $1,000	**MD**	$500 to $1,000	**NJ**	$500 to $1,000	**SC**	$500 to $1,000	**DC**	$500 to $1,000

NOTE: UI would like to extend the following tiered volume pricing for Licensure Tracking:

- $1 to $999,999 pricing as listed
- $1,000,000 to $2,999,999 up to 3% discount on per person rate listed
- $3,000,000 to $5,000,000 up to 5% discount on per person rate listed
- $5,000,000+ up to 10% discount on per person rate listed

								VIRGINIA	
						EPIC® SELECT		**$11.95 / student per hour**	
AL	$11.95 / hour	**HI**	$11.95 / hour	**MA**	$11.95 / hour	**NM**	$11.95 / hour	**SD**	$11.95 / hour
AK	$11.95 / hour	**ID**	$11.95 / hour	**MI**	$11.95 / hour	**NY**	$11.95 / hour	**TN**	$11.95 / hour
AZ	$11.95 / hour	**IL**	$11.95 / hour	**MN**	$11.95 / hour	**NC**	$11.95 / hour	**TX**	$11.95 / hour
AR	$11.95 / hour	**IN**	$11.95 / hour	**MS**	$11.95 / hour	**ND**	$11.95 / hour	**UT**	$11.95 / hour
CA	$11.95 / hour	**IA**	$11.95 / hour	**MO**	$11.95 / hour	**OH**	$11.95 / hour	**VT**	$11.95 / hour
CO	$11.95 / hour	**KS**	$11.95 / hour	**MT**	$11.95 / hour	**OK**	$11.95 / hour	**WA**	$11.95 / hour
CT	$11.95 / hour	**KY**	$11.95 / hour	**NE**	$11.95 / hour	**OR**	$11.95 / hour	**WV**	$11.95 / hour
DE	$11.95 / hour	**LA**	$11.95 / hour	**NV**	$11.95 / hour	**PA**	$11.95 / hour	**WI**	$11.95 / hour
FL	$11.95 / hour	**ME**	$11.95 / hour	**NH**	$11.95 / hour	**RI**	$11.95 / hour	**WY**	$11.95 / hour
GA	$11.95 / hour	**MD**	$11.95 / hour	**NJ**	$11.95 / hour	**SC**	$11.95 / hour	**DC**	$11.95 / hour

NOTE: Hourly cost per student includes materials only. If staffing is required, rates will be quoted at Independent Instruction or in-person tutoring hourly rate.

UI would like to extend the following tiered volume pricing for EPIC® SELECT:
- $1 to $999,999 pricing as listed
- $1,000,000 to $2,999,999 up to 3% discount on per hour rate listed
- $3,000,000 to $5,000,000 up to 5% discount on per hour rate listed
- $5,000,000+ up to 10% discount on per hour rate listed

								VIRGINIA	
			EPIC® Academy State Aligned Content					**$14.95 / student per hour**	
AL	$14.95 / hour	**HI**	$14.95 / hour	**MA**	$14.95 / hour	**NM**	$14.95 / hour	**SD**	$14.95 / hour
AK	$14.95 / hour	**ID**	$14.95 / hour	**MI**	$14.95 / hour	**NY**	$14.95 / hour	**TN**	$14.95 / hour
AZ	$14.95 / hour	**IL**	$14.95 / hour	**MN**	$14.95 / hour	**NC**	$14.95 / hour	**TX**	$14.95 / hour
AR	$14.95 / hour	**IN**	$14.95 / hour	**MS**	$14.95 / hour	**ND**	$14.95 / hour	**UT**	$14.95 / hour
CA	$14.95 / hour	**IA**	$14.95 / hour	**MO**	$14.95 / hour	**OH**	$14.95 / hour	**VT**	$14.95 / hour
CO	$14.95 / hour	**KS**	$14.95 / hour	**MT**	$14.95 / hour	**OK**	$14.95 / hour	**WA**	$14.95 / hour
CT	$14.95 / hour	**KY**	$14.95 / hour	**NE**	$14.95 / hour	**OR**	$14.95 / hour	**WV**	$14.95 / hour
DE	$14.95 / hour	**LA**	$14.95 / hour	**NV**	$14.95 / hour	**PA**	$14.95 / hour	**WI**	$14.95 / hour
FL	$14.95 / hour	**ME**	$14.95 / hour	**NH**	$14.95 / hour	**RI**	$14.95 / hour	**WY**	$14.95 / hour
GA	$14.95 / hour	**MD**	$14.95 / hour	**NJ**	$14.95 / hour	**SC**	$14.95 / hour	**DC**	$14.95 / hour

NOTE: Hourly cost per student includes materials only. If staffing is required, rates will be quoted at Independent Instruction or in-person tutoring hourly rate.

UI would like to extend the following tiered volume pricing for EPIC® Academy:
- $1 to $999,999 pricing as listed
- $1,000,000 to $2,999,999 up to 3% discount on per person rate listed
- $3,000,000 to $5,000,000 up to 5% discount on per person rate listed
- $5,000,000+ up to 10% discount on per person rate listed

								VIRGINIA		
	Professional Development and/or Coaching Services							**$175 to $250 / hour**		
AL	$200 to $375	**HI**	$200 to $375	**MA**	$200 to $375	**NM**	$200 to $375	**SD**	$200 to $375
AK	$200 to $375	**ID**	$200 to $375	**MI**	$200 to $375	**NY**	$200 to $375	**TN**	$200 to $375
AZ	$200 to $375	**IL**	$200 to $375	**MN**	$200 to $375	**NC**	$200 to $375	**TX**	$200 to $375
AR	$200 to $375	**IN**	$200 to $375	**MS**	$200 to $375	**ND**	$200 to $375	**UT**	$200 to $375
CA	$200 to $375	**IA**	$200 to $375	**MO**	$200 to $375	**OH**	$200 to $375	**VT**	$200 to $375
CO	$200 to $375	**KS**	$200 to $375	**MT**	$200 to $375	**OK**	$200 to $375	**WA**	$200 to $375
CT	$200 to $375	**KY**	$200 to $375	**NE**	$200 to $375	**OR**	$200 to $375	**WV**	$200 to $375
DE	$200 to $375	**LA**	$200 to $375	**NV**	$200 to $375	**PA**	$200 to $375	**WI**	$200 to $375
FL	$200 to $375	**ME**	$200 to $375	**NH**	$200 to $375	**RI**	$200 to $375	**WY**	$200 to $375
GA	$200 to $375	**MD**	$200 to $375	**NJ**	$200 to $375	**SC**	$200 to $375	**DC**	$200 to $375

NOTE: UI would like to extend the following tiered volume pricing for Professional Development and/or Coaching Services:

- $1 to $999,999 pricing as listed
- $1,000,000 to $2,999,999 up to 3% discount on per hour rate listed
- $3,000,000 to $5,000,000 up to 5% discount on per hour rate listed
- $5,000,000+ up to 10% discount on per hour rate listed

								VIRGINIA		
				Data Reporting Services				**$250 to $350 / hour**		
AL	$250 to $350	**HI**	$250 to $350	**MA**	$250 to $350	**NM**	$250 to $350	**SD**	$250 to $350
AK	$250 to $350	**ID**	$250 to $350	**MI**	$250 to $350	**NY**	$250 to $350	**TN**	$250 to $350
AZ	$250 to $350	**IL**	$250 to $350	**MN**	$250 to $350	**NC**	$250 to $350	**TX**	$250 to $350
AR	$250 to $350	**IN**	$250 to $350	**MS**	$250 to $350	**ND**	$250 to $350	**UT**	$250 to $350
CA	$250 to $350	**IA**	$250 to $350	**MO**	$250 to $350	**OH**	$250 to $350	**VT**	$250 to $350
CO	$250 to $350	**KS**	$250 to $350	**MT**	$250 to $350	**OK**	$250 to $350	**WA**	$250 to $350
CT	$250 to $350	**KY**	$250 to $350	**NE**	$250 to $350	**OR**	$250 to $350	**WV**	$250 to $350
DE	$250 to $350	**LA**	$250 to $350	**NV**	$250 to $350	**PA**	$250 to $350	**WI**	$250 to $350
FL	$250 to $350	**ME**	$250 to $350	**NH**	$250 to $350	**RI**	$250 to $350	**WY**	$250 to $350
GA	$250 to $350	**MD**	$250 to $350	**NJ**	$250 to $350	**SC**	$250 to $350	**DC**	$250 to $350

NOTE: Scopes of Work will be determined with specific criteria once defined needs for data services has been established with school district partners.

								VIRGINIA	
				Grant Searching Services				FREE of Charge	
AL	No Charge	**HI**	No Charge	**MA**	No Charge	**NM**	No Charge	**SD**	No Charge
AK	No Charge	**ID**	No Charge	**MI**	No Charge	**NY**	No Charge	**TN**	No Charge
AZ	No Charge	**IL**	No Charge	**MN**	No Charge	**NC**	No Charge	**TX**	No Charge
AR	No Charge	**IN**	No Charge	**MS**	No Charge	**ND**	No Charge	**UT**	No Charge
CA	No Charge	**IA**	No Charge	**MO**	No Charge	**OH**	No Charge	**VT**	No Charge
CO	No Charge	**KS**	No Charge	**MT**	No Charge	**OK**	No Charge	**WA**	No Charge
CT	No Charge	**KY**	No Charge	**NE**	No Charge	**OR**	No Charge	**WV**	No Charge
DE	No Charge	**LA**	No Charge	**NV**	No Charge	**PA**	No Charge	**WI**	No Charge
FL	No Charge	**ME**	No Charge	**NH**	No Charge	**RI**	No Charge	**WY**	No Charge
GA	No Charge	**MD**	No Charge	**NJ**	No Charge	**SC**	No Charge	**DC**	No Charge

NOTE: Services for UI Collaborative Partners through GovMVMT Master Services Agreement **only**.

Virginia						Simple Grants		Complex Proposals	
				Grant Tracking Services		$400 / month		$1,000 / month	
AL	$500 / $1,200	**HI**	$500 / $1,200	**MA**	$500 / $1,200	**NM**	$500 / $1,200	**SD**	$500 / $1,200
AK	$500 / $1,200	**ID**	$500 / $1,200	**MI**	$500 / $1,200	**NY**	$500 / $1,200	**TN**	$500 / $1,200
AZ	$500 / $1,200	**IL**	$500 / $1,200	**MN**	$500 / $1,200	**NC**	$500 / $1,200	**TX**	$500 / $1,200
AR	$500 / $1,200	**IN**	$500 / $1,200	**MS**	$500 / $1,200	**ND**	$500 / $1,200	**UT**	$500 / $1,200
CA	$500 / $1,200	**IA**	$500 / $1,200	**MO**	$500 / $1,200	**OH**	$500 / $1,200	**VT**	$500 / $1,200
CO	$500 / $1,200	**KS**	$500 / $1,200	**MT**	$500 / $1,200	**OK**	$500 / $1,200	**WA**	$500 / $1,200
CT	$500 / $1,200	**KY**	$500 / $1,200	**NE**	$500 / $1,200	**OR**	$500 / $1,200	**WV**	$500 / $1,200
DE	$500 / $1,200	**LA**	$500 / $1,200	**NV**	$500 / $1,200	**PA**	$500 / $1,200	**WI**	$500 / $1,200
FL	$500 / $1,200	**ME**	$500 / $1,200	**NH**	$500 / $1,200	**RI**	$500 / $1,200	**WY**	$500 / $1,200
GA	$500 / $1,200	**MD**	$500 / $1,200	**NJ**	$500 / $1,200	**SC**	$500 / $1,200	**DC**	$500 / $1,200

Virginia						Simple Grants		Complex Proposals	
				Grant Writing Services		$1,200 - $3,000		$4,000+	
AL	$1,500+/$5,000+	**HI**	$1,500+/$5,000+	**MA**	$1,500+/$5,000+	**NM**	$1,500+/$5,000+	**SD**	$1,500+/$5,000+
AK	$1,500+/$5,000+	**ID**	$1,500+/$5,000+	**MI**	$1,500+/$5,000+	**NY**	$1,500+/$5,000+	**TN**	$1,500+/$5,000+
AZ	$1,500+/$5,000+	**IL**	$1,500+/$5,000+	**MN**	$1,500+/$5,000+	**NC**	$1,500+/$5,000+	**TX**	$1,500+/$5,000+
AR	$1,500+/$5,000+	**IN**	$1,500+/$5,000+	**MS**	$1,500+/$5,000+	**ND**	$1,500+/$5,000+	**UT**	$1,500+/$5,000+
CA	$1,500+/$5,000+	**IA**	$1,500+/$5,000+	**MO**	$1,500+/$5,000+	**OH**	$1,500+/$5,000+	**VT**	$1,500+/$5,000+
CO	$1,500+/$5,000+	**KS**	$1,500+/$5,000+	**MT**	$1,500+/$5,000+	**OK**	$1,500+/$5,000+	**WA**	$1,500+/$5,000+
CT	$1,500+/$5,000+	**KY**	$1,500+/$5,000+	**NE**	$1,500+/$5,000+	**OR**	$1,500+/$5,000+	**WV**	$1,500+/$5,000+
DE	$1,500+/$5,000+	**LA**	$1,500+/$5,000+	**NV**	$1,500+/$5,000+	**PA**	$1,500+/$5,000+	**WI**	$1,500+/$5,000+
FL	$1,500+/$5,000+	**ME**	$1,500+/$5,000+	**NH**	$1,500+/$5,000+	**RI**	$1,500+/$5,000+	**WY**	$1,500+/$5,000+
GA	$1,500+/$5,000+	**MD**	$1,500+/$5,000+	**NJ**	$1,500+/$5,000+	**SC**	$1,500+/$5,000+	**DC**	$1,500+/$5,000+

				Curriculum Review		VIRGINIA			
						$1.1M - $1.6M K-12 content area (13 grade levels)			
AL	$1.1M+	**HI**	$1.1M+	**MA**	$1.1M+	**NM**	$1.1M+	**SD**	$1.1M+
AK	$1.1M+	**ID**	$1.1M+	**MI**	$1.1M+	**NY**	$1.1M+	**TN**	$1.1M+
AZ	$1.1M+	**IL**	$1.1M+	**MN**	$1.1M+	**NC**	$1.1M+	**TX**	$1.1M+
AR	$1.1M+	**IN**	$1.1M+	**MS**	$1.1M+	**ND**	$1.1M+	**UT**	$1.1M+
CA	$1.1M+	**IA**	$1.1M+	**MO**	$1.1M+	**OH**	$1.1M+	**VT**	$1.1M+
CO	$1.1M+	**KS**	$1.1M+	**MT**	$1.1M+	**OK**	$1.1M+	**WA**	$1.1M+
CT	$1.1M+	**KY**	$1.1M+	**NE**	$1.1M+	**OR**	$1.1M+	**WV**	$1.1M+
DE	$1.1M+	**LA**	$1.1M+	**NV**	$1.1M+	**PA**	$1.1M+	**WI**	$1.1M+
FL	$1.1M+	**ME**	$1.1M+	**NH**	$1.1M+	**RI**	$1.1M+	**WY**	$1.1M+
GA	$1.1M+	**MD**	$1.1M+	**NJ**	$1.1M+	**SC**	$1.1M+	**DC**	$1.1M+

NOTE:

- Assumes district data and yearlong document review, written curriculum review (including daily lessons) of 1 quarter of instruction per grade level, development of a report and presentation of findings, and an onsite action planning session
- Final prices will vary based on the number of grade levels included, curriculum materials being reviewed, and the extent to which classroom observations (taught curriculum) and/or student work analysis (learned curriculum) are requested.

				Custom Curriculum Development		VIRGINIA			
						$290,500 - $435,600 per unit (per grade level & content area)			
AL	$290,500+	**HI**	$290,500+	**MA**	$290,500+	**NM**	$290,500+	**SD**	$290,500+
AK	$290,500+	**ID**	$290,500+	**MI**	$290,500+	**NY**	$290,500+	**TN**	$290,500+
AZ	$290,500+	**IL**	$290,500+	**MN**	$290,500+	**NC**	$290,500+	**TX**	$290,500+
AR	$290,500+	**IN**	$290,500+	**MS**	$290,500+	**ND**	$290,500+	**UT**	$290,500+
CA	$290,500+	**IA**	$290,500+	**MO**	$290,500+	**OH**	$290,500+	**VT**	$290,500+
CO	$290,500+	**KS**	$290,500+	**MT**	$290,500+	**OK**	$290,500+	**WA**	$290,500+
CT	$290,500+	**KY**	$290,500+	**NE**	$290,500+	**OR**	$290,500+	**WV**	$290,500+
DE	$290,500+	**LA**	$290,500+	**NV**	$290,500+	**PA**	$290,500+	**WI**	$290,500+
FL	$290,500+	**ME**	$290,500+	**NH**	$290,500+	**RI**	$290,500+	**WY**	$290,500+
GA	$290,500+	**MD**	$290,500+	**NJ**	$290,500+	**SC**	$290,500+	**DC**	$290,500+

NOTE:

- Assumes a unit consists of ~20 lessons, inclusive of a unit plan, daily teacher facilitation guides, student-facing materials, lesson slide decks, and ancillary materials.
- Includes mapping, content development, permissioning of third-party assets, operations and delivery (including copyediting, graphic design, and loading to LMS).
- Final price will vary based on the number of lessons and the extent of materials requested.

Curriculum Implementation – Part 1					VIRGINIA		
	Professional Learning Session Development				**$34,850 per full-day session**		
AL	$34,850	**HI**	$34,850	**MA**	$34,850	**NM**	$34,850	**SD**	$34,850
AK	$34,850	**ID**	$34,850	**MI**	$34,850	**NY**	$34,850	**TN**	$34,850
AZ	$34,850	**IL**	$34,850	**MN**	$34,850	**NC**	$34,850	**TX**	$34,850
AR	$34,850	**IN**	$34,850	**MS**	$34,850	**ND**	$34,850	**UT**	$34,850
CA	$34,850	**IA**	$34,850	**MO**	$34,850	**OH**	$34,850	**VT**	$34,850
CO	$34,850	**KS**	$34,850	**MT**	$34,850	**OK**	$34,850	**WA**	$34,850
CT	$34,850	**KY**	$34,850	**NE**	$34,850	**OR**	$34,850	**WV**	$34,850
DE	$34,850	**LA**	$34,850	**NV**	$34,850	**PA**	$34,850	**WI**	$34,850
FL	$34,850	**ME**	$34,850	**NH**	$34,850	**RI**	$34,850	**WY**	$34,850
GA	$34,850	**MD**	$34,850	**NJ**	$34,850	**SC**	$34,850	**DC**	$34,850

NOTE:

- Includes custom development of session outlines, facilitator guide, slide deck, and participant handouts.

