AFFILIATED PARTNERS:

♦ CREG E. WILLIAMS, ED.D
♦ DIANE GRIGSBY JACKSON, MPA
♦ COZETTE BUCKNEY, ED.D
♦ CEIL CANNON, M.ED.
♦ DON KENNEDY, CPA, MA
♦ ROOSEVELT BROWN, MBA
♦ MARY LOU FISHER, ED.D
♦ ARMANDO ALMENDAREZ, M.ED

"Redacted"

Contact: Diane Grigsby Jackson
EXECUTIVE SUMMARY

Led by Paul G. Vallas, the Vallas Group is an internationally recognized cohort of public education experts that has led successful school reform efforts in several large U. S. school districts as well as in two foreign countries. Based in Chicago, Illinois, The Vallas Group provides Assessment Services, Strategic Planning, on-site Executive Leadership Development/Coaching and Content Expertise, all of which is focused on dramatically raising student performance in underperforming schools and districts.

CEO Paul Vallas has been responsible for the academic turnaround of three of the country's most challenging school districts. During his management of both direct-run and charter school systems, his districts have achieved 17 years of consecutive improvement on student standard test scores. Vallas' reforms have been implemented without ever giving rise to a work stoppage, strike, labor lawsuit, or teacher backlash. His initiatives and results have won praise from multiple Presidents of the United States and U. S. Secretaries of Education. On the international front, The Vallas Group has worked with the Inter-American Development Bank and the President of Haiti to rebuild schools in Haiti following the devastating 2010 earthquake, and to develop and implement a plan to create that country's first-ever functioning public school system, including the development of a 21st century curriculum for Haitian children. The Vallas Group's second international assignment was a recent project to turn around the 1,100 lowest performing primary schools in Chile.

Members of The Vallas Group have successfully created and led major school reform efforts in Chicago, Philadelphia, New Orleans, St. Louis, Bridgeport, Chile, and Haiti. Various Vallas Group team members have served as Superintendents, Chief Education Officers, Chiefs of Staff, and CFOs in school districts around the country. The Vallas Group will work with the school districts assigned to it by the Illinois State Board of Education ("ISBE") to create and implement a Comprehensive School Reform Plan with the objective of implementing sustainable improvements in all district schools and the institutionalization of new Academic, Financial, and Management Models. Core to the Vallas approach is the implementation of measurable educational and financial accountability. The Vallas Group has had success in leading reform in some of the country's most challenging urban districts.

OUR MEASUREMENT OF SUCCESS:

1. There is substantive, measurable, academic and school climate improvement at the local school level.
2. The budget is balance and a solid five-year financial plan is in place.
3. Resources have been shifted into the classroom and into local school based reforms.
4. A comprehensive school improvement strategy has been implemented at the local school level.

5. A human capital system has been established to eliminate teacher shortages, increase teacher certification and recruit and incubate new school providers and managers.

CONTRACTORS QUALIFICATIONS

**Louisiana/New Orleans (Recovery School District of Louisiana “RSDLA”):**

- Inherited a budget deficit that was 50% reliant on one-time federal hurricane recovery dollars. Eliminated reliance on federal recovery dollars and left the district in 2011 with a balanced budget, while implementing a $2 billion capital improvement project.
- Raised Combined District Performance Scores almost 20%, double the statewide increase.
- In 2005 more than 62% of New Orleans K-12 students were attending failing schools. By 2010, that percentage dropped to less than 20%.

**Progress in Orleans Parish Based on School Performance Scores (SPS)**

- Decreased the annual dropout rate by 34% in Louisiana and 50% in New Orleans.
- Mandated an extended school day and year, while creating the nation’s first 100% school choice and site selection district.
- Designed and opened the district’s own alternative teacher certification program to recruit and train teacher and teacher leader candidates.
- Created, trained and dispatched school improvement teams to intervene (outside of New Orleans) in failing schools that could not be chartered.
These teams provided principal training, School Leadership Team ("SLT") development and school improvement models. For state assessment purposes those schools are classified as a single district. Over the last two years, that district (RSD-LA) has ranked as the third fastest improving school district statewide in Louisiana.

Although the RSD Assumed Responsibility for the Lowest Performing Schools in the State, Gains Have Far Outpaced State Averages.

Recovery School District
Louisiana

Philadelphia:

- Inherited a $126 million budget deficit. Balanced five out of six budgets and left the district with less than a $500,000 deficit and almost zero reliance (~1%) reliance on one-time monies.
- Implemented a $1.7 billion capital improvement project.
- Recruited and managed a network of school improvement teams to intervene in schools failing to make Adequate Yearly Progress ("AYP"), trained principals and provided them with school improvement plan models. In 3 years the number of schools achieving AYP grew from 22
- Under the leadership of Paul Vallas, and members of the Vallas Group team, the percentage of students advanced or proficient in reading and math for all grades increased during our tenure with the School District of Philadelphia.
Chicago:
- Inherited a projected 5-year $1.2 billion budget deficit. Balanced six consecutive budgets and left the district with $330 million in reserves and earned 12 bond upgrades.
- Implemented a $3 billion capital improvement project.
- Streamlined and reorganized the central office administration.
- First superintendent to use value-added assessments to measure school progress and to mandate specific interventions for struggling students.

**Elementary reading scores are at their highest since prior to 1990**
*(2001 scores use 2000 norms)*

<table>
<thead>
<tr>
<th>ITBS Reading Grades 3-8 Combined</th>
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<tr>
<td></td>
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<tr>
<td>% of Students at or above National Norm</td>
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**Bottom Quartile in Reading**

<table>
<thead>
<tr>
<th>Grade</th>
<th>1995</th>
<th>2000</th>
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<tbody>
<tr>
<td>3</td>
<td>50.4</td>
<td>42.3</td>
<td>37.1</td>
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<td>4</td>
<td>44.9</td>
<td>26.3</td>
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<td>37.7</td>
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</tr>
<tr>
<td>Total</td>
<td>42.8</td>
<td>28.7</td>
<td>27.4</td>
</tr>
</tbody>
</table>
ELEMENTARY SCHOOL MATH SCORES
(2001 scores use 2000 norms)
ITBS Math
Grades 3-8 Combined

HIGH SCHOOL READING SCORES
TAP Reading Scores
9th and 10th or 9th and 11th Grades Combined

Note: Years 2000 and 2005 based on 9th and 10th grades; all other years based on 9th and 11th grades.
International Clients

Chile:

- Over the course of six months in 2001, The Vallas Group trained 100 local school improvement teams to work with 1,100 elementary schools to train the local school principals to create local school leadership teams who guided the implementation of comprehensive curriculum and instruction reforms based on our models. More than 16,000 teachers and 400,000 students were impacted.
- Supplemented and strengthened the curriculum.
- Introduced the concept of benchmark testing and improved student and teacher assessments.

Haiti:

- Appointed as lead educational consultant to the Government of Haiti ("GOH") in the wake of the 2010 earthquake.
- Advising the GOH and the international donor community (World Bank, Inter-American Development Bank, UNESCO, etc.) as Haiti begins to create a publicly funded education system for the first time in its history.
- Co-authored the plan approved by the Interim Haitian Reconstruction Commission ("Plan Operationnel de Refondation du Système Educatif"), including a financial management system, a standardized curriculum and instructional system, human capital pipeline and a facilities authority, and a university partnership office, among other aspects of a system.
- Developed a viable financial plan for operationalizing the reform initiative.
- Work to implement the plan is currently ongoing under the administration of President Michel Martelly.

REFERENCES

U.S. Secretary of Education Arne Duncan
Senator Mary Landrieu (D-La)
Michael Casserly, Exec. Dir. Great City Schools
Commissioner of Education (CT) Stefan Pryor
NARRATIVE DESCRIPTION OF THE PROPOSED WORK

**Deliverable #1: Conduct Comprehensive Quality Reviews**

At the initiation of service, a discovery team is assembled to assess:

- Quality of Academic Programs
- Organization and Management Structure
- Financial Health and Capacity of the System
- Human Capital Resources and Planning

The discovery team will aggregate available data with observations gained during on-site evaluations before making recommendations that address the goals and priorities of the ISBE. Care is taken to take into consideration political, institutional and financial obstacles to reform and/or takeover.

**Deliverable #2: Develop Project Work Plan**

"Improving Low Performing Schools by Revamping Institutional Practices."