Curriculum Implementation – Part 2					VIRGINIA		
		In-Person Session Delivery			**$8,700 per day, per facilitator**		
AL	$8,700	**HI**	$8,700	**MA**	$8,700	**NM**	$8,700	**SD**	$8,700
AK	$8,700	**ID**	$8,700	**MI**	$8,700	**NY**	$8,700	**TN**	$8,700
AZ	$8,700	**IL**	$8,700	**MN**	$8,700	**NC**	$8,700	**TX**	$8,700
AR	$8,700	**IN**	$8,700	**MS**	$8,700	**ND**	$8,700	**UT**	$8,700
CA	$8,700	**IA**	$8,700	**MO**	$8,700	**OH**	$8,700	**VT**	$8,700
CO	$8,700	**KS**	$8,700	**MT**	$8,700	**OK**	$8,700	**WA**	$8,700
CT	$8,700	**KY**	$8,700	**NE**	$8,700	**OR**	$8,700	**WV**	$8,700
DE	$8,700	**LA**	$8,700	**NV**	$8,700	**PA**	$8,700	**WI**	$8,700
FL	$8,700	**ME**	$8,700	**NH**	$8,700	**RI**	$8,700	**WY**	$8,700
GA	$8,700	**MD**	$8,700	**NJ**	$8,700	**SC**	$8,700	**DC**	$8,700

NOTE:

- Assumes one (1) facilitator per 25-30 participants and onsite support
- Includes preparation prior to session delivery
- Includes all travel expenses

Curriculum Implementation – Part 3					VIRGINIA		
			Virtual Session Delivery		$6,969 per day, per facilitator & support facilitator		
AL	$6,969	**HI**	$6,969	**MA**	$6,969	**NM**	$6,969	**SD**	$6,969
AK	$6,969	**ID**	$6,969	**MI**	$6,969	**NY**	$6,969	**TN**	$6,969
AZ	$6,969	**IL**	$6,969	**MN**	$6,969	**NC**	$6,969	**TX**	$6,969
AR	$6,969	**IN**	$6,969	**MS**	$6,969	**ND**	$6,969	**UT**	$6,969
CA	$6,969	**IA**	$6,969	**MO**	$6,969	**OH**	$6,969	**VT**	$6,969
CO	$6,969	**KS**	$6,969	**MT**	$6,969	**OK**	$6,969	**WA**	$6,969
CT	$6,969	**KY**	$6,969	**NE**	$6,969	**OR**	$6,969	**WV**	$6,969
DE	$6,969	**LA**	$6,969	**NV**	$6,969	**PA**	$6,969	**WI**	$6,969
FL	$6,969	**ME**	$6,969	**NH**	$6,969	**RI**	$6,969	**WY**	$6,969
GA	$6,969	**MD**	$6,969	**NJ**	$6,969	**SC**	$6,969	**DC**	$6,969

NOTE:

- Assumes one (1) facilitator and one (1) support facilitator per 25-30 participants
- Includes preparation prior to session delivery

Curriculum Implementation – Part 4					VIRGINIA		
			In-Person Coaching		$8,700 per day, per coach		
AL	$8,700	**HI**	$8,700	**MA**	$8,700	**NM**	$8,700	**SD**	$8,700
AK	$8,700	**ID**	$8,700	**MI**	$8,700	**NY**	$8,700	**TN**	$8,700
AZ	$8,700	**IL**	$8,700	**MN**	$8,700	**NC**	$8,700	**TX**	$8,700
AR	$8,700	**IN**	$8,700	**MS**	$8,700	**ND**	$8,700	**UT**	$8,700
CA	$8,700	**IA**	$8,700	**MO**	$8,700	**OH**	$8,700	**VT**	$8,700
CO	$8,700	**KS**	$8,700	**MT**	$8,700	**OK**	$8,700	**WA**	$8,700
CT	$8,700	**KY**	$8,700	**NE**	$8,700	**OR**	$8,700	**WV**	$8,700
DE	$8,700	**LA**	$8,700	**NV**	$8,700	**PA**	$8,700	**WI**	$8,700
FL	$8,700	**ME**	$8,700	**NH**	$8,700	**RI**	$8,700	**WY**	$8,700
GA	$8,700	**MD**	$8,700	**NJ**	$8,700	**SC**	$8,700	**DC**	$8,700

NOTE:

- Assumes one (1) facilitator per 25-30 participants
- Includes preparation prior to session delivery
- Includes all travel expenses

							VIRGINIA		
		Special Education Playbook				$575* per person (Annual license)			
AL	$575	**HI**	$575	**MA**	$575	**NM**	$575	**SD**	$575
AK	$575	**ID**	$575	**MI**	$575	**NY**	$575	**TN**	$575
AZ	$575	**IL**	$575	**MN**	$575	**NC**	$575	**TX**	$575
AR	$575	**IN**	$575	**MS**	$575	**ND**	$575	**UT**	$575
CA	$575	**IA**	$575	**MO**	$575	**OH**	$575	**VT**	$575
CO	$575	**KS**	$575	**MT**	$575	**OK**	$575	**WA**	$575
CT	$575	**KY**	$575	**NE**	$575	**OR**	$575	**WV**	$575
DE	$575	**LA**	$575	**NV**	$575	**PA**	$575	**WI**	$575
FL	$575	**ME**	$575	**NH**	$575	**RI**	$575	**WY**	$575
GA	$575	**MD**	$575	**NJ**	$575	**SC**	$575	**DC**	$575

NOTE:

- Custom development negotiable based on scope
- Coaching negotiable based on scope
- *Special pricing may be provided based on volume of customization, data integration, etc.

							VIRGINIA		
		High Leverage Practices Playbook				$860* per person (Annual license)			
AL	$860	**HI**	$860	**MA**	$860	**NM**	$860	**SD**	$860
AK	$860	**ID**	$860	**MI**	$860	**NY**	$860	**TN**	$860
AZ	$860	**IL**	$860	**MN**	$860	**NC**	$860	**TX**	$860
AR	$860	**IN**	$860	**MS**	$860	**ND**	$860	**UT**	$860
CA	$860	**IA**	$860	**MO**	$860	**OH**	$860	**VT**	$860
CO	$860	**KS**	$860	**MT**	$860	**OK**	$860	**WA**	$860
CT	$860	**KY**	$860	**NE**	$860	**OR**	$860	**WV**	$860
DE	$860	**LA**	$860	**NV**	$860	**PA**	$860	**WI**	$860
FL	$860	**ME**	$860	**NH**	$860	**RI**	$860	**WY**	$860
GA	$860	**MD**	$860	**NJ**	$860	**SC**	$860	**DC**	$860

NOTE:

- Custom development negotiable based on scope
- Coaching negotiable based on scope
- *Special pricing may be provided based on volume of customization, data integration, etc.

				Building Inclusive Schools		**VIRGINIA**			
						$52,275 In-Person Session Delivery			
AL	$52,275	**HI**	$52,275	**MA**	$52,275	**NM**	$52,275	**SD**	$52,275
AK	$52,275	**ID**	$52,275	**MI**	$52,275	**NY**	$52,275	**TN**	$52,275
AZ	$52,275	**IL**	$52,275	**MN**	$52,275	**NC**	$52,275	**TX**	$52,275
AR	$52,275	**IN**	$52,275	**MS**	$52,275	**ND**	$52,275	**UT**	$52,275
CA	$52,275	**IA**	$52,275	**MO**	$52,275	**OH**	$52,275	**VT**	$52,275
CO	$52,275	**KS**	$52,275	**MT**	$52,275	**OK**	$52,275	**WA**	$52,275
CT	$52,275	**KY**	$52,275	**NE**	$52,275	**OR**	$52,275	**WV**	$52,275
DE	$52,275	**LA**	$52,275	**NV**	$52,275	**PA**	$52,275	**WI**	$52,275
FL	$52,275	**ME**	$52,275	**NH**	$52,275	**RI**	$52,275	**WY**	$52,275
GA	$52,275	**MD**	$52,275	**NJ**	$52,275	**SC**	$52,275	**DC**	$52,275

NOTE:

- Priced for a 3-day onsite training with additional days available based on scope
- Assumes one (1) facilitator per 25-30 participants and onsite support
- Includes all travel expenses for three full-day trainings

				Alternate Achievement		**VIRGINIA**			
						$52,275 In-Person Session Delivery			
AL	$52,275	**HI**	$52,275	**MA**	$52,275	**NM**	$52,275	**SD**	$52,275
AK	$52,275	**ID**	$52,275	**MI**	$52,275	**NY**	$52,275	**TN**	$52,275
AZ	$52,275	**IL**	$52,275	**MN**	$52,275	**NC**	$52,275	**TX**	$52,275
AR	$52,275	**IN**	$52,275	**MS**	$52,275	**ND**	$52,275	**UT**	$52,275
CA	$52,275	**IA**	$52,275	**MO**	$52,275	**OH**	$52,275	**VT**	$52,275
CO	$52,275	**KS**	$52,275	**MT**	$52,275	**OK**	$52,275	**WA**	$52,275
CT	$52,275	**KY**	$52,275	**NE**	$52,275	**OR**	$52,275	**WV**	$52,275
DE	$52,275	**LA**	$52,275	**NV**	$52,275	**PA**	$52,275	**WI**	$52,275
FL	$52,275	**ME**	$52,275	**NH**	$52,275	**RI**	$52,275	**WY**	$52,275
GA	$52,275	**MD**	$52,275	**NJ**	$52,275	**SC**	$52,275	**DC**	$52,275

NOTE:

- Priced for a 3-day onsite training with additional days available based on scope
- Assumes one (1) facilitator per 25-30 participants and onsite support
- Includes all travel expenses for three full-day trainings

			Alternate Achievement		VIRGINIA			
					$17,500 Virtual Session Delivery			
AL	$17,500	HI	$17,500	MA	$17,500	NM	$17,500	SD	$17,500
AK	$17,500	ID	$17,500	MI	$17,500	NY	$17,500	TN	$17,500
AZ	$17,500	IL	$17,500	MN	$17,500	NC	$17,500	TX	$17,500
AR	$17,500	IN	$17,500	MS	$17,500	ND	$17,500	UT	$17,500
CA	$17,500	IA	$17,500	MO	$17,500	OH	$17,500	VT	$17,500
CO	$17,500	KS	$17,500	MT	$17,500	OK	$17,500	WA	$17,500
CT	$17,500	KY	$17,500	NE	$17,500	OR	$17,500	WV	$17,500
DE	$17,500	LA	$17,500	NV	$17,500	PA	$17,500	WI	$17,500
FL	$17,500	ME	$17,500	NH	$17,500	RI	$17,500	WY	$17,500
GA	$17,500	MD	$17,500	NJ	$17,500	SC	$17,500	DC	$17,500

NOTE:

- Assumes virtual train-the-training professional development model
- Assumes one (1) facilitator per 25-30 participants and virtual support facilitation
- Includes preparation prior to session delivery

			Paraprofessional Training		VIRGINIA			
					$115/para for online course			
					$230/para webinar series			
AL	$115 / $230	HI	$115 / $230	MA	$115 / $230	NM	$115 / $230	SD	$115 / $230
AK	$115 / $230	ID	$115 / $230	MI	$115 / $230	NY	$115 / $230	TN	$115 / $230
AZ	$115 / $230	IL	$115 / $230	MN	$115 / $230	NC	$115 / $230	TX	$115 / $230
AR	$115 / $230	IN	$115 / $230	MS	$115 / $230	ND	$115 / $230	UT	$115 / $230
CA	$115 / $230	IA	$115 / $230	MO	$115 / $230	OH	$115 / $230	VT	$115 / $230
CO	$115 / $230	KS	$115 / $230	MT	$115 / $230	OK	$115 / $230	WA	$115 / $230
CT	$115 / $230	KY	$115 / $230	NE	$115 / $230	OR	$115 / $230	WV	$115 / $230
DE	$115 / $230	LA	$115 / $230	NV	$115 / $230	PA	$115 / $230	WI	$115 / $230
FL	$115 / $230	ME	$115 / $230	NH	$115 / $230	RI	$115 / $230	WY	$115 / $230
GA	$115 / $230	MD	$115 / $230	NJ	$115 / $230	SC	$115 / $230	DC	$115 / $230

NOTE:

- Annual access to Foundation Series self-paced modules
- Participation in four webinars annually

				Parent Conference		VIRGINIA			
						$696,900 / conference			
AL	$696,900	**HI**	$696,900	**MA**	$696,900	**NM**	$696,900	**SD**	$696,900
AK	$696,900	**ID**	$696,900	**MI**	$696,900	**NY**	$696,900	**TN**	$696,900
AZ	$696,900	**IL**	$696,900	**MN**	$696,900	**NC**	$696,900	**TX**	$696,900
AR	$696,900	**IN**	$696,900	**MS**	$696,900	**ND**	$696,900	**UT**	$696,900
CA	$696,900	**IA**	$696,900	**MO**	$696,900	**OH**	$696,900	**VT**	$696,900
CO	$696,900	**KS**	$696,900	**MT**	$696,900	**OK**	$696,900	**WA**	$696,900
CT	$696,900	**KY**	$696,900	**NE**	$696,900	**OR**	$696,900	**WV**	$696,900
DE	$696,900	**LA**	$696,900	**NV**	$696,900	**PA**	$696,900	**WI**	$696,900
FL	$696,900	**ME**	$696,900	**NH**	$696,900	**RI**	$696,900	**WY**	$696,900
GA	$696,900	**MD**	$696,900	**NJ**	$696,900	**SC**	$696,900	**DC**	$696,900

NOTE:

- Design and deliver 2-day Parent Conference
- Design schedule and secure speakers
- Secure two (2) keynote speakers and pay fees/travel
- Facilitate panel discussion(s) with a group of experts
- Manage marketing, registration, and communication of participants
- Oversee content development and formatting for sessions, ensure accessibility
- Produce professional session materials
- Provide translation and accommodation services
- Provide project management throughout project planning and delivery
- Create four (4) guidance documents designed for parents
- Deliver two (2) 90-minute follow up virtual sessions

Science of Teaching & Learning Professional Learning Services – Part 1				VIRGINIA			
Building a Strong Foundation for Lifelong Literacy Success Asynchronous Course				$590 per user			
AL	$590	**HI**	$590	**MA**	$590	**NM**	$590	**SD**	$590
AK	$590	**ID**	$590	**MI**	$590	**NY**	$590	**TN**	$590
AZ	$590	**IL**	$590	**MN**	$590	**NC**	$590	**TX**	$590
AR	$590	**IN**	$590	**MS**	$590	**ND**	$590	**UT**	$590
CA	$590	**IA**	$590	**MO**	$590	**OH**	$590	**VT**	$590
CO	$590	**KS**	$590	**MT**	$590	**OK**	$590	**WA**	$590
CT	$590	**KY**	$590	**NE**	$590	**OR**	$590	**WV**	$590
DE	$590	**LA**	$590	**NV**	$590	**PA**	$590	**WI**	$590
FL	$590	**ME**	$590	**NH**	$590	**RI**	$590	**WY**	$590
GA	$590	**MD**	$590	**NJ**	$590	**SC**	$590	**DC**	$590

NOTE:

- Assumes purchase of Playbook tenant with a minimum of 1,200 users
- Annual license to 45 hours of IDA-accredited asynchronous professional learning content in the Science of Reading
- Provision of standard software and curriculum offering for Playbook, inclusive of lessons, software configurations, etc. (Unless mutually agreed, there will be no revisions to curriculum, training content, or software development)
- A sample licensing agreement has been provided in **Section IX: Appendices**.

Science of Teaching & Learning Professional Learning Services – Part 2				VIRGINIA			
Core Concepts Asynchronous Course				$360 per user			
AL	$360	**HI**	$360	**MA**	$360	**NM**	$360	**SD**	$360
AK	$360	**ID**	$360	**MI**	$360	**NY**	$360	**TN**	$360
AZ	$360	**IL**	$360	**MN**	$360	**NC**	$360	**TX**	$360
AR	$360	**IN**	$360	**MS**	$360	**ND**	$360	**UT**	$360
CA	$360	**IA**	$360	**MO**	$360	**OH**	$360	**VT**	$360
CO	$360	**KS**	$360	**MT**	$360	**OK**	$360	**WA**	$360
CT	$360	**KY**	$360	**NE**	$360	**OR**	$360	**WV**	$360
DE	$360	**LA**	$360	**NV**	$360	**PA**	$360	**WI**	$360
FL	$360	**ME**	$360	**NH**	$360	**RI**	$360	**WY**	$360
GA	$360	**MD**	$360	**NJ**	$360	**SC**	$360	**DC**	$360

NOTE:

- Assumes purchase of Playbook tenant with a minimum of 1,200 users
- Annual license to 15 hours of asynchronous content covering key Science of Reading concepts
- Provision of standard software and curriculum offering for Playbook, inclusive of lessons, software configurations, etc. (Unless mutually agreed, there will be no revisions to curriculum, training content, or software development)
- A sample licensing agreement has been provided in **Section IX: Appendices**.

Science of Teaching & Learning Professional Learning Services – Part 3				VIRGINIA			
		Literacy Leader Core Concepts Asynchronous Course		$475 per user			
AL	$475	HI	$475	MA	$475	NM	$475	SD	$475
AK	$475	ID	$475	MI	$475	NY	$475	TN	$475
AZ	$475	IL	$475	MN	$475	NC	$475	TX	$475
AR	$475	IN	$475	MS	$475	ND	$475	UT	$475
CA	$475	IA	$475	MO	$475	OH	$475	VT	$475
CO	$475	KS	$475	MT	$475	OK	$475	WA	$475
CT	$475	KY	$475	NE	$475	OR	$475	WV	$475
DE	$475	LA	$475	NV	$475	PA	$475	WI	$475
FL	$475	ME	$475	NH	$475	RI	$475	WY	$475
GA	$475	MD	$475	NJ	$475	SC	$475	DC	$475

NOTE:

- Assumes purchase of Playbook tenant with a minimum of 1,200 users
- Annual license to 20 hours of asynchronous content in the Science of Reading tailored for school leaders
- Provision of standard software and curriculum offering for Playbook, inclusive of lessons, software configurations, etc. (Unless mutually agreed, there will be no revisions to curriculum, training content, or software development)
- A sample licensing agreement has been provided in **Section IX: Appendices**.

Science of Teaching & Learning Professional Learning Services – Part 4				VIRGINIA			
		Dyslexia Playbook		$688 per user			
AL	$688	HI	$688	MA	$688	NM	$688	SD	$688
AK	$688	ID	$688	MI	$688	NY	$688	TN	$688
AZ	$688	IL	$688	MN	$688	NC	$688	TX	$688
AR	$688	IN	$688	MS	$688	ND	$688	UT	$688
CA	$688	IA	$688	MO	$688	OH	$688	VT	$688
CO	$688	KS	$688	MT	$688	OK	$688	WA	$688
CT	$688	KY	$688	NE	$688	OR	$688	WV	$688
DE	$688	LA	$688	NV	$688	PA	$688	WI	$688
FL	$688	ME	$688	NH	$688	RI	$688	WY	$688
GA	$688	MD	$688	NJ	$688	SC	$688	DC	$688

NOTE:

- Assumes purchase of Playbook tenant with a minimum of 1,200 users
- Annual license to 8 hours of asynchronous content for educators working with students with dyslexia
- Provision of standard software and curriculum offering for Playbook, inclusive of lessons, software configurations, etc. (Unless mutually agreed, there will be no revisions to curriculum, training content, or software development)
- A sample licensing agreement has been provided in **Section IX: Appendices**.

Science of Teaching & Learning Professional Learning Services – Part 5				VIRGINIA			
	Science of Reading Virtual Professional Learning Series			$35,000 per series			
AL $35,000	**HI** $35,000	**MA** $35,000	**NM** $35,000	**SD** $35,000
AK $35,000	**ID** $35,000	**MI** $35,000	**NY** $35,000	**TN** $35,000
AZ $35,000	**IL** $35,000	**MN** $35,000	**NC** $35,000	**TX** $35,000
AR $35,000	**IN** $35,000	**MS** $35,000	**ND** $35,000	**UT** $35,000
CA $35,000	**IA** $35,000	**MO** $35,000	**OH** $35,000	**VT** $35,000
CO $35,000	**KS** $35,000	**MT** $35,000	**OK** $35,000	**WA** $35,000
CT $35,000	**KY** $35,000	**NE** $35,000	**OR** $35,000	**WV** $35,000
DE $35,000	**LA** $35,000	**NV** $35,000	**PA** $35,000	**WI** $35,000
FL $35,000	**ME** $35,000	**NH** $35,000	**RI** $35,000	**WY** $35,000
GA $35,000	**MD** $35,000	**NJ** $35,000	**SC** $35,000	**DC** $35,000

NOTE:

- Series of three (3) unique virtual webinars for education, 2 hours each

Science of Teaching & Learning Professional Learning Services – Part 6				VIRGINIA			
	Practice-Based Coaching in Literacy: In-Person Session Delivery			$17,500 per day, per facilitator			
AL $17,500	**HI** $17,500	**MA** $17,500	**NM** $17,500	**SD** $17,500
AK $17,500	**ID** $17,500	**MI** $17,500	**NY** $17,500	**TN** $17,500
AZ $17,500	**IL** $17,500	**MN** $17,500	**NC** $17,500	**TX** $17,500
AR $17,500	**IN** $17,500	**MS** $17,500	**ND** $17,500	**UT** $17,500
CA $17,500	**IA** $17,500	**MO** $17,500	**OH** $17,500	**VT** $17,500
CO $17,500	**KS** $17,500	**MT** $17,500	**OK** $17,500	**WA** $17,500
CT $17,500	**KY** $17,500	**NE** $17,500	**OR** $17,500	**WV** $17,500
DE $17,500	**LA** $17,500	**NV** $17,500	**PA** $17,500	**WI** $17,500
FL $17,500	**ME** $17,500	**NH** $17,500	**RI** $17,500	**WY** $17,500
GA $17,500	**MD** $17,500	**NJ** $17,500	**SC** $17,500	**DC** $17,500

NOTE:

- Assumes one (1) facilitator per 25-30 participants and on-site support
- Includes preparation prior to session delivery
- Includes all travel expenses for two (2) full-day trainings

Science of Teaching & Learning Professional Learning Services – Part 7				VIRGINIA			
		Practice-Based Coaching in Literacy: Virtual Session Delivery		$17,500 per day, per facilitator & support facilitator			
AL $17,500	**HI** $17,500	**MA** $17,500		**NM** $17,500		**SD** $17,500	
AK $17,500	**ID** $17,500	**MI** $17,500		**NY** $17,500		**TN** $17,500	
AZ $17,500	**IL** $17,500	**MN** $17,500		**NC** $17,500		**TX** $17,500	
AR $17,500	**IN** $17,500	**MS** $17,500		**ND** $17,500		**UT** $17,500	
CA $17,500	**IA** $17,500	**MO** $17,500		**OH** $17,500		**VT** $17,500	
CO $17,500	**KS** $17,500	**MT** $17,500		**OK** $17,500		**WA** $17,500	
CT $17,500	**KY** $17,500	**NE** $17,500		**OR** $17,500		**WV** $17,500	
DE $17,500	**LA** $17,500	**NV** $17,500		**PA** $17,500		**WI** $17,500	
FL $17,500	**ME** $17,500	**NH** $17,500		**RI** $17,500		**WY** $17,500	
GA $17,500	**MD** $17,500	**NJ** $17,500		**SC** $17,500		**DC** $17,500	

NOTE:

- Assumes one (1) facilitator per 25-30 participants and virtual support facilitation
- Includes preparation prior to session delivery
- Assumes delivery of complete six-session professional development series

Transition Services & Career Planning Professional Development – Part 1				VIRGINIA			
		In-Person Professional Development Session Delivery		$17,500 per day			
AL $17,500	**HI** $17,500	**MA** $17,500		**NM** $17,500		**SD** $17,500	
AK $17,500	**ID** $17,500	**MI** $17,500		**NY** $17,500		**TN** $17,500	
AZ $17,500	**IL** $17,500	**MN** $17,500		**NC** $17,500		**TX** $17,500	
AR $17,500	**IN** $17,500	**MS** $17,500		**ND** $17,500		**UT** $17,500	
CA $17,500	**IA** $17,500	**MO** $17,500		**OH** $17,500		**VT** $17,500	
CO $17,500	**KS** $17,500	**MT** $17,500		**OK** $17,500		**WA** $17,500	
CT $17,500	**KY** $17,500	**NE** $17,500		**OR** $17,500		**WV** $17,500	
DE $17,500	**LA** $17,500	**NV** $17,500		**PA** $17,500		**WI** $17,500	
FL $17,500	**ME** $17,500	**NH** $17,500		**RI** $17,500		**WY** $17,500	
GA $17,500	**MD** $17,500	**NJ** $17,500		**SC** $17,500		**DC** $17,500	

NOTE:

- Assumes one (1) facilitator per 25-30 participants and on-site support
- Includes preparation prior to session delivery
- Assumes delivery of at least two (2) professional development days
- Includes travel expenses

Transition Services & Career Planning Professional Development – Part 2				VIRGINIA			
		Virtual Professional Development Session Delivery		$8,700 per session			
AL	$8,700	**HI**	$8,700	**MA**	$8,700	**NM**	$8,700	**SD**	$8,700
AK	$8,700	**ID**	$8,700	**MI**	$8,700	**NY**	$8,700	**TN**	$8,700
AZ	$8,700	**IL**	$8,700	**MN**	$8,700	**NC**	$8,700	**TX**	$8,700
AR	$8,700	**IN**	$8,700	**MS**	$8,700	**ND**	$8,700	**UT**	$8,700
CA	$8,700	**IA**	$8,700	**MO**	$8,700	**OH**	$8,700	**VT**	$8,700
CO	$8,700	**KS**	$8,700	**MT**	$8,700	**OK**	$8,700	**WA**	$8,700
CT	$8,700	**KY**	$8,700	**NE**	$8,700	**OR**	$8,700	**WV**	$8,700
DE	$8,700	**LA**	$8,700	**NV**	$8,700	**PA**	$8,700	**WI**	$8,700
FL	$8,700	**ME**	$8,700	**NH**	$8,700	**RI**	$8,700	**WY**	$8,700
GA	$8,700	**MD**	$8,700	**NJ**	$8,700	**SC**	$8,700	**DC**	$8,700

NOTE:

- Assumes one (1) facilitator per 25-30 participants and virtual support facilitation
- Includes preparation prior to session delivery
- Assumes delivery of at least four (4) professional development sessions

				VIRGINIA			
		Work-Based Learning Toolkit		$69,700 per work site			
AL	$69,700	**HI**	$69,700	**MA**	$69,700	**NM**	$69,700	**SD**	$69,700
AK	$69,700	**ID**	$69,700	**MI**	$69,700	**NY**	$69,700	**TN**	$69,700
AZ	$69,700	**IL**	$69,700	**MN**	$69,700	**NC**	$69,700	**TX**	$69,700
AR	$69,700	**IN**	$69,700	**MS**	$69,700	**ND**	$69,700	**UT**	$69,700
CA	$69,700	**IA**	$69,700	**MO**	$69,700	**OH**	$69,700	**VT**	$69,700
CO	$69,700	**KS**	$69,700	**MT**	$69,700	**OK**	$69,700	**WA**	$69,700
CT	$69,700	**KY**	$69,700	**NE**	$69,700	**OR**	$69,700	**WV**	$69,700
DE	$69,700	**LA**	$69,700	**NV**	$69,700	**PA**	$69,700	**WI**	$69,700
FL	$69,700	**ME**	$69,700	**NH**	$69,700	**RI**	$69,700	**WY**	$69,700
GA	$69,700	**MD**	$69,700	**NJ**	$69,700	**SC**	$69,700	**DC**	$69,700

NOTE:

- Toolkit provided to implement and manage work-based learning program

	Transition & Career Planning Curriculum			VIRGINIA		
				$175 per student		
AL	$175	HI	$175	MA	$175	NM	$175	SD	$175

	Transition & Career Planning Curriculum						**VIRGINIA**		
							$175 per student		
AL	$175	HI	$175	MA	$175	NM	$175	SD	$175
AK	$175	ID	$175	MI	$175	NY	$175	TN	$175
AZ	$175	IL	$175	MN	$175	NC	$175	TX	$175
AR	$175	IN	$175	MS	$175	ND	$175	UT	$175
CA	$175	IA	$175	MO	$175	OH	$175	VT	$175
CO	$175	KS	$175	MT	$175	OK	$175	WA	$175
CT	$175	KY	$175	NE	$175	OR	$175	WV	$175
DE	$175	LA	$175	NV	$175	PA	$175	WI	$175
FL	$175	ME	$175	NH	$175	RI	$175	WY	$175
GA	$175	MD	$175	NJ	$175	SC	$175	DC	$175

NOTE:

- Annual license to online transition curriculum platform and materials (with expected minimum of 250 student licenses)
- Implementation and ongoing support including training webinars for educators
- Content can be utilized for students with disabilities, adult education learners or general education students in grades 6 to 12
- Provision of standard software and curriculum offering for Playbook, inclusive of lessons, software configurations, etc. (Unless mutually agreed, there will be no revisions to curriculum, training content, or software development)
- A sample licensing agreement has been provided in **Section IX: Appendices**.

	iteach						**VIRGINIA**		
	Teacher and Principal* Licensure						**$3,050 per candidate**		
AL	$5,449	HI	$5,449	MA		NM		SD	
AK		ID		MI		NY		TN	$4,250
AR	$5,449	IL		MN		NC		TX	$5,449/ $6,000*
AZ	$5,449	IN	$5,449	MS	$5,449	ND		UT	
CA		IA		MO		OH		VT	
CO		KS		MT		OK		WA	
CT		KY	$5,449	NE	$3,500	OR		WV	$3,050
DE		LA	$5,449	NV	$5,449	PA		WI	
FL	$2,975	ME		NH		RI		WY	
GA		MD		NJ	$5,449	SC		DC	

NOTE:

- Upon enrollment in the iteach program, candidates in all iteach states (with the exception of New Jersey) will pay $99/month towards their program balance until hired as a Teacher of Record. Once hired as a Teacher of Record, candidates will pay out the remainder of their balance in 10-12 equal installments, depending upon the state.
- In New Jersey, candidates will pay a $500 enrollment fee and will not begin paying program tuition until hired as a Teacher of Record. Once hired as a Teacher of Record, candidates will pay out the remainder of their balance in 10 equal installments.

Passage Preparation						VIRGINIA	
Teacher Licensure Exam Preparation						$80 per license	
AL $80	**HI** $80	**MA** $80		**NM** $80		**SD** $80	
AK $80	**ID** $80	**MI** $80		**NY** $80		**TN** $80	
AZ $80	**IL** $80	**MN** $80		**NC** $80		**TX** $80	
AR $80	**IN** $80	**MS** $80		**ND** $80		**UT** $80	
CA $80	**IA** $80	**MO** $80		**OH** $80		**VT** $80	
CO $80	**KS** $80	**MT** $80		**OK** $80		**WA** $80	
CT $80	**KY** $80	**NE** $80		**OR** $80		**WV** $80	
DE $80	**LA** $80	**NV** $80		**PA** $80		**WI** $80	
FL $80	**ME** $80	**NH** $80		**RI** $80		**WY** $80	
GA $80	**MD** $80	**NJ** $80		**SC** $80		**DC** $80	

Teaching Channel					VIRGINIA	
		EMPOWER Platform		Professional $179 per person	Starter $99 per person	
AL $179 / $99	**HI** $179 / $99	**MA** $179 / $99	**NM** $179 / $99	**SD** $179 / $99	
AK $179 / $99	**ID** $179 / $99	**MI** $179 / $99	**NY** $179 / $99	**TN** $179 / $99	
AZ $179 / $99	**IL** $179 / $99	**MN** $179 / $99	**NC** $179 / $99	**TX** $179 / $99	
AR $179 / $99	**IN** $179 / $99	**MS** $179 / $99	**ND** $179 / $99	**UT** $179 / $99	
CA $179 / $99	**IA** $179 / $99	**MO** $179 / $99	**OH** $179 / $99	**VT** $179 / $99	
CO $179 / $99	**KS** $179 / $99	**MT** $179 / $99	**OK** $179 / $99	**WA** $179 / $99	
CT $179 / $99	**KY** $179 / $99	**NE** $179 / $99	**OR** $179 / $99	**WV** $179 / $99	
DE $179 / $99	**LA** $179 / $99	**NV** $179 / $99	**PA** $179 / $99	**WI** $179 / $99	
FL $179 / $99	**ME** $179 / $99	**NH** $179 / $99	**RI** $179 / $99	**WY** $179 / $99	
GA $179 / $99	**MD** $179 / $99	**NJ** $179 / $99	**SC** $179 / $99	**DC** $179 / $99	

NOTE:

- Professional EMPOWER Platform has 20 licenses minimum
- Starter EMPOWER Platform has 30 licenses minimum

Teaching Channel						VIRGINIA	
EQUIP for New Teachers						$189 per person	
AL $189	**HI** $189	**MA** $189		**NM** $189		**SD** $189	
AK $189	**ID** $189	**MI** $189		**NY** $189		**TN** $189	
AZ $189	**IL** $189	**MN** $189		**NC** $189		**TX** $189	
AR $189	**IN** $189	**MS** $189		**ND** $189		**UT** $189	
CA $189	**IA** $189	**MO** $189		**OH** $189		**VT** $189	
CO $189	**KS** $189	**MT** $189		**OK** $189		**WA** $189	
CT $189	**KY** $189	**NE** $189		**OR** $189		**WV** $189	
DE $189	**LA** $189	**NV** $189		**PA** $189		**WI** $189	
FL $189	**ME** $189	**NH** $189		**RI** $189		**WY** $189	
GA $189	**MD** $189	**NJ** $189		**SC** $189		**DC** $189	

Teaching Channel				VIRGINIA			
EQUIP for Substitute Teachers				**$4,900 for 100 licenses**			
AL	$4,900	**HI**	$4,900	**MA**	$4,900	**NM**	$4,900	**SD**	$4,900
AK	$4,900	**ID**	$4,900	**MI**	$4,900	**NY**	$4,900	**TN**	$4,900
AZ	$4,900	**IL**	$4,900	**MN**	$4,900	**NC**	$4,900	**TX**	$4,900
AR	$4,900	**IN**	$4,900	**MS**	$4,900	**ND**	$4,900	**UT**	$4,900
CA	$4,900	**IA**	$4,900	**MO**	$4,900	**OH**	$4,900	**VT**	$4,900
CO	$4,900	**KS**	$4,900	**MT**	$4,900	**OK**	$4,900	**WA**	$4,900
CT	$4,900	**KY**	$4,900	**NE**	$4,900	**OR**	$4,900	**WV**	$4,900
DE	$4,900	**LA**	$4,900	**NV**	$4,900	**PA**	$4,900	**WI**	$4,900
FL	$4,900	**ME**	$4,900	**NH**	$4,900	**RI**	$4,900	**WY**	$4,900
GA	$4,900	**MD**	$4,900	**NJ**	$4,900	**SC**	$4,900	**DC**	$4,900

NOTE: Custom pricing available for 101+ licenses

Teaching Channel				VIRGINIA			
EQUIP for Student-Facing Paraprofessionals				**$50 per license**			
AL	$50	**HI**	$50	**MA**	$50	**NM**	$50	**SD**	$50
AK	$50	**ID**	$50	**MI**	$50	**NY**	$50	**TN**	$50
AZ	$50	**IL**	$50	**MN**	$50	**NC**	$50	**TX**	$50
AR	$50	**IN**	$50	**MS**	$50	**ND**	$50	**UT**	$50
CA	$50	**IA**	$50	**MO**	$50	**OH**	$50	**VT**	$50
CO	$50	**KS**	$50	**MT**	$50	**OK**	$50	**WA**	$50
CT	$50	**KY**	$50	**NE**	$50	**OR**	$50	**WV**	$50
DE	$50	**LA**	$50	**NV**	$50	**PA**	$50	**WI**	$50
FL	$50	**ME**	$50	**NH**	$50	**RI**	$50	**WY**	$50
GA	$50	**MD**	$50	**NJ**	$50	**SC**	$50	**DC**	$50

NOTE:

- 60 licenses minimum
- Custom pricing available for 100+ licenses

Teaching Channel				VIRGINIA			
Teacher & Leader Asynchronous Courses				**$135 per course** (45 hours, no graduate credits)		**$489 per course** (3 graduate credits)	
AL	$135 / $489	**HI**	$135 / $489	**MA**	$135 / $489	**NM**	$135 / $489	**SD**	$135 / $489
AK	$135 / $489	**ID**	$135 / $489	**MI**	$135 / $489	**NY**	$135 / $489	**TN**	$135 / $489
AZ	$135 / $489	**IL**	$135 / $489	**MN**	$135 / $489	**NC**	$135 / $489	**TX**	$135 / $489
AR	$135 / $489	**IN**	$135 / $489	**MS**	$135 / $489	**ND**	$135 / $489	**UT**	$135 / $489
CA	$135 / $489	**IA**	$135 / $489	**MO**	$135 / $489	**OH**	$135 / $489	**VT**	$135 / $489
CO	$135 / $489	**KS**	$135 / $489	**MT**	$135 / $489	**OK**	$135 / $489	**WA**	$135 / $489
CT	$135 / $489	**KY**	$135 / $489	**NE**	$135 / $489	**OR**	$135 / $489	**WV**	$135 / $489
DE	$135 / $489	**LA**	$135 / $489	**NV**	$135 / $489	**PA**	$135 / $489	**WI**	$135 / $489
FL	$135 / $489	**ME**	$135 / $489	**NH**	$135 / $489	**RI**	$135 / $489	**WY**	$135 / $489
GA	$135 / $489	**MD**	$135 / $489	**NJ**	$135 / $489	**SC**	$135 / $489	**DC**	$135 / $489

						VIRGINIA		
		Praxis Exam Access				**$150 per test**		
AL	$150	**HI**	$150	**MA**	$150	**NM**	$150	**SD**	$150
AK	$150	**ID**	$150	**MI**	$150	**NY**	$150	**TN**	$150
AZ	$150	**IL**	$150	**MN**	$150	**NC**	$150	**TX**	$150
AR	$150	**IN**	$150	**MS**	$150	**ND**	$150	**UT**	$150
CA	$150	**IA**	$150	**MO**	$150	**OH**	$150	**VT**	$150
CO	$150	**KS**	$150	**MT**	$150	**OK**	$150	**WA**	$150
CT	$150	**KY**	$150	**NE**	$150	**OR**	$150	**WV**	$150
DE	$150	**LA**	$150	**NV**	$150	**PA**	$150	**WI**	$150
FL	$150	**ME**	$150	**NH**	$150	**RI**	$150	**WY**	$150
GA	$150	**MD**	$150	**NJ**	$150	**SC**	$150	**DC**	$150

NOTE:

- Standardized access to _Praxis_ exams across approved content areas and states
- Registration only
- Can be bundled with prep
- Available for bulk purchase agreements

						VIRGINIA		
		Pop-Up Testing Center				**$15,000 per day**		
AL	$15,000	**HI**	$15,000	**MA**	$15,000	**NM**	$15,000	**SD**	$15,000
AK	$15,000	**ID**	$15,000	**MI**	$15,000	**NY**	$15,000	**TN**	$15,000
AZ	$15,000	**IL**	$15,000	**MN**	$15,000	**NC**	$15,000	**TX**	$15,000
AR	$15,000	**IN**	$15,000	**MS**	$15,000	**ND**	$15,000	**UT**	$15,000
CA	$15,000	**IA**	$15,000	**MO**	$15,000	**OH**	$15,000	**VT**	$15,000
CO	$15,000	**KS**	$15,000	**MT**	$15,000	**OK**	$15,000	**WA**	$15,000
CT	$15,000	**KY**	$15,000	**NE**	$15,000	**OR**	$15,000	**WV**	$15,000
DE	$15,000	**LA**	$15,000	**NV**	$15,000	**PA**	$15,000	**WI**	$15,000
FL	$15,000	**ME**	$15,000	**NH**	$15,000	**RI**	$15,000	**WY**	$15,000
GA	$15,000	**MD**	$15,000	**NJ**	$15,000	**SC**	$15,000	**DC**	$15,000

NOTE:

- Premium onsite testing with full setup, equipment, and staff support (ideal for high-volume or cohort testing events)
- Test registration fees not included
- Test readiness workshop available as an add-on
- Available for multi-day or multi-site deployments

		Private Access Solution			VIRGINIA		
					$5,000 per month		
AL	$5,000	HI	$5,000	MA	$5,000	NM	$5,000	SD	$5,000
AK	$5,000	ID	$5,000	MI	$5,000	NY	$5,000	TN	$5,000
AZ	$5,000	IL	$5,000	MN	$5,000	NC	$5,000	TX	$5,000
AR	$5,000	IN	$5,000	MS	$5,000	ND	$5,000	UT	$5,000
CA	$5,000	IA	$5,000	MO	$5,000	OH	$5,000	VT	$5,000
CO	$5,000	KS	$5,000	MT	$5,000	OK	$5,000	WA	$5,000
CT	$5,000	KY	$5,000	NE	$5,000	OR	$5,000	WV	$5,000
DE	$5,000	LA	$5,000	NV	$5,000	PA	$5,000	WI	$5,000
FL	$5,000	ME	$5,000	NH	$5,000	RI	$5,000	WY	$5,000
GA	$5,000	MD	$5,000	NJ	$5,000	SC	$5,000	DC	$5,000

NOTE:

- Convert a district lab into a secure, in-house *Praxis* testing site with monthly workshops and reporting
- 6-month minimum commitment
- Additional workshops available for purchase
- Available for multi-site and multi-year partnerships

		International Teacher Access			VIRGINIA		
					$15,000 per teacher per year		
AL	$15,000	HI	$15,000	MA	$15,000	NM	$15,000	SD	$15,000
AK	$15,000	ID	$15,000	MI	$15,000	NY	$15,000	TN	$15,000
AZ	$15,000	IL	$15,000	MN	$15,000	NC	$15,000	TX	$15,000
AR	$15,000	IN	$15,000	MS	$15,000	ND	$15,000	UT	$15,000
CA	$15,000	IA	$15,000	MO	$15,000	OH	$15,000	VT	$15,000
CO	$15,000	KS	$15,000	MT	$15,000	OK	$15,000	WA	$15,000
CT	$15,000	KY	$15,000	NE	$15,000	OR	$15,000	WV	$15,000
DE	$15,000	LA	$15,000	NV	$15,000	PA	$15,000	WI	$15,000
FL	$15,000	ME	$15,000	NH	$15,000	RI	$15,000	WY	$15,000
GA	$15,000	MD	$15,000	NJ	$15,000	SC	$15,000	DC	$15,000

NOTE:

- Full-service placement and onboarding of certified international educators via J-1 visa sponsorship
- Turnkey visa, onboarding, and placement solution for high-need subject areas.
- Custom pricing for multi-teacher contracts

			Test Readiness Workshops		VIRGINIA		
					$5,000 per session		
AL	$5,000	HI	$5,000	MA	$5,000	NM	$5,000	SD	$5,000
AK	$5,000	ID	$5,000	MI	$5,000	NY	$5,000	TN	$5,000
AZ	$5,000	IL	$5,000	MN	$5,000	NC	$5,000	TX	$5,000
AR	$5,000	IN	$5,000	MS	$5,000	ND	$5,000	UT	$5,000
CA	$5,000	IA	$5,000	MO	$5,000	OH	$5,000	VT	$5,000
CO	$5,000	KS	$5,000	MT	$5,000	OK	$5,000	WA	$5,000
CT	$5,000	KY	$5,000	NE	$5,000	OR	$5,000	WV	$5,000
DE	$5,000	LA	$5,000	NV	$5,000	PA	$5,000	WI	$5,000
FL	$5,000	ME	$5,000	NH	$5,000	RI	$5,000	WY	$5,000
GA	$5,000	MD	$5,000	NJ	$5,000	SC	$5,000	DC	$5,000

NOTE:

- Live, virtual *Praxis* prep sessions designed to improve first-time pass rates
- Available as an add-on to testing services or as a standalone service
- One monthly session included with Private Access
- Additional workshops available à la carte or bundled
- Custom pricing for multi-session packages

**University Instructors LLC (UI) reserves the right
to increase prices on all services annually based on U-CPI.**

Key Differentiators for UI's Services

1. Talent Quality & Verification/Vetting
- UI's background checks and credential verification enables UI staff to conduct thorough screening processes i.e., CBC checks on all individuals, verifies qualifications for teaching certifications to ensure a smooth transition to district staff after the end of the UI assignment, etc.
- UI offers academic support programs that could be staffed exclusively by qualified Instructors. All Instructors received ongoing and high-quality professional development to meet the needs of all students.
- UI meets regularly with district staff, both prior to teacher placement and during the school year, to ensure Instructors meet all expectations and any needs are addressed immediately.
- UI uses a comprehensive evaluation process to ensure that UI Instructors meet and align to the state standards of content and grade level for all instructional support and lead positions.
- UI develops talent pipelines that meet the immediate instructional needs of district partners while simultaneously creating pathways to long-term district employment

2. Personalization & Matching
- UI matches students with tutors based on learning styles, goals, grades, and subjects.
- UI aligns and trains Instructors to be effective in challenging Title I, urban, and priority and focus school environments. This is achieved through meaningful training, compliance, and behavioral matching aligned to the school and students UI serves.
- UI partners with individual schools to create programs tailored to best achieve student achievement goals.
- UI offers specialized support for students with learning disabilities by implementing industry's best practices for instruction and behavior management and ensuring federal and state compliance.