There are certain common best practices and supports that when implemented, are proven to result in improved academic performance. Developing a plan to implement these best practices with fidelity in the lowest performing schools first, and district-wide second, starting in 2012-2013 school year is a the most critical component of the district reform plan. These practices and supports are as follows:

- Identify and select proven curriculum and instructional models in the core subject areas, including language arts, math, and science. Ensure alignment with the state standards (Common Core Standards) for all grades. Ensure districts are utilizing only curriculum support resources that have been proven most effective based on student outcomes.

- Increase adoption of instructional delivery through multiple mediums that do not dilute rigor but can increase scalability, including online delivery.

- Create and implement our proven school-based leadership team model, based on the USA TAP model. These school-based leadership teams, led by the principal and consisting of the best teachers, will provide guidance, mentoring and support to the schools' instructional staff through job embedded professional development focused on delivering best practices of instruction for all students.
• Establish a system for recruiting and training new teachers and principals.

• Re-focus the professional development system to deliver specialized training for all staff, based in response to instructional and management deficiencies as identified by student data and evaluations. Professional Development should be on-the-ground training, where success is determined by changed outcomes in student and school performance, and not hours completed.

• Expand the Instructional Improvement Platform to support the online delivery of: (1) courses; (2) training; (3) instructional and management models; and (4) principal and teacher coaching and mentoring.

• Identify areas where children come to school least prepared to learn and ensure delivery of early childhood education models that ensure at least a minimal exposure to early literacy (vocabulary) and numeracy for all students, as well as appropriate health care and nutritional support and percent training. Parents of children from birth to Pre-K in highest need areas would receive greatest level of intervention.

• Raise expectations of students, parents and instructors that all children can learn and be successful in school and beyond.

• Expand access to universities and post secondary educational institutions through expansion of dual enrollment and early college programs, expansion of for credit university exam preparation courses (ACT prep) embedded and online university test preparation programs, and increasing partnership with proven College and Career Readiness Initiatives.

• Upgrade the student and local school information systems to ensure access and understanding for all users. Such an upgrade is critical to improving access to school choice, assisting parents in making informed decisions, measuring student progress, determining appropriate interventions and supports, and creating transparency within the system.

**Deliverable #3: Standardize Accountability and Interventions**

**For Schools:**

• Establish clear expectations for teachers, school leaders and central office staff, and create (or strengthen) an accountability system aligned with state standards and goals.
• In partnership/with approval from the ISBE, The Vallas Group will offer proven strategies to enhance the districts’ current evaluation systems for staff and schools, including some or a combination of such elements as teacher value-added data, benchmarks aligned to curriculum standards, and measurements for effective practices of school leaders and teachers. The Vallas Group would assist in creating these instruments, supporting schools in implementing these accountability measures, and ensuring these measures help increase progress towards state-wide goals while being aligned to the state’s accountability policy.

• Implement the aforementioned accountability system, in line with the state system, to begin evaluating school performance and quality, based on the value-added assessment model.

• Identify top performing educators both current and/or recently retired with time, energy, and a deep understanding of the turnaround framework and invite them to form the foundation of the district’s “assessment and accountability team,” and to assist with determine the appropriate supports and interventions for all schools in the district.

For Students:

• Standardize a comprehensive instructional benchmarking system and mid-term and end of course exams (for upper grades) that can effectively measure student progress.

• Standardize an RtI type system, with a school-wide, multi-level instructional and behavioral system for preventing student failure and progress monitoring, with emphasis on data-driven decision making for instruction of all student intervention/staffing decisions. Implementing this process for students will also assist with developing deeper categorizations of schools by performance and improvement levels to determine appropriate interventions.

• Further utilize the standardized RtI (Response to Intervention) system to provide the appropriate supplemental education services to struggling students (or advanced placement), based on the benchmarks.

• Develop a plan to ensure that the districts are conforming with all state and federal special education mandates and ensure effective use of RtI Tier Three interventions to avoid the misclassification of students who have no cognitive disability as special education.

• Implement the ACT instructional template to improve high school curriculum, improve college-readiness and better prepare students to excel on Illinois’ high-stakes high school exam.
Deliverable #4: Streamline Budget and Management Processes

- Analyze and reorganize the district's budget and management systems to support the priority needs of all schools, especially low performing schools. This task will require partnering with the State to determine which programs have proven outcomes for students and what are various ways to support those programs financially while avoiding the typical red tape which slows productivity.