3. Technology & Progress Tracking
- UI conducts progress tracking via a proprietary dashboard reporting system that has reporting capabilities for key stakeholders.
- UI Instructors collect data on all student sessions, including student comprehension, behavior, and engagement. This data is reported to school and district leaders to inform future instruction and assessment of students.
- UI has proprietary tools for scheduling, monitoring, and reviewing student and staff performance. This includes a proprietary Licensure Tracking and Management service to ensure that Instructors earn teaching credentials and are eligible for district hire at the end of their assignment.

- UI's pre- and post-assessments and ongoing evaluation offer data-driven student improvement to positively support a school district's return on investment.

4. Specialized Training & Evidence-Based/Research-Backed PD
- UI's pre-assignment training is designed to positively impact classroom management, science of reading, effective teaching and learning, curriculum, special education, etc.
- UI programs are grounded in educational research with measurable outcomes.
- UI programs are tied to state-national standards.
- UI employs former school and district educational leaders to provide face-to-face coaching, modeling, and in-classroom support, in addition to professional learning offered by the partner school district.
- UI offers one-on-one or group coaching tied to specific topics.
- UI's ongoing professional development provides yearlong learning journeys for lasting change.

5. Compliance & Risk Management
- UI has regulatory expertise with state-federal education laws and credential support.
- UI has proper protections in place for schools and educators with respect to insurance and liability coverage.
- UI has K-12 leaders embedded on site in our instructional and program management teams to help add additional perspectives and oversight around compliance and risk mitigation as a thought partner to our district partners.

6. Special Education Staffing
- UI places paraprofessionals for 1:1 support, small group and/or behavioral intervention.
- UI specializes in hard-to-source positions like special education, math, science, computer science, ESL, etc.
- UI's Pathway Programs (Para and Teacher) offers a sustainable staffing approach, upskilling and certifying instructors and helping them convert to school district employment as a teacher of record with no transition charges at end of contract.
- UI has K-12 instructional leadership that has expertise in SPED/EC compliance, best practices, IEP management, and differentiated instruction to ensure that all students are supported and achieve the highest outcomes.

7. Community & Resources
- UI supports a learning community that offers forums for training and peer support.
- UI's PrepForward® Services offer candidates individualized teacher certification exam test prep that consists of practice problems, quizzes, video lessons, etc. to help ensure passing of licensure exams.

8. **Client Support & Partnerships**
    - UI has dedicated account and program management staff assigned for each district and school.
    - UI's onboarding and transition support offers smooth integration with school processes and systems.
    - UI's communication feedback loops offer continuous effective communication and a forum for structured evaluations from school staff to maintain service quality
    - UI's client communication protocols allow for informed decision-making and flexibility throughout the program to meet ongoing shifts in student needs and focus areas in alignment to district priorities
    - UI's instructional and operational support teams create high level of instruction ongoing along with added bandwidth to school level leaders and educators
    - UI makes it a priority to sponsor community focused educational foundations and has contributed multiple millions of dollars to local nonprofits, educational foundations, and student serving initiatives across the country.

9. **Data-Driven Insights**
    - UI's performance analytics provide detailed metrics on student impact, educator effectiveness, and fill rates
    - UI's proprietary forecasting tools to help schools anticipate staffing needs based on enrollment or absenteeism trends.

10. **Cultural Fit & Mission Alignment**
    - UI value-based matching emphasizes the company's dedication to recruiting and placing educators aligns with UI's mission and culture.
    - UI actively sources and places diverse candidates.
    - UI aligns to the strategic plans and academic strategies/pedagogy of our district partners to ensure that UI Instructors are aligned as well as trained to be effective quickly.

Cost Narratives

The following itemized services are included in UI's proposed cost considerations.

Pre-Program Planning
- Debriefs with district stakeholders.
- Program design and planning, including a detailed timeline and project plan.
- Budget reviews and resource allocation.
- Contract setup and review of procurement and billing requirements.
- Review program delivery timeframe, schedules, and leadership expectations.
- Coordinate pre-launch activities with the school and/or district.
- Materials and resource shipping/distribution as needed.
- Recruit, screen, and place appropriate program staff for the program(s) in compliance with agreement terms.

Recruitment & Placement*
- Recruitment and criminal background checks for all Instructors and/or special education staff, onboarding, training, coaching, management, and evaluation.
- Payroll compensation (FICA, Workers' Compensation, ACA, etc.) and 1099s issued at year-end.
- Identification badges.
- Review of safety protocols (including COVID-related health and safety).
- Content training as needed; additional PD in instructional best practices, student group management, data-driven decision-making, etc.
- Retention bonus and similar incentives – if/as needed, if the program is difficult to staff and full placement is difficult to maintain.
- Additional talent pipeline to serve as substitutes, ensure consistency, and avoid service disruptions (may require up to 40% more individuals sourced; additional individuals screened / fingerprinted / trained / retained and available to maintain a fully staffed program status).

Program Coordination
- Quality assurance controls.
- Briefing and onboarding of Project Director; project management, site-based coordination, school liaising, and administration by project personnel.
- Ongoing communication and planning with school administrators and program designees.
- Planning and weekly debriefs with district leaders.
- Learning community liaising.
- Adjust schedules and student assignments as needed; updates to program details communicated to school and/or district administration.
- Monitoring of attendance.

- Ongoing communication with school administration concerning program progress and troubleshooting emerging issues.
- Tracking hours/usage and adjusting delivery timeframes and/or hours as necessary.
- Communicate to all parties regarding changes to programs that affect the schedule.
- Initiate removal and replacement of Instructors and personnel as necessary.
- Provide personnel with ongoing support, additional training, professional development, coaching, and encouragement.
- Review and approve instructor timesheets; lock sessions in preparation for bi-weekly payroll.
- Conduct program wrap-up and any final program review meetings with the client.

Technology
- Technology tools/infrastructure matched to the school district and school requirements
- Protection of student PII and compliance with FERPA, COPPA, and ADA
- Instructor group assignment and onboarding to technology platforms (if utilized) as needed
- Data tracking parameters set (i.e., academic progress, attendance, length of sessions, engagement, etc.); data reporting requirements applied

Data Gathering/Analysis and Reporting
- Gathering of benchmark data and/or administering of additional diagnostic screening assessments if needed; pre- and post-assessments if needed to baseline tutoring services
- Instructor logs and session summaries (required for every tutoring session provided)
- Ongoing student academic progress monitoring
- Tracking student attendance, behavior, and engagement
- Weekly communication with teachers is a key component of the continuous improvement cycle
- Bi-weekly reviews with school administrators and/or program designees
- Monthly progress updates by student/school
- Stakeholder satisfaction surveys distributed and analyzed (mid and post-program) – including students, parents, teachers, and district administrators
- Comprehensive post-program report, including outcomes review with district partners

Family Engagement
- Meet & greet with families, students, and program staff, if requested
- Open house/family information sessions, if requested
- Welcome letter (template available per school or program site, if requested)
- Program announcement flier, if requested
- Ongoing parent communication via email or phone, if requested
- Updates on student performance to families, if requested
- Student and family surveys, if requested

Technical Assistance, Professional Development & Resource Development

- Best practices in developing meaningful student relationships for increased engagement; content-specific training, data-based decision making, communication with stakeholders (i.e., administrators, teachers, parents, etc.).
- Coordination of CPR/First Aid certification and Mindset training, if requested.
- Instructional coaching/mentoring through session observations; insights shared with school administrators and program designees.
- Establishment of learning communities including live synchronous weekly meetings (meeting topics may include platform access/troubleshooting, session content, data analysis, and feedback from tutorials, session summaries, session observations, etc.).
- Resource selection, alignment to state standards, and in-depth review of scope and sequence at the school level to determine the focus.
- Inventory needs regarding content and curriculum; reviews with schools on local resources which should be leveraged (ascertain if additional supplementary resources may be needed).
- Consultation with in-house subject matter experts to ensure program delivery parameters and logistics are sound and in compliance with best practices.

Travel
- Mileage (@ current federal rate) for in-person travel by the Project Director and project management staff to attend requested meetings with various stakeholders and/or board (i.e., mileage compensation, T & E, lodging).

Supplies & Instructional Resources
- Resource bins with supplemental content, manipulatives, and student supplies available for programs that require it (additional fee may apply for published materials and bulk shipping)
- Shipping and distribution to program sites as needed

Grant Services
- Scalable services that permit compensation per project or proposal.
- Continuous monitoring of grant databases and funding sources.
- Stronger messaging through refined skills in storytelling and persuasive writing tailored to different funders.
- Grant prospecting through research and identification of funding opportunities
- Program alignment to ensure proposed projects align with the funder's goals.
- Grant calendaring to manage deadlines and maintain a pipeline of applications throughout the year.

SECTION VII
Exceptions

Section VII: Exceptions

> ## UI's Exceptions to the Scope of Services

University Instructors LLC would like to propose the following exceptions to the scope of services:

1. <u>RFP page 12, Section II., Scope of Services - F. Invoicing</u>. Offeror respectfully requests that the edits in red be incorporated to allow Offeror to provide and retain the highest caliber of Instructors and to offer the County optimal pricing:
    Additionally, unless otherwise stated in a duly executed Statement of Work or Purchase Order, and except as required to be paid by applicable law, charges for sick days, vacation days, personal days or holidays are not permissible. A contact for invoice submission will be provided to the Successful Offeror(s) upon contract award or at the time of a service assignment. The Successful Offeror(s) shall not bill for cancelled scheduled assignments if ~~48-hours'~~ 10 business days' notice has been provided by HCPS.

2. <u>RFP page 22, Section Sec. VIII, General Contract Terms and Conditions – U. Ownership of Deliverable and Related Products</u>. Offeror proposes to add the following statement as new subsection U(4): "Notwithstanding the above, the Offeror will maintain exclusive ownership over intellectual property that Offeror created prior to this project or that Offeror creates independently of this project, regardless of whether it is developed contemporaneously with this project."

3. <u>RFP page 23, Section Sec. VIII, General Contract Terms and Conditions – V. Payment Clauses Required by Va. Code §2.2-4354</u>. Offeror proposes to modify subsection (2) as indicated in red: "Unless a different time period is mandated by applicable law, the Successful Offeror awarded the contract for this project shall take one of the two following actions within ~~seven (7)~~ fourteen (14) days after the receipt of amounts paid to the Successful Offeror by the County for work performed by the Successful Offeror's subcontractor(s) under the contract." Alternatively, Offeror agrees to keep the 7-day time period if the 7 days begins upon Offeror's processing of payment, rather than receipt.

4. <u>RFP page 26, Section Sec. VIII, General Contract Terms and Conditions – CC.3.b. Termination for Convenience</u>. Offeror respectfully requests that any effective termination date shall be at least thirty calendar days after the date the County issues notice of termination for convenience.

UI proposes the following exceptions to the GOVMVMT Administration Agreement:

1. <u>GOVMVMT Admin Agreement, Article III, Section 3.3(b)(iv). Supplier's Options in Responding to a Third Party Procurement Solicitation</u>. Beginning with Subsection (B), Offeror requests the following edits:

   (B) Supplier may respond to the procurement solicitation independently of GOVMVMT, provided that Supplier remains within the pricing covenants contained herein. ~~respond with the pricing, terms and conditions of the Master Agreement.~~ If Supplier is awarded the contract, the sales would not be reported as sales under the Master Agreement.

   (C) Supplier may respond to the procurement solicitation but include in the section available for offeror deviations and exceptions a request to use the terms and conditions of the Master Agreement as a replacement for the Public Agency's terms and conditions. If the Master Agreement is accepted by the Public Agency, the sale would be reported as a sale under the Master Agreement.

   ~~(C) If competitive conditions require pricing lower than the standard Master Agreement pricing, Supplier may submit lower pricing through the Master Agreement. If Supplier is awarded the contract, the sales would be reported as sales under the Master Agreement. Supplier would not be required to extend the lower price to other Public Agencies.~~

   ~~(D) Supplier may respond to the procurement solicitation with pricing that is higher (net to buyer) than the pricing offered under the Master Agreement. If awarded a contract, Supplier shall still be bound by all obligations set forth in this Section 3.3, including, without limitation, the requirement to continue to advise the awarding Public Agency of the pricing, terms and conditions of the Master Agreement.~~

   ~~(E) Supplier may respond to the procurement solicitation with pricing that is higher (net to buyer) than the pricing offered under the Master Agreement and if an alternative response is permitted, Supplier may offer the pricing under the Master Agreement as an alternative for consideration.~~

2. <u>GOVMVMT Admin Agreement, Article V, Section 5.1. Administrative Fees</u>. Offeror requests that the Administrative Fees be reduced to one percent (1%), and that the tiered administrative fee structure be removed.

SECTION VIII

Assumptions

Section VIII: Assumptions

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UI's List of Assumptions

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UI's Tutoring Services

- Schools will provide designated classrooms or alternative space for tutoring sessions
- students will regularly attend sessions when scheduled
- Schools will provide adequate notice of 48 hours if scheduled sessions are to be canceled
- UI will charge for canceled sessions where adequate cancelation notice was not provided in writing
- School district/schools acknowledge that pre-program training exists which all tutoring staff must attend
- Schools will obtain any necessary permission for their child to participate in tutoring sessions
- Students have a means of transportation if sessions occur outside of normal school hours
- Tutors will have the necessary subject knowledge and instructional skills
- All tutors will have passed appropriate background checks and meet school safety standards, and other district requirements agreed upon in advance with UI
- The school will accurately identify students who need tutoring through assessments or teacher referrals
- Tutoring content will align with the school's curriculum and learning standards
- Tutoring sessions will occur in formats conducive to personalized instruction e.g., 1:1 or strategic small groups
- Teachers and administrators will support and help integrate the tutoring program into the school day and promote student participation/attendance
- Adequate technology and access to devices are available for when tutoring students virtually
- School districts/school acknowledge there is a system in place to monitor student progress and program effectiveness
- Tutors will build rapport with students, fostering a productive learning environment

UI's Instructional Staffing Services

- UI can fill positions within the district's required timeline
- UI has access to a sufficiently large pool of qualified candidates

- Candidates presented by UI are properly licensed or credentialed according to state and district requirements
- UI is responsible for conducting and verifying criminal background checks and child abuse clearances
- Candidates meet the experience criteria requested
- UI follows Equal Employment Opportunity guidelines and avoids discriminatory practices
- UI handles personal information in compliance with FERPA and other data protection regulations
- All costs and contingency fees are disclosed up front
- If a candidate quits or is terminated early, UI will offer a replacement within a reasonable period
- UI staff are responsive to district inquiries and hiring needs
- UI helps facilitate candidate onboarding when needed
- UI provides continued support or follow-up for placement issues
- UI can provide data or reports on recruitment performance (e.g., number of candidates submitted, interviews scheduled hires made, etc.)
- UI monitors district satisfaction and candidate performance for service quality improvements.
- Candidate resumes, references, and skill levels are accurately represented

UI's Enrichment Programs

- School facilities are available to host in-person Out of School Time (OOST) programs
- Designated program hours algin with when students are free and can attend
- Transportation logistics are handled by school district/school partners
- School district/school will coordinate the logistics and provisions of snacks/meals
- Students will be interested in and consistently attend OOST activities
- Families will support participation and provide necessary permission or logistics
- The program can identify and enroll the intended student population e.g., students needing additional academic support, at-risk youth, English learners, gifted students, etc.)
- Programs will be delivered by qualified and trained staff with the appropriate skills, certifications, and background checks
- There will be a sufficient number of adults to supervise and support students effectively
- Programming reflects and respects the backgrounds and identities of the students served
- The program may track attendance, outcomes, and participant feedback to inform improvement and reporting

Professional Development (PD) Services by UI & UI's Collaborative Partners

- Instructional staff/teachers have protected time during the school year to participate in PD
- Instructional staff/teachers are open to acquiring new knowledge, reflecting on their practice, and trying new strategies
- Participants in PD will have diverse experience levels, requiring differentiated or scaffolded PD content
- Instructional staff/teachers will apply what they learn in classrooms and/or when engaging with students
- Coaching, mentoring, or follo9w-up sessions will support implementation of PD learning
- Professional development is not a one-time event but part of an ongoing cycle of teacher growth.
- School culture supports continuous learning and views PD as an investment in teachers, not a compliance activity
- Topics are relevant to current curriculum, instructional frameworks, or strategic initiatives
- Strategies and content presented are research-backed and tied to improved student outcomes
- PD can be tailored to meet the unique needs of specific grade levels, departments, or individuals
- Instructional staff/teachers are willing to collaborate and share best practices with peers during and after PD
- Teachers feel safe to ask questions, share challenges, and experiment with new strategies
- PD is delivered by knowledgeable, skilled facilitators who understand adult learning principles

UI's Coaching Services

- UI coaches will be permitted to observe, co-teach, and interact within classrooms during school hours
- Instructional staff/teacher and coaches will have scheduled, protected time for coaching conversations, planning, and reflection
- Instructional staff/teachers are not overloaded with responsibilities that would prevent meaningful engagement in the coaching process
- UI coaches have relevant teaching experience, content expertise, and coaching training
- UI coaches are assigned a manageable number of teachers to support effectively
- School leaders actively support the coaching initiatives and prioritize it within the school improvement plan

- Teachers will view coaches as supportive partners, not evaluators
- Instructional staff/teachers are willing to receive and apply constructive feedback on their instructional practices
- Schools foster a culture of continuous improvement, collaboration, and professional growth
- Instructional staff/teachers' instructional strengths and growth areas can be identified through observations and student data
- UI's coaching practices and recommendations algin with the school or district curriculum and goals
- Instructional staff/teachers are willing to try new instructional strategies or classroom management techniques
- Instructional coaching is part of a broader system of professional learning, not a one-off initiative
- Clear mechanism to evaluate the effectiveness of coaching exists (e.g., teacher feedback, student outcomes, etc.)
- Coaches and teachers will use student performance data to guide instructional decisions
- Instructional staff/teachers are intrinsically motivated to improve their practice and student outcomes
- Coaching is seen as developmental and non-threatening – not tied to formal teacher evaluation
- Instructional staff/teachers will engage consistently over time, not just during early implementation

ETS Assumptions

The *Praxis Program* is an ETS-owned and proprietary, commercial off-the-shelf product which includes the following:
- **ETS-Owned Technologies.** These refer to ETS's pre-existing hardware and software systems used to deliver *Praxis* test and test preparation materials to the testing centers, and/or used to record test taker responses. This includes but is not limited to the ETS Portal for registering *Praxis* test takers and for delivering final score reports.
- **ETS Proprietary Materials.** This includes all *Praxis* test materials, such as, but not limited to, test books, test items, reports, data, answer sheets, instructional manuals and directions, ETS pre-existing proprietary software, and all derivative works of such ETS Proprietary Materials by ETS including but not limited to test preparation materials.
- **Test Data.** This refers to the following data collected or obtained from test takers in connection with test administration: test taker scores, test taker responses to questions asked in the tests, test taker responses to any questionnaire delivered as

part of the test administration, test taker registration numbers, and test identification numbers.

ETS will retain ownership of all rights, titles, and interests in and to the ETS Proprietary Materials, the ETS-Owned Technologies, and Test Data including all associated Intellectual Property Rights therein. ETS would allow the County the right to ETS Proprietary Materials, ETS-Owned Technologies, or Test Data in accordance with the understanding that no proprietary rights or licenses are in or to the ETS Proprietary Materials, ETS-Owned Technologies, or Test Data are granted to the County under this Agreement.

SECTION IX
Appendices

James (Jim) Popp
President

Jim is the inspirational leader and driving force behind University Instructors LLC (UI). Jim founded UI in Richmond, Virginia, in 1994 and, for three decades, has built an extraordinary team that exemplifies customer loyalty and trust. As the head of UI, Jim not only leads with UI's vision, mission, and values in mind, he encourages that it be infused into the core and heart of the company. Jim has proven experience in effective organizational leadership. He excels in building and nurturing a culture grounded in a shared vision, vibrant teamwork, supported by mutual respect, and unrelenting in the company's pursuit of quality. Jim possesses sound business acumen and typifies the characteristics of an exemplary leader – delegating responsibility, sharing in decision-making, promoting effective change, driving results, being teachable and responsible for one's accountability, and having a sincere passion for helping students succeed in academics and life. Jim has an entrepreneurial mindset and is gifted in his ability to articulate a compelling vision that frequently invites new partners to join the mission. He possesses an unwavering ability to keep people focused even during challenging times. Jim has the fortitude to carry forward significant new projects and nationwide initiatives to scale as he orients and positions UI for continued growth and success.