- Evaluate and provide strategies to re-prioritize the school districts' budget and fund allocations to bring expenditures in line with revenues and to ensure that the maximum amount of resources are following students into the class room.

- Budget re-prioritization and fund reallocations will be accompanied by a reorganization of the administration hierarchy. The Vallas model restructures the district’s central office and management operations along functional areas critical to facilitating local school improvement. The outcome is a lean structure well equipped to efficiently provide critical supports to local schools.

- Increase access to additional resources by maximizing reimbursements from Medicaid and improving grant writing abilities and private fundraising.
THE VALLAS GROUP TEAM
PAUL G. VALLAS

EDUCATION

Western Illinois University, Macomb, IL
M.S., 1980; B.S., 1976

PROFESSIONAL EXPERIENCE

2012-present  BRIDGEPORT PUBLIC SCHOOLS, Bridgeport, CT
Interim Superintendent
• Recruited in December 2011, by the Connecticut Commissioner of Education, to assist with the development of a state-operated Turnaround District.
• Assigned to lead the management of a crisis in the state’s largest school district, as part of the state’s first takeover.
• Tasked with developing and implementing a strategy, within the first five weeks, to close a 2010-2011 school-year structural budget deficit in excess of 5 percent of the annual budget.
• Developing a five-year financial plan.
• Developing and implementing a comprehensive, long-term, district-wide academic reform and improvement plan consistent with the state turnaround initiative.

2007-2011  RECOVERY SCHOOL DISTRICT OF LOUISIANA, New Orleans, LA
Superintendent
• Responsible for developing, implementing, and managing reform measures within the Recovery School District of Louisiana, the state operated school turnaround district responsible for reforming most public schools in post-Katrina New Orleans.
• Raised test scores three consecutive years, at a growth rate that greatly exceeded that of the state.
• Launched extended school day and extended school year program to provide students with 34% more instructional time on task than required by the state.
• Implemented education reforms that for the first time gave parents the choice to choose their child’s school based on quality, and gave school leaders the authority to select staff based on qualifications and ability.
• Led an unprecedented school construction program that will – for the first time ever – put every public school child in New Orleans in a state of the art building.
• Secured more than $1.8 billion in FEMA and CDBG funds and negotiated a final settlement that will cover the full cost of the School Facilities Master Plan to rebuild all New Orleans public schools post-Katrina.
• Launched comprehensive restructuring of the district’s high schools, supported by a nearly $6.4 million grant from the Walton Family Foundation.
• Implemented Response to Intervention (RtI) model, a three-tiered approach to ensuring the academic success of all students.
• Dramatically decreased spending on school security by almost 80%, shifting those funds to classroom instruction, while simultaneously significantly improving school climate and safety.
• Developed network of transitional and alternative schools, including transitional schools for 8th graders who are over-aged, underachieving and academically behind.

• Dramatically improved student data collection resulting in improved teacher instructional decisions and lesson planning.

2002-2007  THE PHILADELPHIA SCHOOL DISTRICT, Philadelphia, PA
Chief Executive Officer

• Responsible for developing, implementing, and managing reform measures within the School District of Philadelphia.

• Managed an operating budget in excess of $2.2 billion.

• Instituted long term financial planning, resulting in $200 million being shifted into classrooms and a structurally balanced budget for three consecutive years. More than 70% of the District's budget now directly supports classrooms.

• Expanded early child programs by more than by 40% while simultaneously overhauling the quality of the programs offered.

• Standardized the curriculum and instructional models in grades pre-K through 12, and distributed all new textbooks and curriculum materials in all cores subjects to all students. The District's curriculum and academic benchmarking system is now considered second to none, driving the largest test score increases among major urban districts nationally.

• Established a teacher recruitment and retention program that increased teacher applicants threefold and resulted in fewer than a dozen teacher vacancies in an 11,000 teacher system in the 2005-2006 academic year. Raised teacher retention rates to nearly 94% and the number of fully certified teachers to more than 92%.

• Overhauled teacher professional development programs and instituted 100 hours of teacher training per year. In addition, left a district where all teachers have access to coaches and specialized staff to support instruction in the classroom.

• Created and implemented one of the largest Extended Day and Extended Year (summer school) programs in the nation to help struggling students, as well as to offer opportunities for academic enrichment.