RELEVANT PROJECT EXPERIENCE:

Project I: Founder & Visionary
As the founder and chief visionary for UI, Jim plays a critical role in shaping the company's long-term direction and inspiring innovation. His ability to research and anticipate future trends, identify emerging opportunities, and guide the company's strategic decision-making. By thinking beyond current limitations, Jim, as a visionary, challenges the status quo and encourages bold, forward-thinking solutions from the entire UI team. Jim's ability to communicate this vision clearly and passionately helps align teams, attract investment, and foster a culture of purpose and progress. Ultimately, Jim, as chief visionary, acts as the driving force behind transformative growth and sustained competitive advantage.

Project II: Cross-Functional Collaboration
As the highest-ranking executive at UI, Jim is responsible for setting the overall strategic direction and ensuring that the organization achieves its mission and objectives. One of Jim's primary goals is to create long-term value by guiding the company toward sustainable growth and profitability. An onus that involves making high-level decisions about policy and strategy, overseeing the development and execution of business plans, and adapting to market changes. Jim also represents the company to external parties, including investors, regulatory bodies, and the public, serving as the face of the organization and a key communicator of the company's vision and values.

In addition to strategic leadership, Jim is responsible for building and maintaining a strong executive team, fostering a productive and inclusive company culture, and ensuring operational excellence across all departments. Jim works closely with other senior leaders to allocate resources effectively, manage risks, and uphold corporate governance standards. Jim is accountable to the board of directors and must regularly report on performance, financial health, and strategic progress. Ultimately, Jim's responsibilities encompass both visionary leadership and practical management, requiring a balance of foresight, decisiveness, and interpersonal skills.

EDUCATIONAL BACKGROUND:

Bachelor's degree in management and marketing from the University of Richmond

Tamu Thomas Walker
Executive Vice President

Tamu brings more than two decades of experience serving as a thought partner and modeling effective communication to ensure the team is continually informed of company and/or departmental activities, challenges, and opportunities for improvement. Tamu is pivotal to UI's organizational change management and works tirelessly to adapt change, improve processes, and enhance employee engagement. Effective change management leads to better communication, increased productivity, adaptability, resilience, strategic alignment, data-driven decisions, resource optimization, and reduced stress. With knowledge of and ability to manage in-house services, Tamu is responsible for leadership, strategic planning, consultation, counsel, and continuous improvement of support services across various departments. Tamu works continuously with teams to ensure seamless support for district clients' operations and that respective departmental activities/needs are communicated effectively via appropriate channels. Tamu is highly skilled at working collaboratively, facilitating groups to consensus, increasing operational effectiveness, and ensuring high-level client service through process improvement. Tamu is gifted in seeing widely shared visions and fostering a positive climate of mutual trust and respect among staff. Tamu supports budget development and implementation within the operations department and has demonstrated knowledge of Federal and State Laws, regulations, and policies related to all areas of operations. Tamu deeply understands K-12 state standards-based instruction, Title I mandate and regulations, diversity, and inclusion best practices, curriculum development, staff development training, state educational issues, teaching methods, and achievement strategies among varied student populations.

RELEVANT PROJECT EXPERIENCE:

Project I: Strategic Planning & Execution
Tamu holds the second most senior leadership position at UI and plays a critical role in supporting the president and driving the organization's strategic and operational goals. Tamu collaborates with executive leadership to develop and implement the company's strategic initiatives. She is gifted in her ability to translate high-level vision into actionable plans, ensuring alignment across departments. Tamu oversees several major departments providing leadership, setting performance targets, and ensuring teams are well-coordinated and goal focused. Tamu continually evaluates the efficiency of UI's daily operations by monitoring performance metrics, streamlining processes, and identifying opportunities for improvement and cost reduction. Tamu represents the company in meeting with clients, partners, and across the UI team serving as a key communicator for internal initiatives and aligning teams around the company's goals.

Project II: Lead Technology Visionary
Tamu is a forward-thinking leader responsible for guiding UI's technology direction, fostering innovation, and ensuring that technology investments align with long-term business goals. This role combines strategic foresight with deep technical expertise and strong leadership. Tamu's role requires her to define and drive the long-term technology vision of the company, ensuring alignment with business goals and market trends. She anticipates future technological needs and positions the company to stay ahead of the curve. Tamu works closely with product, engineering, operations, and executive teams to integrate technology vision into company-wide planning and development. She provides high-level guidance on system architecture and infrastructure decisions to ensure technology platforms are scalable, secure, and adaptable to UI's future needs.

EDUCATIONAL BACKGROUND:

Bachelor's degree in accounting/law from Virginia Union University

Josh Ellis
Vice President

Josh is a proven analytical thinker with commendable expertise, leveraging market data and competitive intelligence to define and execute sales plans that drive consistent, predictable revenue growth. Josh is accountable, driven, ethical, diligent, personable, and a resolute steward and champion of the UI brand, ensuring key messages and core values are supported while brand standards are consistently executed. His close attention to detail and excellent communication skills propels his team to accurately forecast when opportunities will close and ensure a smooth transfer from the sales team to operational implementation and integration. Josh drives exceptional client communication and excels at working cross-functionally with department leaders to power initiatives in an environment of rapid change. Josh possesses a consultative, client-centric selling philosophy and is tremendously gifted at developing relationships to build a pipeline of opportunities across a broad portfolio of services in a team-selling environment. Josh has two decades of experience motivating and directing a sales team while modeling effective strategies with above-average metrics.

RELEVANT PROJECT EXPERIENCE:

Project I: Strategic Growth & Architect of Business Expansion
Josh is responsible for designing and leading comprehensive growth strategies that align with UI's vision and goals with responsibilities that include identifying new markets, customer segments, partnerships, and revenue streams. His vision involves a coordinated effort across departments to ensure unified and efficient execution of growth initiatives. Josh is gifted at analyzing market trends, customer behavior, and competitive landscapes to uncover opportunities and guide data-driven decision-making. Josh uses insights to refine offerings and create more value for UI's collaborative partners thereby affording school districts a greater return on investment.

Project II: Innovation in Business Development
Josh spearheads initiatives that foster innovation, such as launching new services, entering new markets, and adopting emerging technologies that drive business expansion. Josh is well-versed in revenue optimization and experienced at identifying and implementing strategies to increase customer acquisition, retention, and reciprocated value. Josh is continually focused on partnerships and alliances that accelerate growth, open new service area channels, and expand UI's reach. Josh fosters a growth-minded culture throughout the organization by encouraging experimentation, agility, and data-informed thinking. He leads his team toward a shared vision of scalability, sustained success by oversight of performance metrics to measure and enhance the impact of UI's growth.

Project III: Leadership & Culture Building
In challenging economic climates, Josh leverages innovative tactics to help his team to adapt and thrive. By analyzing market trends and identifying emerging opportunities, he crafts agile sales approaches that resonate with clients facing budget constraints. His consultative and collaborative selling philosophy ensures that solutions are tailored to client needs, presenting real value and fostering trust even during financial downturns. Josh champions the use of technology to optimize efficiencies, employing predictive analytics to refine targeting and streamline sales processes. His dedication to maintaining strong relationships, coupled with his ability to inspire his team, positions him as a pivotal figure in driving sustained revenue growth regardless of external challenges.

EDUCATIONAL BACKGROUND:

Master's degree in public administration from Old Dominion University
Bachelor's degree in political science and leadership from James Madison University and Christopher Newport University

Chad Gilbert

Executive Director of Human Resources

Chad is a dynamic leader with over two decades of experience implementing talent management plans and driving the evolution of human capital solutions to support UI's vision and strategy. Chad supervises the day-to-day planning, organizing, directing, and coordinating of UI's Human Resource Department, including overseeing operating policies and procedures, resolving complex business issues, and establishing management practices and processes that ensure the accomplishment of performance standards. Chad is responsible for the administration, coordination, and evaluation of human resources functions, overseeing recruiting efforts, orienting new employees, reviewing and implementing employee policies and procedures, coordinating performance management, maintaining employee information and files, counseling on matters regarding employee discipline, and planning recruitment events. He oversees all stages of the candidate experience (including application, interviews, and communication) and manages, trains, and evaluates his team of recruiters. Chad excels at developing relationships with leadership members and operational teams to develop and execute proactive talent acquisition and pipeline plans to ensure that open vacancies are filled efficiently. Chad is gifted at understanding and anticipating the talent needs for more effective quality talent identification and succession. In his role, Chad supports enterprise diversity and inclusion initiatives by understanding how to integrate the right balance of diverse backgrounds to develop inclusive and cohesive teams.

RELEVANT PROJECT EXPERIENCE:

Project I: Championing Succession Planning
Using the knowledge gained through decades of experience, Chad is deeply committed to implementing innovative talent management plans that align seamlessly with UI's vision and strategy. His work is a difficult balance of efficient recruitment processes, streamlined onboarding, and the development of robust performance evaluation frameworks, all while prioritizing employee engagement and growth. Chad is passionate about fostering a culture of diversity and inclusion, believing that cohesive and diverse teams are vital for driving innovation and collaboration. His ability to anticipate the needs of employees and build proactive acquisition pipelines reflects his mastery of human capital strategies. Chad is not only a problem solver but also a relationship builder, forging strong connections with leadership and operational teams to address complex business issues that ensure UI thrives. Through his dedication to developing inclusive management practices and championing succession planning, Chad exemplifies what it means to be a transformative leader in human resources.

Project II: Innovative Talent Management Strategies
As Chad often emphasizes, the heart of any organization lies in the strength and passion of its people. The Human Resources team at UI holds a unique position to drive positive changes, foster collaboration, and inspire growth across the company. Each recruiter, coordinator, and team member play a vital role in shaping the employee experience, ensuring that every individual feels valued, supported, and empowered. By embracing diversity and inclusion, the team not only enhances the organizational culture but also builds bridges to innovation and creativity. Chad's vision encourages everyone on the team to view challenges as opportunities to learn and to lead with empathy and foresight. Chad exemplifies and continues to uphold the values of excellence, dedication, and proactive engagement that define his department. As a strong leader, Chad's models a mindset that together, we have the power to transform the workplace into a thriving environment where talent is nurtured, relationships are strengthened, and success is celebrated.

EDUCATIONAL BACKGROUND:

Master's degree in business administration with a concentration in Human Resources from Strayer University
Bachelor's degree in psychology from Virginia Commonwealth University

Andrew Feller
Director of Specialty Services

Andrew brings more than a decade of developing and driving resources to ensure that aspiring educators have the knowledge, support, and professional development they need to be successful. In his role, Andrew spearheads an ambitious and inspiring team poised to deliver talent pipeline and paraprofessional shortage solutions for school districts. Andrew has extensive experience in research-based instructional practices. He is committed to creating inclusive environments where everyone has a sense of belonging and the opportunity to contribute in meaningful and impactful ways. His effective communication, leadership, and interpersonal skills build an environment that promotes positive collaboration among his team and creates a dynamic and authentic educational experience for program participants. Andrew excels in his ability to promote initiatives and professionally convey expectations. His exemplary presentation and facilitation skills promote confidence among school district partners that UI has the resources, support, guidance, performance, modeling, training, observation, and feedback mechanisms to support individuals interested in pursuing a career in education. Using his master's in public affairs degree, Andrew has spent years recommending and implementing district, regional, and state education policies and providing consultative, inclusive, and anti-bias educational practices.

RELEVANT PROJECT EXPERIENCE:

Project I: Developing Workforce Pipelines in SPED
Andrew is a senior member of the leadership team and plays a vital role in ensuring that schools and educational programs are staffed with qualified, mission-aligned special education teachers and paraprofessionals. Andrew has developed robust strategies to strengthen the screening process – ensuring the most qualified candidates are selected for open SPED-related positions. This approach includes personalized, structured interviews featuring scenario-based and behavioral questions designed to assess each candidate's understanding of instructional best practices. Additionally, Andrew places a strong emphasis on data-driven hiring by regularly analyzing hiring outcomes and teaching performance data to refine recruitment strategies for both current and future needs. This forward-thinking approach ensures that schools are not only hiring for today but building a resilient, effective workforce pipeline for years to come.

Project II: Support for the Nationwide Teacher Shortage Crisis
Andrew and his specialized team provide direct support to school districts by advancing and implementing innovative strategies aimed at addressing the nationwide teacher shortage. His efforts include identifying and filling reported staffing gaps, streamlining recruitment processes to attract highly qualified candidates, and introducing creative talent pipelines. These pipelines are built through alternative certification pathways, targeted outreach campaigns, and strategic partnerships with colleges, universities, and teacher preparation programs. With a focus on long-term sustainability and district-specific solutions, Andrew's team helps schools build a more stable, diverse, and credentialed educator workforce. Their approach goes beyond standard credential checks— ensuring the selection of high-quality teaching candidates through a strategic, multi-faceted hiring process. Andrew has developed detailed competency frameworks that define the skills, experience, and dispositions required for each position. Hiring rubrics are carefully aligned with student learning goals and district priorities, ensuring that the best candidates are chosen to meet educational needs. Additionally, Andrew has expanded the team's approach by creating programs that support paraprofessionals, aides, and individuals interested in pursuing teaching credentials—while leveraging student teachers and interns as mentors. These personalized and research-backed strategies have positioned UI as a strong talent pipeline partner, committed to delivering impactful, forward-thinking solutions that exceed expectations and strengthen the future of education.

EDUCATIONAL BACKGROUND:

Master's degree in public affairs from University of Texas – Austin
Bachelor's degree in history from University of Virginia

Anthony Castelonia

Director of Human Resources

Anthony is a proficient and knowledgeable member of UI's Human Resources team and brings an unwavering, energetic, and passionate attitude daily. In his role, Anthony leads the collection, compilation, maintenance, analysis, and synthesis of HR metrics and data from complex multi-source datasets, including human resource information systems, human resource management systems, employee surveys, employment records, and other sources. Anthony regularly collaborates with operations and sales teams to review opportunity pipelines and understand the landscape of upcoming demands. Anthony is responsible for establishing and managing a weekly cadence of reporting activities, including discussing staffing requirements and staffing projects, fielding inputs from a variety of contacts, publishing regular staffing reports/recommendations, gaining necessary approvals, resolving conflict as it relates to resource placements, and tracking/monitoring resourcing changes. Anthony creates ad-hoc and standard monthly reports that identify trends and patterns in recruitment, hiring practices, turnover, compensation, and other HR metrics. Anthony is masterful at handling multiple projects simultaneously and can change direction as needed to accommodate nuances in fast-moving environments. Focused on aligning with client goals, Anthony ensures that top talent is recruited and puts forth their best efforts throughout their placement when hired. Anthony supports UI staff through employee evaluations, coaching, leading practices, and appropriately timed resources/tools. Anthony provides stellar customer service when coordinating and completing hiring and onboarding processes. He is gifted in managing competing priorities, prioritizing tasks, and completing assignments effectively and accurately.

RELEVANT PROJECT EXPERIENCE:

Project I: Leadership & Strategy
Anthony plays a pivotal leadership role in shaping and executing UI's human resources strategy. He orchestrates several wide-ranging functions including strategic planning, talent management, employee relations, and ensuring compliance with employment laws. Anthony has exceptional interpersonal and communication skills, and the ability to influence and partner effectively at all levels of the organization. His deep understanding of HR best practices, employment law, and regulatory requirements, particularly in education environments, are an asset to his daily responsibilities.

Project II: Culture Champion
Anthony has a proven track record of fostering inclusive, high-performing cultures through creative engagement, recognition, and referral incentives that encourage individuals who already work for UI to refer additional talent. Anthony is comfortable working in fast-paced, tech-driven environments with a focus on innovation and agility. He is proficient in HRIS systems, data analytics, and modern HR technologies. His experience navigating complex organizational structures and scaling HR functions in high-growth or innovative settings is where Anthony excels. By blending data-driven insights with practical expertise, he designs and executes innovative people strategies and enhances organizational effectiveness to ensure continued growth.

EDUCATIONAL BACKGROUND:

Bachelor's degree in communication from Seton Hall University

CERTIFICATIONS:

Certification in Human Resources from Pace University

Dan Conaway
Director of Sales Management

As Director of Sales Management, Dan is responsible for building, mentoring, and growing a high-performing team of educational consultant professionals -- providing timely guidance, mentoring, and professional development opportunities. Dan is highly skilled in collaborating with operations management and the executive team to align contract terms with business objectives. He is gifted in his ability to compile and analyze contractual data to drive informed decision-making and in his ability to problem-solve, think critically, and prioritize tasks using available resources effectively. Dan possesses strong relationship-building skills and an ability to collaborate effectively in a team environment. Dan's exceptional multi-tasking and time management skills coupled with his unparalleled organizational and negotiating skills position him to excel in a fast-paced, high-volume environment.

RELEVANT PROJECT EXPERIENCE:

Project I: Strategic Sales Leadership
Dan plays a strategic and high-impact role in driving revenue growth, expanding market share, and building lasting partnerships with school districts, educational agencies, and other key stakeholders. In his role, Dan oversees the full sales cycle – from prospecting and relationship building to contract execution and account management – all while leading a high-performing sales team across multiple regions. Dan is responsible for developing and executing a national sales strategy that drives the adoption of UI's service solutions across K-12 markets. He leads and supports a team of regional sales managers and account executives, oversees the management of key national accounts, and ensures alignment between sales goals, marketing initiatives, and organizational growth targets.

Project II: National Account Management
One of Dan's primary functions is to design and implement a national sales strategy that aligns with UI's goals for growth, equity, and educational impact. This includes identifying and securing new partnerships through proactive outreach and strategic networking. In his role, Dan leads business development efforts with large school districts, state departments of education, and other national partners. Dan represents the company in high-stakes pitches, presentations, and negotiations with district leaders, superintendents, and procurement officers. He works closely with marketing to align campaigns, messaging, and materials with the needs of different regions and buyer personas. Dan collaborates with implementation, customer success, and program teams to ensure smooth handoffs and the delivery of promised outcomes. Dan frequently provides feedback from the field to inform service enhancements, offerings, and pricing models. Most importantly, Dan ensures that districts view the company as a trusted, responsive partner with a proven record of student impact.

EDUCATIONAL BACKGROUND:

Bachelor's degree in recreation and tourism management from Old Dominion University

Elise Furst

Director of Project Management & Logistics

Elise is a strategic leader responsible for logistical and sustainment planning, cost-wise readiness implementation, driving efficiency, and ensuring alignment with UI's company objectives. Reporting to the Vice President, Elise is instrumental in leading operational strategy, facilitating process improvement, supporting team development, and fostering collaboration across all departments. Elise brings exceptional planning and organization skills and a leadership acumen that inspires and develops high-performing teams. In her role, she leads the company's program fulfillment suite to ensure the most effective and efficient delivery of program resources to the company's school district clients and collaborative partners. Elise serves as an integral member of the leadership team, contributing to strategic decision-making and long-term planning, fostering a culture of operational excellence, and encouraging innovation and continuous improvement. Her day-to-day responsibilities include engaging in and collaborating with internal departments to ensure that business requirements are clearly defined, key dates and supply chain management are documented, and initiatives are properly executed. Elise is gifted in analytical and problem-solving and ensuring that systems and materials are procured, maintained, and sustained efficiently to meet operational readiness.

RELEVANT PROJECT EXPERIENCE:

Project I: Project Portfolio Oversight
Elise is responsible for overseeing the planning, execution, monitoring and controlling, and delivery of projects across UI. Elise ensures that projects align with strategic goals, are completed on time and within budget, and meet UI's high-quality standards. Her role requires a blend of strategic thinking, operational expertise, emotional intelligence, and leadership skills. To effectively manage UI's project portfolio, Elise must ensure alignment with business objectives and resource availability. She is gifted at prioritizing projects based on strategic impact, risk, and return on investment. In her role she fosters a high-performance culture focused on accountability, collaboration, and continuous improvement.

Project II: Process and Methodology Development
To ensure consistency and efficiency across all projects, Elise regularly collaborates with senior executives and department heads to establish and maintain standardized management frameworks, tools, and best practices (e.g., Agile, Waterfall, Hybrid). In her role she oversees project budgets, timelines, and resource allocation to ensure projects are delivered within financial constraints while maximizing the return on investment. Elise tracks project progress, deliverables, and key performance indicators (KPIs) and provides regular updates to executive leadership and stakeholders, highlighting achievements, identifying potential risks, developing mitigation strategies, and recommending necessary corrective actions. Elise acts as the primary point of contact for project-related communication at the executive level and promotes transparency and timely updates among stakeholders at all levels.

EDUCATIONAL BACKGROUND:

Bachelor's degree in sociology from Brooklyn College
Associate's degree in graphic design from the International Academy of Design and Technology

CERTIFICATIONS:

Certified Project Management Professional (PMP) and Certified Scrum Master (CSM) with over 20 years of experience in the education industry

Dr. Eric Jones
Director of Instruction & Data Services

Eric is a seasoned educator and administrative leader who has devoted his career to transforming the classroom learning environment into a more student-centered and transformational one. Eric has developed a sound knowledge of effective evidence-based interventions for K-12 students throughout his career. He leverages his understanding of assessment systems to monitor progress and make timely critical adjustments. His experience in strategic planning, leadership development, talent acquisition, human capital retention, and instructional design allows the company to effectively create, implement, and measure systems that foster authentic learning experiences for students and adults. Eric has served diverse communities and believes that public education must be focused on equitable outcomes for all students. Eric is familiar with current trends and research in special education and understands Section 504 laws and regulations. His sound problem-solving and data analytics acumen benefits and strengthens the company's best practices in professional learning and program evaluation. Eric's career in public education began as a middle school teacher and coach. He also served nine years as a high school principal, Director of High School Education, Assistant Superintendent, and Division Superintendent.

RELEVANT PROJECT EXPERIENCE:

Project I: Instructional Coaching with UI's Academic Support Programs
As a former school division superintendent, Eric brings abundant experience and unique perspectives that significantly enhance the effectiveness of instructional coaching among UI's offered services. Eric's deep understanding of educational systems, coupled with the challenges these methods can present to teachers today, has sprung from previous years of having faced the same academic issues in his various leadership positions with school districts in Virginia. Eric's far-reaching and strategic knowledge enables him to connect instructional practices to larger district goals with UI. He is invaluable in assisting the UI team to weave together the complicated path between how teachers' classroom work and the services of his UI instruction department contribute to everyone's success in any classroom. Eric's diverse experiences with decision-making, policy implementation, and new ingenuity instruction guidelines ultimately led to measurable school improvement results with UI's current collaborative partners.

Project II: Professional Development for UI Instructional Staff
Eric's extensive experience in education has garnered well-developed leadership skills and a strong ability to foster collaboration among educators and the private sector. These qualities translate well to instructional staff incorporating the latest research showing how best to engage the most challenging learning population in their learning. Due to his ability to integrate many others' ideas with his own, he inspires trust in his thoughts, facilitates reflective dialogue, and guides all involved in setting and achieving professional goals. Eric's professional development initiatives help UI bridge the gap between policy and practice, along with implementation, making instruction more meaningful and impactful for all.

EDUCATIONAL BACKGROUND:

Doctorate degree in educational leadership from Virginia Commonwealth University
Master's degree in administration and Supervision from Virginia Commonwealth University
Master's degree of teaching from the University of Virginia
Bachelor's degree in arts in History from the University of Virginia

Etta Holmes

Director of Program Management

Etta is a natural leader who brings two decades of experience to the UI team. Etta envisions programs that reach a rich tapestry of students from varied backgrounds, build gateways to success through quality service and program methodologies, and positively impact the educational, behavioral, and social-emotional welfare of every student with whom UI engages. Etta actively supports, represents, and extends the mission of UI through direct program services, client collaboration, and team motivation. To ensure service quality and operational efficiency, Etta spearheads program implementation, policy and governance compliance, and evaluation frameworks that assess program strengths and identify areas for continued improvement. Etta is highly gifted in creating student-centric learning environments and promoting program development that fosters grand expectations for students, staff, and the UI team. Etta has extensive experience creating programs that motivate students with diverse learning profiles, working collaboratively with school administration members at all levels, and inspiring a core team that works productively and positively with students, staff, and communities.

RELEVANT PROJECT EXPERIENCE:

Project I: Program Strategy and Alignment
Etta is a senior leader responsible for overseeing multiple related projects that together form cohesive services aligned to UI's strategic business goals. Her role ensures that all initiatives under the operations team umbrella are executed effectively, deliver intended outcomes, and contribute to organizational success. Etta's responsibilities include defining the overall vision, goals, and success metrics for each program. She makes certain programs align with UI's organizational objectives and delivers measurable business value for both UI and collaborative school district partners. Etta leads and coordinates multiple project teams, ensuring timelines, budget, and deliverables are met. Etta and her team monitor progress and provide guidance to resolve issues, manage risks, and address inefficiencies.

Project II: Cross-Functional Collaboration
Etta works closely with staff across departments to ensure cohesive planning and execution of complex, multi-projects efforts. Her role demands strong leadership, strategic insight, and the ability to manage high-level complexity with precision. Etta serves as the primary liaison between executive leadership, project teams, and external stakeholders, providing regular updates on program status, risks, and outcomes to ensure alignment and support. She builds, leads, and mentors a team of project and program managers, promotes a culture of accountability, collaboration, and continuous improvement across the program management function. Performance measurement and reporting are essential functions of her role, so Etta and her team track key performance indicators (KPIs) and program metrics. The analysis of outcomes helps evaluate effectiveness and inform future planning and strategy.

EDUCATIONAL BACKGROUND:

Bachelor's degree in English from Wright State University

CERTIFICATIONS:

Certificate in editing from the University of California

Dr. Michael Gill
Director of K-12 Strategic Planning

After serving in public education for over twenty-seven years, Dr. Michael Gill is highly skilled at identifying innovative approaches to solve ongoing challenges in education by working collaboratively to help school districts achieve their strategic plans and creating academic environments that foster high performance among K-12 students. Known and respected by his educational peers as a keen, methodical thinker and planner, he has served as a Professor of Practice in Virginia Commonwealth University's Educational Leadership Department and a Clinical Associate Professor in the School of Education for Virginia Tech. He has been a sought-after speaker on various education-related topics, such as the importance of relevance in education and preparing students for careers in an ever-changing environment. Mike served as Superintendent of Schools in Hanover County, Virginia, a position he held for 9 years. Before that, he served as Chief Academic Officer in Hanover County and in several capacities with Chesterfield County Public Schools (VA), including Director of Middle School Education, Executive Principal for Career and Technical Education, Principal, Assistant Principal, and his favorite role, as a classroom teacher. Mike was President of the Virginia Association of School Superintendents (VASS) from 2022-2023 and was named the Region I Superintendent of the Year for 2020. In 2018, the Virginia PTA selected him as their State Superintendent of the Year, and that same year, he was chosen as a Richmond Times-Dispatch Person of the Year honoree.

RELEVANT PROJECT EXPERIENCE:

Project I: Strategic Planning with UI's School District Partners
Mike's teaching and high-level administration experience have sharpened his ability to simplify complex perceptions when converting data into functional strategies, leading to adapting student performance analyses among diverse audiences. His administrative strengths include advanced communication skills; therefore, he can seamlessly align the goals of those outside of education with those in front of learners each day. Mike accomplishes this by introducing accepted interpretations of critical procedures for all, leading to genuine collaborative strategic planning.

Project II: UI's School District Consulting Services
Mike's ability to successfully navigate evolving curriculum strategy reforms also built his resilience and adaptability to address the needs of learners of all ages, which is critical for consultants moving outside the world of education but addressing the dynamic market conditions affecting education. The numerous skills Mike has polished are forever rooted in teaching and administration. With a passion for helping learners of all types, economic ranges, grade levels, etc., as a strategist and consultant with UI, Mike has been able to find a purposeful way to link theoretical frameworks with practical implementation, a gap often cited as a key challenge in strategic planning among district leadership.

EDUCATIONAL BACKGROUND:

Doctor of education from Virginia Commonwealth University
Post-master's in educational leadership from Virginia Commonwealth University
Master's degree in sports leadership from Virginia Commonwealth University
Bachelor's degree in history from Western Kentucky University

Dr. Tracy Epp

Consultant

Dr. Tracy Epp has nearly thirty years of experience as a public-school teacher, principal, and district leader and brings a passion for, and a record of accomplishment of, ensuring high-poverty schools and under-resourced districts are able to provide all students with the opportunity to succeed. In her work with University Instructors, she provides consultation to ensure our partnership provides districts with high-quality, impact-focused instruction that leads students to improve academic achievement. Tracy brings experience leading schools and school systems in multiple states, giving her a national perspective on needs, challenges, and proven solutions most often faced by school districts. Most recently, she served as the Chief Academic Officer/Chief of Schools for Richmond City Public Schools, where she launched a bold literacy plan to ensure every child reads on grade level by 3rd grade, led the dramatic reduction of the high-school dropout rate, increased the on-time graduation rate, increased the enrollment and success of middle school students in Algebra I, as well as expanding access and success to AP courses across all of the city's comprehensive high schools. Prior to her time in Richmond, she served as CAO for school systems in New York City and South Texas. She also served as the Chief Operation Officer & Executive Vice President for the National Math + Science Initiative, leading a revamp of its strategic plan to expand its work with high schools nationwide. As high school principal in Donna, Texas, she founded and led one of the first IB for All open-enrollment public schools, leading the school to consistently land a spot on US News & World Report's Nation's Best High Schools.

RELEVANT PROJECT EXPERIENCE:

Project I: Instructional Service Design
Dr. Epp facilitates the process and practice of creating effective, engaging, and goal-oriented learning experiences for UI's instructional service lines. Tracy leverages her extensive background in K-12 education to apply learning theory, curriculum standards, technology, and assessment strategies into program services designed specifically to help students and educators achieve specific learning outcomes. Instructional services have the capacity to make a profound impact on learning outcomes. When designed with the principles of Universal Design for Learning (UDL) in mind, effective instructional design maximizes learning time and effectiveness through programs that offer clear, structured, and targeted support services.

Project II: Strategic Solutions
With a desire to become long-term collaborative partners with school districts, UI solutions go beyond day-to-day academic support – they involve long-term planning, systems thinking, and alignment with school or district goals. In her role, Dr. Epp innovates strategic solutions for UI that have intentional, evidence-based approaches designed to address specific instructional challenges and improve student outcomes. Strategic instructional solutions are important because they align teaching with broader academic goals and student needs, create coherence and focus with teaching and learning, and drive sustained improvement in student outcomes.

EDUCATIONAL BACKGROUND:

Doctorate degree in educational Leadership through the University of Texas at Austin's selective Cooperative Superintendency Program.
Master's degree in educational leadership from the University of Texas-Pan American
Bachelor's degree with honors and a double major in History and Political Science from Case Western Reserve University

ACKNOWLEDGMENTS:

Tracy has served on several non-profit boards and is a member of the prestigious Pahara-Aspen Education Fellows.

Abby Johnson
Associate Director of Specialty Services

Abby supervises the team that delivers direct support to school districts by focusing on innovative strategies designed to alleviate the nationwide teacher shortage. Specialty Services specializes in special education teacher and paraprofessional staffing, building sustainable educator pathways, credentialling, monitoring and compliance, helping navigate difficulties with licensure requirements, and assisting individuals in passing required licensure exams through UI's educator preparation programs. Specialty Services supplements district capacity with talent management by recruiting and screening individuals to ensure they meet each school district partner's minimum job requirements and that candidates successfully demonstrate the aptitude and competencies to support special education programs. Under Abby's guidance, UI's Specialty Services team concentrates on effectively managing candidate onboarding so instructors can quickly and efficiently begin supporting students and peers in special education classrooms and coaching and upskilling talent in alignment with district initiatives and staffing goals. Abby brings distinctive expertise to the art of recruiting and developing grow-your-own (GYO) programs for school districts nationwide. She is highly skilled at independent judgment and initiatives in various complex human resource and risk management functions. Abby is an ethical and experienced professional with a deep understanding of human resources practices. She possesses an inclusive managerial style and the desire to work collaboratively with team members and in the delivery of services with school district partners. Abby understands the unwavering importance of confidentiality and demonstrates a strong relationship-building and problem-solving/solutions-oriented approach to her position. Abby began her education career as a middle school math teacher in Charlotte-Mecklenburg Schools and is an alum of Teach for America.

RELEVANT PROJECT EXPERIENCE:

Project I: Alternative Licensure & Data Tracking
Abby and her team serve as a liaison between candidates, hiring managers, and state licensing agencies to ensure understanding of alternative licensure requirements and deadlines. By tracking each candidate's progress through alternative licensure programs, Abby and her team ensure all necessary documentation is submitted and timelines are met. This innovative support for candidates in meeting state licensure requirements is unparalleled offering numerous benefits to both candidates and UI's collaborative school district partners.

Project II: Temp-to-Hire Program Management
Abby is extremely gifted in her ability to design and manage temp-to-hire pathways for paraprofessional and aspiring teachers that includes onboarding, training, placement, and mentorship. By tracking employee performance and feedback throughout the temp placement, Abby and her team assess long-term suitability and readiness for permanent roles. Abby regularly collaborates with school HR departments to support conversions from temp to permanent positions and ensure alignment with licensure and credentialing progress.

EDUCATIONAL BACKGROUND:

Master's degree of arts in professional communication from Clemson University
Bachelor's degree of science from Miami University (Oxford, Ohio)

Mary Byrd
Associate Director of Logistics

Mary is a seasoned implementation specialist for UI's strategic initiatives and oversees the distribution of supplies and materials needed for various cross-functional teams. In her role, Mary frequently collaborates with various departmental leadership to operationalize business objectives and drive cost savings through sourcing strategies developed for identified spending categories. Ongoing communication with stakeholders ensures that customer and program requirements are met and aligned with practices and procedures. Mary is gifted in improving procurement efficiency and operations performance through improved workflows and more intelligent control points. Mary supervises a team responsible for the systematic flow of daily orders, compiling shipping/production records, and recommending solutions/modifications to improve fulfillment practices. She and her team maintain vigorous quality control standards by developing appropriate metrics and performance indicators with preferred supplier relationships. Mary takes an innovative "out of the box" approach to ensuring client satisfaction is front and center in her department.

RELEVANT PROJECT EXPERIENCE:

Project I: Optimization of UI Processes
Mary leads a team responsible for managing the many moving parts of UI projects with precision and balance. As a member of the leadership team, Mary plays a vital role in cohesively managing daily orders, compiling shipping and production records, and ensuring that the needs of both internal stakeholders and external clients are consistently met. After the logistical execution is complete, Mary and her team shift into the critical phase of production record keeping -- a component just as vital as the delivery itself. During this phase, the team organizes and maintains detailed records in a format that is clear, accessible, and compliant with reporting standards. Digital logs are generated to track production timelines, shipment details, carrier performance, and any deviations from the delivery schedule.

Project II: Social Event Ambassador
Social events play a powerful role in cultivating a positive, healthy, and resilient work environment at UI. When thoughtfully designed and intentionally inclusive, these events do more than provide a break from routine – they strengthen relationships, enhance morale, and reinforce a culture of connection and belonging at UI. Mary has spearheaded UI's social events for several years encouraging fellow employees to connect with others, reduce stress, and promote a work-life balance and well-being. Social events may seem like a lighthearted addition to the work calendar, but their impact on workplace dynamics is profound. They humanize the work environment, reinforce shared values, and help build a team that is not only productive – but joyful, connected, and committed. By promoting social events company wide, UI is making a statement that it prioritizes people, not just productivity.

EDUCATIONAL BACKGROUND:

Master's degree in business management from Clark University
Bachelor's degree in business management from Eastern Mennonite University

Dr. Sally I'Anson
Associate Director of Data Services

Sally oversees a team of analysts who design, develop, and deliver comprehensive data and reporting solutions for UI's multiple engagements. Sally oversees data management through data-sharing agreements with school district partners, ensuring data accuracy, integrity, and security. She leads and directs the development and delivery of insightful reports and dashboard reporting. Sally shows her leadership abilities in instructional accountability, research, and evaluation as she proves her skill in employing the necessary frameworks to provide data-driven and accurate analyses. Her proficiency in managing multiple projects simultaneously, in collaboration with her team, is an example of her leadership acumen. Sally is committed to using the information collected for the betterment of all involved while promoting a culture of accountability and verifiably continuous improvement, along with her pursuit of excellence. Her pivotal leadership role and passion for data-driven insights and fostering informed decision-making across the organization, inspire her to ensure a fair and unbiased data view.

RELEVANT PROJECT EXPERIENCE:

Project I: Cross-Departmental Reporting Tools
Sally leads the strategic development and implementation of data-driven solutions for UI. Data analytics inspire and are crucial to understanding student performance and improving educational outcomes. By analyzing data on student performance, engagement, and behavior, educators can identify trends, personalize learning experiences, and make data-driven decisions to support student success. Sally and her team leverage data analytics to track a student's journey over time, showing how UI's academic support programs contribute to a student's understanding of a topic has improved or how their problem-solving skills have developed.

Project II: Data through Visualizations
Sally and her team produce Power BI reports to enhance data understanding and analysis by leveraging visualizations like charts and graphs, enabling interactive exploration, and offering real-time data processing – translating to an ability to understand complex data, identify patterns, and extract meaningful insights. Power BI reports are interactive, allowing users to explore the data by drilling into details, filtering information, and selecting different views. This dynamic exploration allows internal teams, UI instructors, and educators to discover new insights and answer specific questions about UI-collected data.

EDUCATIONAL BACKGROUND:

Doctorate in curriculum and teaching, with a concentration in curriculum theory from Columbia University
Master's degree in educational leadership from The University of Maine
Bachelor's degree in French and economics from the College of William and Mary

CERTIFICATES:

Permanent Division Superintendent License in the Commonwealth of Virginia, PK-12

Tiffany Davis

Associate Director of Recruiting

Tiffany is a dynamic leader who brings a holistic and compassionate approach to leadership, empowering her team to thrive and achieve collective success. Tiffany joined the UI team with significant personnel recruitment and project management experience. This background has positioned her to embrace recruiting wholeheartedly in a field currently experiencing an unprecedented need. Her data-driven approach to each engagement, combined with her expertise in staff training and development, has enabled her to make a substantial impact on the education arena. In support of UI's vision and strategic planning, Tiffany is responsible for creating efficiencies in the recruiting department concerning processes, protocols, and team cohesiveness. Tiffany supervises the day-to-day planning, organizing, directing, and coordination of UI's Recruiting Department, which includes overseeing recruiting policies and procedures, resolving challenges, and establishing management practices and processes that yield results for performance standards. Tiffany's management of recruiting efforts includes training new recruiters, implementing recruiting best practices, establishing measured recruiting metrics, and planning recruitment events. Tiffany frequently partners with UI's leadership team and operations staff to develop and execute proactive talent acquisition and pipeline planning to ensure that open vacancies are filled efficiently. Tiffany is dedicated to supporting enterprise diversity and inclusion initiatives by understanding how to blend the right balance of diverse backgrounds to develop all-inclusive and unified teams.

RELEVANT PROJECT EXPERIENCE:

Project I: Talent Sourcing & Outreach

Leading the human talent recruitment team for UI, Tiffany is pivotal in developing and executing recruitment plans that address current and future staffing needs, including hard-to-fill roles, diversity initiatives, and succession planning. Her team works continuously to identify and attract high-quality candidates through job postings, career fairs, networking events, social media campaigns, partnerships with universities, and teacher preparation programs. Central to candidate screening and selection, Tiffany spearheads a team that reviews resumes, conducts interviews, and assesses candidates based on qualifications, teaching credentials, cultural fit, and alignment with education goals. Tiffany regularly coordinates with hiring managers and school leaders to match candidates to specific roles. Tiffany and her team promote educational institutions as an employment location of choice by showcasing its value, culture, benefits, and opportunities for professional development and career furtherment.

Project II: Pipeline Management

Tiffany and her team build and maintain a robust talent pipeline by engaging passive candidates, maintaining candidate databases, and nurturing relationships with potential future hires. With respect to compliance and documentation, Tiffany ensures all recruitment practices comply with applicable labor laws, certification requirements, and company policies. Tiffany and her team work closely with UI internal teams and school HR teams to understand staffing needs, provide hiring recommendations, and ensure a seamless recruitment process all the while managing accurate records of hiring processes and decisions. Tiffany and her team ensure that UI programs are staffed with skilled, passionate, and mission-aligned professionals who contribute to student success and instructional growth.

EDUCATIONAL BACKGROUND:

Master's degree in rehabilitation counseling from Georgia State University
Bachelor's degree in psychology from York College

CERTIFICATES:

Professional Human Resources certificate from Human Resources Certificate Institute

Professional Biographies for UI's Executive Partners

✅ **Public Consulting Group Professional Biographies**

For every client engagement, PCG builds a multidisciplinary team of service providers including subject matter expertise, project management professionals, technical systems experts, and administrative support to ensure project success. As a successful company with nearly 40 years of experience, PCG can assign staff to projects as necessary to address specific needs throughout the term of the contract. In addition to the dedicated staff on the project, should additional capacity be needed, PCG has other qualified subject matter and technical experts in addition to the individuals listed below.

✅ Custom Curriculum Staffing

Elizabeth Chmielewski, M.B.A., Associate Manager: Elizabeth Chmielewski is an Associate Manager at PCG. Elizabeth serves as Business Line Lead for our Curriculum Development and Implementation Business Line, including coordinating business development efforts and overseeing all related projects. Currently, she provides leadership for the Texas Education Agency instructional materials development and revision project. Elizabeth also serves as lead for our ongoing partnership with Chicago Public Schools, with whom we have partnered on the development and delivery of PK–12 English Language Arts and mathematics curriculum and professional learning. She also leads our partnership with the New York City Department of Education, with whom we partnered on ELA mini-unit development and permissioning work. Previously, Elizabeth managed several curriculum audit and development projects, including for Hillsborough County Public Schools (FL), Prince George's County Public Schools (MD), Miami-Dade County Public Schools (FL), New York City Department of Education (NY), Pinellas County Schools (FL), the Massachusetts Department of Elementary and Secondary Education, and the New York State Education Agency. Elizabeth holds a Master of Business Administration from Clark University and is a member of Beta Gamma Sigma. She also holds a Bachelor of Arts Degree and a Public Administration Certificate from Providence College.