• Provided advanced placement and honors programs in every high school, resulting in a four-fold increase in the number of students in AP classes. Put the District on track to offer Extended Day accelerated programs by 2006-2007 and, by 2008, to house accelerated day academies in more than half of all District elementary schools.

• Phased out middle schools and created a K-8 and a 9-12 system, including the opening of 27 new small high schools. As a result, the average high school population will drop from 1,700 students to less than 800, and half will have fewer than 500 students by 2008.

• Created unprecedented school choice for parents through creation of 27 small high schools, which included more magnet and specialized schools, and gaining the approval of 60 charter schools. Additionally, increased parental and community involvement in the schools.

• Implemented and enforced one of the nation's tougher discipline policies, which included expulsion to alternative schools. In 2005-2006 serious incidents decreased by 14.4% from the previous year, including a 33% decline in "moral offenses."

• Instituted the most ambitious capital program in District history with a $1.7 billion capital plan designed to build new school and modernize existing schools.
• Implemented a data driven instructional management system in 2002, that has resulted in nine consecutive years of improved student test scores across all income and racial groups in reading (more than doubled) and math (almost tripled).

1995-2001  THE CHICAGO PUBLIC SCHOOLS, Chicago, IL  
Chief Executive Officer

• Responsible for the development, implementation, oversight and management of education reform measures within the Chicago Public Schools.

• Managed an operating budget in excess of $4 billion annually.

• Hand-picked as CEO by Chicago Mayor Richard J. Daley to successfully implement and execute city control over Chicago Schools while working with state legislature, city council, teachers’ union, and business community to reform the schools.

• Initiated broad educational and operational reforms to reverse persistent failure in the schools. Some key achievements include: (1) developed and implemented after school and summer school programs that served more than 150,000 students; (2) eliminated, within the first two years, a projected four-year shortfall of $1.3 billion and balanced the system’s budget each year thereafter; (3) restored financial credibility and earned thirteen bond rating upgrades by three bond agencies within a six-year period; (4) left the school system in 2001 with a $330 million budget reserve; and (5) implemented an unprecedented capital improvement program which saw 76 new buildings were erected and more than 350 existing buildings rehabilitated, thereby creating classrooms more conducive to teaching and learning.

• Iowa Test of Basic Skills scores increased nearly 14%; reading scores increased for six consecutive years, math scores increased 5 out of 6 years.

• Streamlined the system’s administration by eliminating 1,700 duplicative non-teaching positions and replacing ineffective operations with privately managed services in the areas of real estate and property management, construction and repair, custodial and food services.

• Increased school accountability by ending social promotion in the face of community and political pressure.

• Personally led contract negotiation teams with the teachers union. Successfully negotiated two 4-year teacher contracts. Never had a strike, or had a contract go to arbitration.

1990-2001  THE CITY OF CHICAGO, Chicago, IL  
1993-1995  Budget Director

• Closed the City’s $125 million budget gap and received the first unanimous city council vote for passage of a city budget in more than 40 years. Developed budgets that allowed the City to: (1) finance the largest capital improvement program in Chicago history which, among other items, provided for the repaving of 70% city streets; (2) establish the City’s first comprehensive affordable housing program; and (3) within a three-year period, hire an additional 1,500 police officers and built new police and fire stations.

• Structurally balanced the City’s budget for three consecutive years.

• Increased the City’s bond rating.
1990-1993  THE CITY OF CHICAGO, Chicago, IL
Revenue Director

- Achieved an increase in the City's bond rating.
- City revenues progressively increased each year and programs were initiated that effectively reformed the City's license and tax codes. Specific accomplishments include implementation of: (1) parking enforcement program that practically doubled Chicago's parking ticket collections; (2) an impoundment program for vehicles used in crimes; and (3) an information-sharing program with the Illinois Department of Revenue that assisted state tax investigations.
- Rewrote the City's tax and fee ordinances, generating record revenue increases from many of the revamped ordinances.
- Reformed the Department's audit functions to generate record collectibles from account settlements.

1985-1990  THE STATE OF ILLINOIS, ECONOMIC AND FISCAL COMMISSION, Springfield, IL
Executive Director

- Responsible for reviewing and analyzing legislation and for assessing the legislative impact on state finances and state and local taxes as well as economic development.
- Named "The Best State Agency" the by Illinois Times.