Katanna Conley, Ph.D., Senior Managing Education Advisor: Katanna is a Senior Managing Education Advisor at PCG. Katanna has worked extensively with states, districts, and schools on closing gaps in educational achievement through the creation and implementation of high-quality instructional materials. Katanna's work focuses on curriculum, professional learning design, and implementation consulting to improve student achievement. She is currently engaged in the TEA K–5 RLA project, focused primarily on unit development and digital component slide decks development. Katanna has worked on statewide projects in Delaware, New York, Maine, and Indiana and has designed curriculum and professional learning strategies and materials for large and small districts such as New York City, NY; Chicago, IL; Miami, FL; Tampa, FL; Plymouth, MA; Memphis, TN; Missoula, MT; Portland, OR; and Portland, ME. Katanna has presented extensively on how to close gaps in student achievement and delivered workshops and keynotes on the identification and use of HQIM. Immediately prior to joining PCG, Katanna was an Assistant

Professor of Secondary Literacy Education at the University of Vermont where her research focused on reading practices and engagement with adolescents in underserved populations.

Pauline Ward, Ed.D., Senior Managing Education Advisor: Pauline Ward is a Senior Managing Education Advisor with PCG. She has over 40 years of service in the education field. At PCG, Pauline has served as the content lead for the K–5 Pinellas literacy project and the New York Department of Education Hidden Voices project. In this position, she was responsible for hiring and managing the writing team who developed reading and writing lessons, presentations and support materials for K–5 teachers and students in Pinellas County and the development of literacy lessons that elevated the voices of Latinos, Asian Americans and Pacific Islanders and Americans with Disabilities in New York schools. Pauline recently served as the Project Director for a project with the School District of Lee County in Florida that incorporates best practices of Science of Reading in an early literacy curriculum, and is currently serving as a Senior Content Advisor in support of the Texas Education Agency project. Prior to PCG, Pauline worked in Miami-Dade County Public Schools (M-DCPS), the fourth largest school district in the United States, as a teacher, reading specialist, and district administrator responsible for elementary reading and writing education for over 220 elementary and K–8 Centers. During her time in M-DCPS, she implemented the second largest Reading First Grant in the Southeastern US. Pauline was also responsible for writing and providing professional development to district school-site administrators designed to refine their instructional eye, specific to reading instruction. Pauline has served on numerous State-level content advisory committees to review items and passages included in the state assessment and has been selected to participate in legislative review of committees. Pauline has served as an adjunct professor for the Master/Doctorate Program for Reading at Barry University and provided leadership to other local colleges and universities as they built their reading endorsement programs.

✅ Building Inclusive Schools and Alternate Assessment Staffing

Amy Howie, M.A., Associate Manager. Amy Howie is an Associate Manager at Public Consulting Group leading special education consulting and professional development engagements across the country with a focus on providing equitable and meaningful access to all students and improving outcomes for students with disabilities. She currently leads statewide partnerships in Louisiana, Alabama, Oklahoma, and Mississippi to provide a variety of special education professional development services, coaching, and direct student services. She leads work in partnership with the Louisiana Department of Education to provide a comprehensive professional development and coaching to new special education directors and has supported their efforts in early literacy as well as provided guidance on State Systemic Improvement Plan (SSIP) and State Personnel Development Grant (SPDG) Annual Performance Reports. Amy leads work in Alabama that includes a comprehensive system of professional development for special education teachers and leaders and Part C technical assistance in Oklahoma. In Mississippi, Amy serves as an active advisor to the Pre-Employment and Transition Services team providing direct services to students. Amy leads a team that partners with districts and regional centers across the country to provide professional development and coaching designed to build skills of teachers and leaders in all aspects of special education and instruction.

Prior to coming to PCG, Amy was a special education teacher for ten years, including experience at elementary and secondary levels and covering a range of disability areas and instructional settings including elementary, secondary, and vocational education. For six years, Amy served as building administrator where she led efforts to improve instruction and increase achievement by developing and supporting special education programming. Amy has a master's degree in Educational Administration and Supervision K-12 and a bachelor's degree in Special Education.

Ashley Quick, MBA, Learning and Professional Development Lead. Ashley Quick is a Learning & Professional Development Lead at Public Consulting Group and has 20 years of service in the field of special education. Ashley began her career as a special education teacher, spending 10 years in the elementary setting collaborating with general education teachers to provide academic and behavioral support to students with disabilities. In her seven years with PCG, Ashley has specialized in developing and delivering professional learning for educators of students with disabilities and providing personalized classroom coaching to individual teachers. Ashley has also developed content for online modules and professional learning platforms such as PCG's Playbook. Ashley graduated from Indiana University with a bachelor's degree in Elementary and Special Education and earned her MBA through Clark University in June 2021.

Colin Butler, MBA, Consultant. Colin Butler is a Consultant at Public Consulting Group with 12 years of service in the Education field. Colin began his career in Education at Christel House Academy (CHA) in Indianapolis, IN, the domestic branch of an international school system dedicated to combatting cyclical, generational poverty in underserved areas throughout the world. After three years of teaching 7th and 8th Grade ELA to a student population of which 99% qualified for free and reduced lunch status on Indianapolis' near south side, Colin was nominated for and accepted to the prestigious Woodrow Wilson MBA in Educational Leadership Fellowship at the University of Indianapolis. As a Fellow, Colin implemented whole-school, data-driven impact initiatives to serve the community of CHA, and after completing his Fellowship became the Principal of CHA's Secondary School. Colin dug deeply into leading best-practice instructional shifts and implementing standards-aligned, rigorous curriculum overhauls. While Colin served as Principal, CHA was the recipient of numerous awards, including: Character.org School of Character, MetLife School to Watch, and College for Every Student School of Distinction. Colin then transitioned out of the charter school sector into the traditional public school sector, and began serving as Assistant Principal of Grassy Creek Elementary. While there, Colin oversaw a districtwide Special Education program serving students with significant emotional disabilities and behavioral challenges. In the midst of the COVID-19 pandemic, Colin was asked to serve as the inaugural Assistant Principal of a newly constructed school within the Clark-Pleasant Community Schools district, Ray Crowe Elementary. In addition to laying the procedural and systemic foundations for recently formed teams of teachers and service providers, Colin led the implementation of robust, newly designed Multi-Tiered Systems of Support initiatives throughout the school, and sat upon district level leadership teams to refine these practices to combat COVID learning loss and behavioral regression. Colin holds a B.A. in English Education from Illinois State University and an MBA in Educational Leadership from The University of Indianapolis.

Meredith Keedy-Merk, M.A., Senior Managing Education Advisor. Meredith Keedy-Merk is an accomplished education professional with extensive experience in special education, professional development, and leadership. As a Senior Managing Education Advisor with Public Consulting Group, Meredith has demonstrated expertise in designing, delivering, and managing large-scale special education initiatives. Her career spans diverse roles, from classroom teacher and local special education coordinator to adjunct professor and content development leader. Meredith has led impactful projects, including the New Mexico Parent University, where she empowered families of students with disabilities through professional development and resource creation, and the Maryland Special Education Director's Academy, fostering leadership and collaboration among education leaders. She is highly skilled in content development and inclusive practices, providing tailored solutions to meet educators', students', and families' unique needs. In addition to her consulting work, Meredith is an adjunct professor at the University of Evansville, where she teaches special education courses, mentors aspiring educators, and develops innovative coursework aligned with best practices. She has presented at national and state conferences on topics like inclusive education, virtual learning for students with disabilities, and high expectations for students with significant needs. Meredith holds a Master's degree in Educational Administration from Butler University and a Bachelor's Degree in Special Education from the University of Evansville. Her dedication to excellence and inclusivity has been recognized through awards such as the Rookie Teacher of the Year and a nomination for PCG's Bryan Hawkom Emerging Leader Award. Meredith's passion lies in creating equitable learning environments, fostering collaboration, and empowering educators and families to achieve positive outcomes for students with disabilities.

Sacha Cartagena, Ph.D., Senior Learning and Professional Development Specialist. Sacha Cartagena is a Senior Learning & Professional Development Specialist at Public Consulting Group (PCG), where she supports the design and delivery of high-quality professional learning experiences for educators across the country. With over 13 years of experience in special education—including classroom teaching, higher education, research, and technical assistance—Sacha specializes in specially designed instruction, high-leverage practices (HLPs), Universal Design for Learning (UDL), and multi-tiered systems of support (MTSS). She currently leads and supports multiple state and district-level initiatives aimed at strengthening inclusive practices and improving outcomes for students with disabilities. Sacha is also a nationally recognized speaker and currently serves as a member-at-large on the Board of Directors for the Council for Exceptional Children. Dr. Cartagena holds a Ph.D. and M.Ed. in Exceptional Student Education from the University of Central Florida, where she also served as a faculty member and researcher. Her work includes over 40 peer-reviewed conference presentations, several publications, and leadership in the development of professional learning modules and tools used by educators nationwide. She has contributed to federally funded technical assistance centers, secured grant funding to support teacher induction and retention, and remains dedicated to using evidence-based practices to close equity gaps in special education. Sacha brings both research expertise and practical experience to her work, helping educators build capacity to meet the diverse needs of their students.

✅ The Science of Teaching and Learning Staffing

Gerry Stefhon, M.Ed., Associate Manager. Gerry Stefhon is based out of Rio Rancho, NM and is an Associate Manager for Public Consulting Group. He serves the firm's Western Region in the areas of K-3 literacy professional development, strategic planning, Playbook™ leadership development, Special Education and Response to Intervention (RtI) Leadership/Multi-Tiered System of Supports (MTSS) and consulting services, and our EdPlan™ student success planning projects. Gerry brings over twenty years of classroom, administrative and consulting experience to the firm. Gerry has been a Deaf Educator, Assistant Principal, and Principal for the Denton Independent School District in Texas. As a consultant, Gerry provides implementation and leadership support for large-scale RtI/MTSS implementations. He has extensive experience in the facilitation of organizational analysis and modification of instructional practices, policies and processes to enhance the teaching and learning process. He has deep working knowledge and background in special education laws and procedures, the implementation of RTI and MTSS initiatives, and providing guidance and leadership development to campus administration, senior district leadership, and superintendents across multiple states. Gerry earned his B.S. in Education - Hearing Impairment from Texas Tech University. He earned a M.Ed. in Educational Administration from the University of North Texas and is currently in the process of completing his Ed.D. in Educational Leadership at the University of New Mexico.

Blythe Armitage, M.Ed., CDLP, Project Manager. Blythe Armitage is a Project Manager with Public Consulting Group and a Certified Digital Learning Design Professional (CDLP). Blythe brings over fifteen years of service in the education field to PCG, where she is a strategic project manager for educator professional learning projects with state and local education agency partners. She currently serves as project manager for the statewide implementation of online training on the science of reading in Colorado, which over 27,000 educators and leaders have completed. Blythe has also served as a project manager for statewide literacy professional learning programs in Alabama and Alaska, and for district-level professional learning initiatives for the Chicago Public Schools and the School District of Lee County, Florida. Prior to joining PCG, Blythe served as an instructional designer for Harvard University's Certificate in School Management and Leadership program, as well as a program manager, communications specialist, and researcher at several education service organizations and universities. Blythe holds a Bachelor's Degree in Literature from SUNY Purchase, a Master's Degree in Teaching and Learning from the University of Maine, a Graduate Certificate in Strategic Management from Harvard Extension School, and a Professional Certificate in Digital Learning Design from the Digital Learning Institute.

Megan Rodriguez, M.A., C-SLDS, CALT, Senior Learning and Professional Development Specialist. Megan Rodriguez is a Senior Learning & Professional Development Specialist at PCG and has over 16 years of service working in education. She is a credentialed Structured Literacy Dyslexia Specialist (C-SLDS) and Certified Academic Language Therapist (CALT) who has trained pre-service and in-service teachers, administrators, and parents about dyslexia identification, intervention, and remediation. She has also taught struggling K-6 students and adult learners. At PCG, Megan's focus is on primary literacy, effective instruction, and the science of reading, with

additional experience collaborating with district leadership to address Medicaid program requirements and improve equity within state programs. Megan has supported work on various client projects including state department initiatives in Connecticut, Colorado, Louisiana, Alabama, Alaska, and Vermont; as well as public, private, and charter school initiatives. Prior to joining PCG, Megan delivered professional development training, provided coaching services, implementation and learning walkthroughs, managed/developed LMS content, and served as designated client support for special education directors leading state reimbursement programs. She also served as an adjunct facilitator for the Southern Methodist University's Reading & Writing graduate program. Megan is a former elementary special education teacher, Section 504 coordinator, dyslexia teacher, and served on the professional development staff at Neuhaus Education Center. Megan holds a graduate degree in Reading and Writing, and lifetime endorsement as a Master Reading Teacher.

Jessica Smith, M.Ed., Senior Associate. Jessica Smith is a Senior Associate at Public Consulting Group and educator with 20 years of experience in education. Jessica spent most of her time in educational leadership, serving both middle and high schools as an assistant principal and principal, and later Director of Instruction and Curriculum for Florida Virtual School, the largest online public school district in the nation. Florida Virtual School serves Florida and other states and districts across the country. While many educators have started to adapt to virtual education models, Jessica has spent a decade supporting online education models. Currently Jessica serves as our virtual learning expert and provides guidance for development and delivery of virtual professional learning models. In addition to her experience in virtual education, Jessica also brings a great deal of experience in both early and adolescent literacy. Jessica supports PCG's Science of Literacy and Learning business line, advising, and directing both state-wide and district projects. With PCG, Jessica has supported school leaders in Chicago Public Schools with their custom curriculum implementation, coached instructional leadership teams on change management, and provided personalized coaching for instructors. Through Jessica's commitment to improving both state and district outcomes; state-wide work includes supporting development of Colorado's Literacy Leadership professional learning series, and Alabama's state-wide professional learning in the Science of Reading for Grades 4-8 for Educators and for families through our Alabama Family Engagement for Families Grades K-8. Jessica's strong understanding of trends in both online education and online professional learning models, coupled with her expertise and experience in implementing large scale professional learning opportunities in the science of reading, provide her with a competitive edge in improving outcomes for both states and districts, resulting in a lasting impact on educators and students.

Robert Frantum-Allen, M.A., Senior Associate. Robert Frantum-Allen is a multifaceted leader with expertise in a variety of educational areas including Early Childhood Education, Special Education, Gifted and Talented Education, Literacy and Leadership. Robert retired as the Director of Special Education for Denver Public Schools. Over the span of his career he worked as an early childhood teacher, teacher of the Deaf and Hard of Hearing and a school age teacher for over 33 years. His leadership career included serving as a curriculum and instruction manager for special and gifted and talented education, Director of Gifted and Talented as well as Director of Special Education. During his time serving as a Director of Special Education, he led the development of

new visions and long-term strategic plans. These plans were around the values of inclusion, acceptance, equity and leadership. More students found themselves in supportive inclusive settings during this tenure. Robert teaches in the education department at the University of Denver as well as supporting tutors with University Instructors LLC. Literacy is a critical skill necessary for post-secondary achievement. Since being diagnosed with dyslexia, Robert has dedicated a great deal of his professional career promoting the science of reading. He is a district trainer of Language Essentials of Teacher of Reading and Spelling (LETRS) and consults on numerous national professional development and curriculum development around early literacy.

✅ Transition Services and College and Career Planning Staffing

Peter Capomacchio, MBA, Associate Manager. Peter Capomacchio leads PCG's team providing Transition Services. He is a seasoned client engagement manager for state agencies in Alabama, Vermont, New York, Utah and Iowa, among others; as well as large local education agencies such as the New York City Department of Education and Newark Public Schools. He attended Seton Hall University (B.S.) and Clark University (MBA) and began his career as a paraprofessional before joining PCG in 2009.

Alison Flinchum, M.Ed., PMP, Consultant. Alison Flinchum is a consultant at Public Consulting Group with seventeen years of experience fostering equitable, inclusive educational initiatives. She currently leads project management and instructional support efforts for PCG's Pre-Employment Transition Services (Pre-ETS), helping students with disabilities successfully navigate high school and transition into employment and post-secondary education. Before joining PCG, Alison served as a school principal, overseeing preschool through grade three. In this role, she led curriculum development, school operations, family engagement, and school improvement efforts tailored to early learners. She began her career as a kindergarten teacher and later became a professional development leader, designing and delivering training to early childhood educators working in classrooms with children ages three to eight. Her training initiatives have focused on evidence-based practices, inclusive instruction, and supporting the developmental needs of young children. Previously, Alison collaborated with the Alabama State Department of Education, providing statewide professional development for educators serving students with disabilities, and directed a professional learning initiative for Alabama mathematics educators. Alison holds a B.A. in Education and Spanish from Emory & Henry College, a Master's in Human Growth and Development from Rutgers University, and an M.A. in School Leadership and Change from the Education University of Hong Kong. She is a certified Project Management Professional (PMP) and is currently pursuing an MBA from Clark University.

Heidi Brett Baker, Ph.D., Senior Associate. Heidi Brett Baker is a Senior Associate, Special Education Subject Matter Expert at Public Consulting Group, and a team member of Indiana's Project SUCCESS. Project SUCCESS is a resource center developed and managed by PCG (Public Consulting Group) in collaboration with the Indiana Department of Education to support higher academic achievement for students with disabilities (http://projectsuccessindiana.com). Heidi coordinates the PCG Pre-Employment Transition Service project for Indiana and Mississippi. Before coming to PCG, Heidi was a special education director for several years. She has 30 years of

experience at elementary, secondary, and post-secondary levels supporting a continuum of services for all disability areas and in various settings including elementary, secondary, vocational, and higher education. For several years, Heidi served as principal or instructional director in Indiana & Ohio districts. During her tenure, she created and conducted several professional development training courses on transition at the regional and state levels. She chaired and was a member of many local, regional, and state-level committees and associations for special education projects. She has worked with several colleagues on many research projects such as the use of effective instructional strategies on academic and behavioral outcomes for students with multiple disabilities, and the use of assistive technology to engage students with intellectual disabilities. She has been very successful in writing several grants to fund new initiatives. Heidi has provided training and consultation to teachers, schools, and districts on transition processes, positive behavior supports, co-teaching strategies, and behavior support programs for students with emotional disabilities. Heidi is completing her Doctorate in special education, completed a master's degree in educational administration and Supervision K-12, and a bachelor's degree in special and general education.

✅ Learner's Edge Professional Biographies

✅ iteach

Andrew Rozell, President of iteach, oversees strategy, operations, growth and execution. All these tasks are rooted in a passion to make iteach an incredible place to work as well as create the best certification experience possible for the next generation of teachers. Andrew holds an active teaching license in 6-12 Mathematics. Andrew began his career in financial services as a limited-investment securities representative and limited principal at the second largest financial services company in the world. In 2007, he joined iteach to lead its expansion effort. Andrew has helped with the onboarding of new states by cultivating relationships with local education agencies and government educational authorities. Andrew holds an MBA in strategic management from the University of North Texas and a BBA in finance from the University of North Texas. He is currently a doctoral candidate at Liberty University pursuing a Doctor of Business Administration with a leadership cognate.

✅ Passage Preparation

Nathan Estel has over 20 years of experience in educator preparation and licensure. A former middle school science teacher, his career in licensure began at the West Virginia Department of Education, where he focused on establishing and enforcing standards for the certification of education personnel. This foundational experience reinforced his belief in the responsibility of states to uphold high standards for those entering the education profession. As Vice President at Pearson and Director of Client Relations at Educational Testing Service (ETS), Nathan combined his passion for educator preparation with expertise in assessment and policy to engage with state education agencies and educator preparation programs. His efforts facilitated important dialogue among stakeholders, ensuring that the voices of educators were heard in discussions about

licensure assessments. Building on his background and commitment to educator preparation, Nathan launched Passage Preparation, providing high-quality, approachable preparation courses for candidates seeking educator licensure. This venture reflects his belief that equitable access to quality education is paramount as it seeks to empower future educators with the tools they need to thrive.

✅ Teaching Channel

Mike Smith oversees continuing education and professional development for Teaching Channel, including defining strategic initiatives. His primary focus areas include product innovation, customer experience, and strategic partnerships. He enjoys collaborating with K-12 schools and higher education institutions to identify value-creating solutions that support teachers throughout their lifelong learning journey. Before joining Teaching Channel, Mike led the Higher Education division at WorldStrides, creating experiential learning programs for 500+ universities and visiting more than 100 countries each academic year. His prior professional experience includes several years at Wachovia Bank and Deloitte, where he focused on mergers and acquisitions and assurance advisory services. He holds a B.S. in Accounting and Marketing from The Ohio State University and completed the General Management Program at Harvard Business School.

✅ ETS Professional Biographies

Vinay Ganti is a seasoned leader in education technology and partnerships, currently serving as the Head of K–12 Partnerships at ETS. In this role, he collaborates with school districts and educational institutions to enhance the quality and equity of education for learners worldwide. Prior to his tenure at ETS, Vinay held significant positions in the edtech sector, including Senior Vice President and General Manager at 2U, a company known for bringing credibility to online education. He also served as Senior Vice President of Partnerships at Noodle, focusing on expanding access to higher education through innovative online programs.

Mindy Hintze is a dynamic leader in educational technology and partnership success, currently serving as the Director of Partner Success at ETS Praxis. In this role, Mindy is responsible for both strategic planning and tactical execution across various domains, including new business sales activities, product marketing, customer onboarding, and nurturing. She has successfully developed comprehensive customer onboarding materials, processes, and motions, and has implemented Salesforce and other sales operations functions to streamline workflows and enhance efficiency. Mindy's key achievements include designing and implementing a robust customer onboarding program and defining the Custom Test Day solution, which she has successfully executed across four different projects. Her belief in the power of strong B2B and district partnerships drives her mission to bring more qualified teachers to the classroom, ultimately improving student outcomes. With over 30 years of experience in education and technology, Mindy combines her deep understanding of the challenges facing educators with her expertise in change management and product adoption to support educational institutions worldwide.

Michael Robinson has spent over 20 years dedicating his career to improving student outcomes in K–12 and higher education. Throughout this time, he has built a robust network of professionals who serve as both colleagues and thought partners in enhancing the teacher and student experience. In his work, Michael engages with frontline educators to support their efforts in improving districts and creating supportive environments for students. This will directly influence his work in support of this program, which seeks to address the teacher shortage by connecting schools with qualified international educators on J-1 visas.

Ashley D. Wright is a mission-driven leader with nearly two decades of experience creating strategic, equity-centered partnerships across several industries. In her current role as Senior Business Development Manager at ETS Praxis, she works closely with school districts and education leaders nationwide to address critical staffing shortages, helping them fill unfilled vacancies by connecting them with qualified international educators. Her career has been defined by a deep commitment to expanding access and opportunity through innovative, scalable solutions. Whether building national networks or designing high-impact engagement strategies, Ashley consistently centers the needs of students, educators, and communities in every initiative she leads. Known for her ability to turn complex challenges into sustainable growth opportunities, Ashley is a trusted collaborator, thoughtful strategist, and passionate advocate for education. Her work spans nonprofit and technology-driven environments, where she has led cross-functional teams, cultivated long-term client relationships, and executed large-scale initiatives that improve outcomes and empower school systems to thrive. With a leadership style grounded in empathy, integrity, and vision, she brings clarity, compassion, and results to every partnership. Ashley's lifelong commitment to equity continues to inspire those around her and fuels her ongoing mission to ensure every learner has access to the resources, teachers, and opportunities they deserve.

ETS's K–16 Skills and Educator Solutions team provides teacher licensure assessment services to over 40 primary state clients for *Praxis* and custom licensure assessments. K–16 Skills and Educator Solutions is under the leadership of Paul Gollash, who is dedicated to bringing better support for teachers, and improving the educator pipeline, including helping to create a more diverse workforce. The K–16 Skills and Educator Solutions team is staffed by, and oversees, professionals charged with managing the delivery of all ETS licensure assessment programs. This group is responsible for the development and delivery of more than 500,000 licensure assessments for our state clients and comprises experts in assessment, psychometrics, test center management, standard setting, scoring, reporting, and customer service. Importantly, the organization includes a dedicated team of state partnership directors, with several members working as state licensure directors or classroom teachers.

Sample Licensing Agreement

PUBLIC CONSULTING GROUP LLC
ONLINE LEARNING PLATFORM LICENSE AND RELATED SERVICES AGREEMENT

This ONLINE LEARNING PLATFORM LICENSE AND RELATED SERVICES AGREEMENT, including all exhibits hereto (collectively the "Agreement"), is entered into as of [DATE] (the "Effective Date"), by and between Public Consulting Group LLC, a Delaware limited liability company headquartered in Boston, Massachusetts ("PCG"), and [CLIENT NAME], with its administrative offices located at [CLIENT ADDRESS] ("School System").

WHEREAS, PCG desires to license to School System PCG's proprietary Internet-based learning management system, including all of the underlying curriculum content, (collectively, "Online Learning Platform") to provide students and educators with a platform from which to participate in online student curriculum and to license PCG's related proprietary systems and documentation; and

WHEREAS, School System desires to provide such online student curriculum and platform tools to its school and administrative employees, contractors, and authorized users for their use; and

NOW, THEREFORE, for and in consideration of the mutual covenants set forth in this Agreement and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

1. **DEFINITIONS.** In addition to the terms defined elsewhere in this Agreement, terms appearing in initial capital letters shall have the following meanings:

   1.1. **"Application Management"** means work related to how PCG's Online Learning Platform is modified and includes resolving defects, updating PCG's Online Learning Platform for PCG system-wide national releases to the base product rolled out on a predefined quarterly schedule, processing change requests to modify/change PCG's Online Learning Platform, release schedules/processes, testing processes, and acceptance processes.

   1.2. **"Confidential Information"** means information designated or treated as confidential by either party, or which under the circumstances surrounding disclosure should in good faith be treated as confidential, including but not limited to: (a) computer programs, electronic codes, algorithms, know-how, formulas, processes, ideas, data, inventions (whether or not subject to patent or copyright), schematics, teaching and development techniques, trade secrets, improvements, research projects, and code; (b) information about costs, profits, markets, sales, customers, or clients; (c) technical, business, and financial plans; (d) employee personnel files and compensation information; (e) discoveries, developments, designs, improvements, regardless of the form of communication in each case, including extracts or summaries; and (f) any record (whether in print, electronic, or any other medium) maintained by School System, a School System employee or agent, or a party acting on School System's behalf, which is directly related to an identified student. "Confidential Information" also specifically includes PCG's Online Learning Platform, any third-party information disclosed to either party under obligations of confidentiality, and the identity of or any medical, financial, or personal information pertaining to anyone within PCG or School System provided that PCG shall be permitted to disclose education records to any subcontractor or vendor which is bound by confidentiality and data security requirements for the exclusive purpose of supporting the provision of services under this Agreement. Notwithstanding the foregoing, however, "Confidential Information" does not include information that: (i) was rightfully in possession of or known to the receiving party without any obligation of confidentiality prior to receiving it from the disclosing party; (ii) is, or subsequently becomes, legally and publicly available without breach of this Agreement; (iii) is rightfully

obtained by the receiving party from a source other than the disclosing party without any obligation of confidentiality; or (iv) is disclosed by the receiving party under a valid order of a court or government agency, provided that the receiving party provides prior written notice to the disclosing party of such obligation and the opportunity to oppose such disclosure.

1.3. **"Documentation"** means all technical information, training materials, instructions, manuals, and diagrams (in printed, electronic, or other media) pertaining to PCG's Online Learning Platform.

1.4. **"Intellectual Property Rights"** means patent rights, copyrights, trade secret rights, trademark rights, and any other intellectual property rights recognized by the law of each applicable jurisdiction in which PCG may market or license PCG's Online Learning Platform.

1.5. **"Permitted Use"** means use of PCG's Online Learning Platform by employees, contractors, and others affiliated with or authorized by School System only for School System's internal education-related purposes.

1.6. **"Production Support"** means ongoing operations and services to maintain user support of PCG's Online Learning Platform, including work related to resolving unplanned system outages, work related to keeping PCG's Online Learning Platform in tune and running properly, i.e., hosting, operating system updates, up time, and maintenance schedules (system unavailability), and Application Management.

1.7. **"School System User"** means any employee, contractor, and other authorized user of the "School System" who will be granted access to PCG's Online Learning Platform, provided that such contractors or other non-employees are subject to terms and conditions concerning confidentiality of licensing that are materially similar to those set forth herein.

1.8. **"Term"** means collectively and individually the Initial Term and Renewal Terms as defined by Section 2.

1.9. **"Trademarks"** means all trademarks, trade names, service marks, and logos now owned or hereinafter acquired by either party, and all other trademarks, trades names, service marks, and logos identifying or used in connection with their product or service offerings, whether or not registered under the laws of a particular jurisdiction or territory.

2. **TERM.** The initial term of this Agreement (the "Initial Term") shall commence on the Effective Date and shall end June 30, [YEAR]. Following the Initial Term, this Agreement shall automatically renew for successive one-year terms (each a "Renewal Term"), unless either party notifies the other in writing, at least sixty (60) days prior to the end of the Initial Term or then-current Renewal Term, as the case may be, of the notifying party's election not to renew this Agreement, whereupon this Agreement shall terminate on the last day of the Initial Term or the then-current Renewal Term, as the case may be.

3. **ONLINE LEARNING PLATFORM.** Subject to the terms and conditions of this Agreement, including School System's performance of its obligations hereunder, PCG shall provide access to PCG's Online Learning Platform (including application, courses, content, and related supporting services) to School System, as more fully described below and in **Exhibit A**.

3.1. **Grant of License for PCG's Online Learning Platform.** PCG grants to School System, and School System accepts, a non-exclusive, non-transferable, non-sublicensable, and revocable right and license, during the Term only, to access via the Internet and use PCG's Online Learning Platform to the extent reasonably necessary in performing related school business functions.

3.2.   **Grant of License for Documentation.** PCG grants to School System, and School System accepts, a non-exclusive, non-transferable, non-sublicensable, and revocable royalty-free license under PCG's copyrights in PCG's Documentation, during the Term only to (i) incorporate PCG's Documentation, in whole or in part, into other written materials prepared by or for School System with respect to PCG's Online Learning Platform; and (ii) reproduce and distribute modified and original versions of PCG's Documentation, in hard copy or in an online format, as part of School System's Documentation for PCG's Online Learning Platform, and, if such School System's Documentation is in an online format, allow School System Users to make print copies of the same.

3.3.   **Restrictions on License Grant.** Unless expressly authorized by this Agreement or in writing by PCG:

> 3.3.1.   School System shall not use or grant to any person or entity other than authorized School System Users the right to use PCG's Online Learning Platform, which users shall be subject to the terms set forth herein. School System shall not distribute, market, or sublicense PCG's Online Learning Platform, and shall not permit any School System User or third party to do so.

> 3.3.2.   School System shall ensure that appropriate proprietary notices indicating PCG's Intellectual Property Rights in PCG's Online Learning Platform, courses, and related Documentation are placed on all copies of written materials distributed by School System relating thereto. Examples of such documentation include training materials and manuals. School System shall not remove, modify, or suppress any confidentiality legends or proprietary notices placed on or contained within PCG's Online Learning Platform, and shall not permit any School System User or third party to do so.

> 3.3.3.   School System shall not distribute any PCG documentation or intellectual property made available through this Agreement to any individual or organization that is not part of School System or an authorized School System User, and shall not permit any School System User or third party to do so.

> 3.3.4.   School System shall not transfer, rent, or permit access to PCG's Online Learning Platform to any third party, and shall not permit any School System User or third party to do so.

> 3.3.5.   School System shall not modify, decompile, disassemble, or otherwise attempt to reverse engineer PCG's Online Learning Platform or any portion thereof, and shall not permit any School System User or third party to do so.

> 3.3.6.   School System shall not circumvent any security protection within PCG's Online Learning Platform, and shall not permit any School System User or third party (e.g. other vendors or consultants) to do so.

3.4.   **Reservation of Rights.** Subject to the license rights granted to School System by this Section, all right, title, and interest in and to PCG's Online Learning Platform, including the Intellectual Property Rights and technology inherent in PCG's Online Learning Platform, are and at all times will remain the sole and exclusive property of PCG or, with respect to courses within the Online Learning Platform, have been properly licensed to PCG. No right to use, print, copy, distribute, integrate, or display PCG's Online Learning Platform, in whole or in part, is granted in this Agreement, except as is explicitly provided in this Agreement. Nothing contained in this Agreement will directly or indirectly be construed to assign or grant to School System any right, title, or interest in or to PCG's Intellectual Property Rights

or other rights in and to PCG's Online Learning Platform, the courses in the Online Learning Platform, or PCG's Documentation or Trademarks. Except as expressly authorized by this Agreement, School System shall not use, display, copy, distribute, modify, or sublicense PCG's Online Learning Platform. PCG reserves all rights not expressly granted to School System by this Agreement.

4.   **ACCESS TO ONLINE LEARNING PLATFORM.** PCG will provide access to the Online Learning Platform to School System. PCG does not provide Internet connectivity to School System, and obtaining and maintaining such connectivity will be the sole responsibility of School System.

5.   **COMPENSATION.** In consideration of the licenses and services granted by PCG to School System under this Agreement, School System shall pay PCG fees as described in Exhibit B, which shall be due and payable to PCG according to the schedule set forth in Exhibit B. In the event that this Agreement is terminated for any reason prior to the expiration of the then-current Term, any prepaid fees shall be non-refundable. School System shall pay PCG interest at the annual rate of 10% on all fee amounts that are not paid within thirty (30) days of the due date, calculated from the due date to the date that payment is received, unless applicable law prohibits the payment of interest or requires a lower percentage amount, in which case such lower percentage amount shall apply. PCG reserves the right to suspend access to PCG's Online Learning Platform, with no less than ten (10) days' notice, until payment of any fees that are due and payable are remitted.

6.   **WARRANTIES**

    6.1.   **Limited Warranty.** PCG represents and warrants that it has the right to license PCG's Online Learning Platform as specified by this Agreement, and that the use of PCG's Online Learning Platform contemplated in this Agreement does not infringe upon, violate, or constitute a misappropriation of any copyright, trademark, trade secret, or any other proprietary right of any third party. Under no circumstances will PCG be responsible for School System's hardware, software, browsers, or Internet connections that provide access to PCG's Online Learning Platform. PCG shall use reasonable efforts to maintain PCG's Online Learning Platform and to correct any problems that may arise with the use of PCG's Online Learning Platform. PCG's scheduled or emergency maintenance of PCG's Online Learning Platform, the scheduled maintenance of PCG's Internet provider, or any force majeure event, shall not be deemed a failure to provide PCG's Online Learning Platform.

    6.2.   **DISCLAIMER.** PCG specifically disclaims any other warranties, whether written or oral, expressed or implied, with respect to PCG's Online Learning Platform or related services provided by PCG under this Agreement, including any implied warranties or merchantability or fitness for a particular purpose.

7.   **PROPRIETARY RIGHTS; PROTECTION OF CONFIDENTIAL INFORMATION**

    7.1.   **Ownership.** School System acknowledges that PCG owns PCG's Online Learning Platform (or with respect to the course contained therein have been legally licensed to PCG), that PCG's Online Learning Platform is not generally published, and that PCG's Online Learning Platform embodies the Confidential Information of PCG. All right, title, and interest in and to PCG's Online Learning Platform, including, without limitation, all copyrights, trade secret rights, and other Intellectual Property Rights pertaining in and to PCG's Online Learning Platform shall remain vested in PCG and its third-party licensors. PCG acknowledges that School System owns all of the data inputted by each School System User and any and all reports produced as a result of using PCG's Online Learning Platform during the Agreement term. School System acknowledges that for PCG's own purposes PCG shall have the right to aggregate any data input by School System or School System Users, but PCG shall not use or disclose

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personal or individual identifying information where the use or disclosure would constitute a breach of a known privacy policy adopted by either PCG or School System.

7.2.   Confidentiality Obligations.   Subject to any applicable public records law, each party agrees that: (i) neither party will disclose to any third party any of the other party's Confidential Information except to the receiving party's employees, subcontractors, and contractors with a need to know and who have agreed in writing to confidentiality and data security obligations substantially the same as those set forth herein; (ii) each party will use the same degree of care it uses to maintain the confidentiality of its own information of similar importance in its possession or control, but in no event less than a reasonable degree of care; and (iii) neither party will use or authorize the use of Confidential Information for any purpose other than to fulfill such party's obligations hereunder. Each party agrees that neither party will disclose to any third party any of the terms of this Agreement, which will be treated as Confidential Information, except to the receiving party's employees, contractors, and advisors with a need to know and who have agreed in writing to confidentiality obligations substantially the same as those set forth herein, and neither party will use the terms of this Agreement for any purpose other than to fulfill such party's obligations under this Agreement, except as either party is otherwise required by law.

7.3.   Injunctive Relief.   Each party acknowledges that the other party's Confidential Information contains trade secrets of such other party, the disclosure of which would cause substantial harm to such other party that could not be remedied by the payment of damages alone. Accordingly, such other party will be entitled to seek preliminary and permanent injunctive relief and other equitable relief for any breach of this Section 9.

7.4.   School System Duties. School System will take reasonable steps to protect PCG's Online Learning Platform from unauthorized access, copying, dissemination, and disclosure, and from other unauthorized use, and will report promptly to PCG any such use of which School System becomes aware. School System shall be responsible for the quality, integrity, and accuracy of all data entered and used in connection with PCG's Online Learning Platform, including all deletions of such data by School System Users. School System is responsible for establishing and enforcing any School System policies related to data security, information management, account management of School System Users, and the proper handling of data extracted, reported, or otherwise removed by the system by School System personnel.

7.5.   PCG Duties. PCG will take reasonable steps to protect the data that School System enters as part of its use of PCG's Online Learning Platform. PCG will use technical, administrative, and physical safeguards to protect against unintentional loss and against unauthorized access, destruction, misuse, modification, and disclosure. Although no computer system or information can ever be fully protected against every possible hazard, PCG is committed to providing reasonable and appropriate security controls to protect information against foreseeable hazards. PCG recognizes that School System data is the property of School System. Upon termination or expiration of this Agreement and for a limited period of no more than thirty (30) days, or at School System's request, PCG will provide access to all data to School System. A fee equal to PCG's standard hourly rates will apply if School System requests PCG to download and transmit the data to School System. Notwithstanding anything to the contrary in this Agreement, PCG may keep a backup copy of the data unless otherwise agreed by the parties, subject to applicable law.

7.6.   Third Party Infringement. PCG reserves the sole and exclusive right at its discretion to assert claims against third parties for infringement or misappropriation of its Intellectual Property Rights in PCG's Online Learning Platform.

7.7.   Legal Obligation.   Nothing in this Agreement prohibits a party from disclosing Confidential Information pursuant to a lawful order of a court or government agency, but only to the extent

of such order, and subject to such party giving prompt notice of such order to the other party so that it may seek a protective order or take other action to protect the information that was ordered to be disclosed.

7.8. Termination Conditions. Upon termination or expiration of this Agreement, each party shall cease use of Confidential Information received from the other party. At the request of the disclosing party, the receiving party shall promptly destroy all physical copies of such information in its possession, custody, or control and shall furnish a written certification of such destruction within thirty (30) days of such request. If destruction is not practicable because the Confidential Information lies on disaster recovery systems or backup tapes, the receiving party shall so notify the disclosing party and shall keep such information secure and confidential in perpetuity. The termination or expiration of this Agreement for any reason shall not discharge the obligations of the parties with respect to the protection of Confidential Information set forth in this Section.

8. PRODUCT MARKING. School System acknowledges that PCG is and shall remain the owner of all right, title, and interest in and to each of PCG's Trademarks in any form or embodiment thereof, and is also the owner of all goodwill associated with PCG's Trademarks. All goodwill generated by School System use of PCG's Online Learning Platform with respect to PCG's Trademarks shall inure exclusively to the benefit of PCG. School System shall promptly notify PCG of any third-party infringements of any of the PCG Trademarks used in connection with PCG's Online Learning Platform, or any act of unfair competition by third parties relating to the PCG Trademarks, within a reasonable time of School System's knowledge of such infringements or acts. School System is also prohibited from altering, modifying, or creating any derivative trades names, service marks, and logos concerning the Online Learning Platform without the express written consent of PCG.

9. INDEMNIFICATION AND LIMITATION OF LIABILITY

9.1. PCG Indemnification Obligations. PCG shall defend, indemnify, and hold harmless School System from and against any third party suit, proceeding, assertion, damage, cost, liability, and expense (including court costs and reasonable attorneys' fees) incurred as a result of claims by a third party against School System or its affiliates, employees, or agents arising from or connected with a claim, related to this Agreement, that PCG's Online Learning Platform infringes any valid patent, copyright, trade secret, or other intellectual property right under the laws of the United States, provided that School System promptly notifies PCG, in writing, of the suit, claim, or proceeding, or threat of suit, claim, or proceeding, and provides PCG with reasonable assistance for the defense of the suit, claim, or proceeding. PCG will have sole control of the defense of any claim and all negotiations for settlement or compromise.

9.2. School System Indemnification Obligations. School System shall defend, indemnify, and hold harmless PCG from and against any third party suit, proceeding, assertion, damage, cost, liability, and expense (including court costs and reasonable attorneys' fees) incurred as a result of claims of School System or third parties against PCG or its affiliates, licensors, suppliers, officers, directors, employees, or agents arising from or connected with School System's misuse of PCG's Online Learning Platform, unauthorized modification of PCG's Online Learning Platform, or unauthorized combination of PCG's Online Learning Platform with any hardware, software, products, data, or other materials not specified or provided by PCG, provided that PCG promptly notifies School System, in writing, of the suit, claim, or proceeding, or threat of suit, claim, or proceeding, and provides School System with reasonable assistance for the defense of the suit, claim, or proceeding. School System will have sole control of the defense of any claim and all negotiations for settlement or compromise. The data entered or uploaded by School System into PCG's Online Learning Platform is processed by PCG on an 'as is' basis. School System warrants that such data entered into PCG's Online Learning Platform is accurate and complete and that School System has appropriate records to substantiate such data. School System agrees that PCG will not be liable for losses, damages, or third party claims associated with any PCG act that is as a result of

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