1983-1985  THE STATE OF ILLINOIS, STATE SENATE, Springfield, IL
Policy Advisor

- Served as policy advisor to Senate President Phillip Rock.
- Served as principal advisor to the Senate Revenue Committee and the Senate Elementary and Secondary Education and Appropriations committees.
- Played a critical role in all major education and financial initiatives during the period.

1980-1983  THE STATE OF ILLINOIS, STATE SENATE, Springfield, IL
Policy Advisor

- Architect of the most successful tax amnesty program in the nation's history at the time.

1980-1993  THE STATE OF ILLINOIS NATIONAL GUARD
Retired Infantry Captain; Thirteen Years Service
- Service included three years as an instructor at Camp Lincoln Military Academy, Springfield, Illinois.
INTERNATIONAL EXPERIENCE

2010-present  INTER AMERICAN DEVELOPMENT BANK, Washington, D.C./Haiti
Lead Education Consultant, Haiti

- Recruited to advise the Haitian “Presidential Commission on Education,” in post earthquake-Haiti.
- Lead consultant to the Government of Haiti (“GOH”) on the development of its plan to rebuild schools after the January 12, 2010 earthquake, and to create and implement the Country’s first publicly subsidized education system, (“Plan Operationnel de Refondation du Systeme Educatif”) and the National Pact for Education (“Un Pacte National pour l’Education”), including a financial management system, a standardized curriculum and instructional system, human capital pipeline and a facilities authority, and a university partnership office, among other aspects of a system.
- Developed a viable financial plan for operationalizing the reform initiative.
- Achieved approval of the plan by President Renee Preval and the Interim Haiti Recovery Commission on October 6, 2010.
- Work to implement the plan is currently ongoing under the administration of President Michel Martelly and Minister of Education Reginal Paul.
- Member of the Board of Directors, JP/HRO (Human Rights Organization).

2010-2011  INTER AMERICAN DEVELOPMENT BANK, Washington, D.C./ Santiago, Chile
Lead Education Consultant, Chile

- Recruited by the government of Chile to advise on post-earthquake educational rebuilding strategies, and on the general condition of the Chilean elementary and secondary educational systems.
- Prepared a report assessing the strengths and weaknesses of Chile’s educational system with recommendations for reform measures for grades K-12.
- Invited by the Government of Chile to work within the Ministry of Education to develop a series of comprehensive curriculum and instructional reforms to improve student academic performance in more than 1,100 of the country’s lowest achieving schools.
- Recruited and managed a team of 15 educational experts to assist the Ministry with developing and implementing the reforms.
- Developed an overarching reform plan entitled “Apoyo de Compartido” including: development of a standardized curriculum; establishment of a system of value-added benchmark assessments; selection and development of academic intervention and supports; development of a local school leadership team model for the 1,100 schools in the program; and development of an organizational structure and training program for the creation of more than 100 school improvement teams.
- Work product included: production of training manuals, creation of school, principal and teacher assessments, conducted training sessions and developed a comprehensive school improvement model.
CREG E. WILLIAMS, Ed. D

SUPERINTENDENT, THORNTON FRACTIONAL DISTRICT 215
2007 – Present

Responsibilities include the following:

• Serve as the Superintendent of Schools of a 3,800 student school district serving Calumet City, Lansing, Burnham, and Lynwood, Illinois
• Provide leadership to a staff of 400 which includes teachers, support staff, custodial and auxiliary personnel
• Lead the implementation of a new District-wide curriculum framework which includes alignment of state standards, course syllabi, curriculum mapping, lesson plans, and assessments

Key Accomplishments:

Academics and Professional Development

• Increased student graduation rate to 93% and standardized test scores as measured by PSAE
• Developed a ninth grade academy with an intense focus on reading and mathematics
• Created and implemented a credit recovery program
• Developed an ACT preparation course for all 11th grade students
• Standardized summer school for students in grades 9 – 12
• Created an educational delivery model for the development of curriculum in grades 9 – 12
• Expanded dual credit opportunities for 11th and 12th grader’s to attend South Suburban College
• Increased number of Advanced Placement course offerings and enrollment
• Developed the Licensed Practical Nurse program (LPN) for secondary students
• Expanded Career and Technical Education programs, resulting in increased funding and student certifications
• Implemented district wide parent orientation for all students

School Development and Organization

• Received the highest designation of “Meets Requirements” for Special Education services
• Oversees the development and implementation of District and local School Improvement Plans
• Developed the District’s Statement of Commitment, vision, mission and strategic plan
• Developing teacher performance evaluation model which aligns to student growth
• Created student growth model which measures progress as demonstrated by set targets
• Implemented internal data management system that monitors key performance indicators
• Restructured the school day to include professional development model for all staff and extended day opportunities for students
• Restructured the school lunch program to include renovated facilities, chef prepared nutritious meals, and the integration of culinary arts students in the preparation
• Implemented a student identification and monitoring system which has resulted in significant decreases in disciplinary infractions

Budgets and Contracts
• Received highest recognition for financial achievement from Illinois State Board of Education for two consecutive years
• Manage $47 million balanced budget
• Direct $20 million capital development program which includes HVAC, exterior, program renovations, cafeteria expansions, and fire alarm systems
• Negotiated a three year labor union agreement with district teachers (Local 683) which includes a three year freeze in teacher base salary
• Negotiating labor union agreement with district support personnel
• Successfully negotiated labor union agreement with District secretaries (Local 943)

Current Board Memberships
• President, Career Development System, an organization that administers federal funding allocated to South Suburban College and School Districts 205, 215, and 228
• Board Member and Secretary, Exceptional Children Have Opportunities (ECHO), a 17-school district Special Education cooperative
• Board Member, South Suburban Conference of Superintendents

Superintendent, St. Louis Public Schools 2005 - 2006
Responsibilities include the following:
• Served as Chief Executive Officer and educational leader of a 36,000 student K – 12 urban school district
• Implemented and supervised reforms and systemic changes
• Organized the administrative structure and financial operations of the district
• Acted as liaison between the district and the community and assumed responsibility for a cooperative and comprehensive program of public relations

Key Accomplishments:
Academics and Student Support
• Developed and implemented rigorous, standardized curriculum aligned to Missouri’s “Show-Me” standards for English, math, science and social studies for grades 9-12
• Aligned and implemented comprehensive Pre-K – 8 managed curriculum
• Developed and implemented ninth grade academy model to provide incoming ninth grade students with intensive instruction in English and math
• Trained and certified teachers to provide Advanced Placement courses at every high school
• Introduced comprehensive district-wide training program for school staff
• Developed formal dual enrollment program with University of Missouri – St. Louis to enable high school seniors to spend one semester housed on a college campus
• Developed PSAT and SAT preparation and testing programs for all 11th grade students
• Developed benchmark assessment system to measure academic achievement every five weeks
• Developed and implemented a test preparation program to prepare students for the Missouri standardized assessment (MAP)
• Implemented mandatory 8th grade summer remediation and enrichment program to prepare 3,000 students for a successful transition to high school
• Expanded district’s preschool capacity by 10%

Organizational Planning and Development
• Commissioned a “Transition Team” to conduct an environmental scan to assess the status of district operations and provide a framework for developing a plan for reform
• Developed a six-year strategic plan for district operations that incorporated inclusive stakeholder input and recommendations from the Council of Great City Schools
• Developed “Community Cluster Concept” to increase neighborhood stability and ensure educational equity across neighborhoods

Accountability/School Performance Oversight
• Developed Office of Accountability to create a plan for statewide accreditation
• Appointed data-driven School Performance Teams in the 39 schools not making AYP
• Restructured three traditional high schools through the reconstitution of all staff and programs and the establishment of 10th - 12th grade schools
• Converted four middle schools to Junior Preparatory High Schools for grades 7 - 9
• Created three standalone 9th Grade Centers to ease students’ transition to high school
• Reorganized schools to create K-6, K-7, and K-8 neighborhood-based schools

School Development
• Developed Small Schools Transition Initiative through the conversion and reorganization of three large high schools
• Developed a High School of the Future in partnership with Dell and AT&T
• Developed new alternative school for grades 6 – 12 to provide instruction and supportive services to address disruptive students’ educational and behavioral needs

Budget and Contracts
• Managed $500,000,000 budget consisting of operating and grant funds
• Instituted accountable budget management process which included monitoring and auditing of schools’ spending practices and submission of monthly school activity fund summaries
• Approved and executed contracts with District partners and service providers
• Directed $90 million HVAC program and five-year plan to replace or repair aging facilities
Public Relations, Partnership Development and Community Outreach

- Developed model for private service providers to partner with School District
- Created marketing plan and materials for district initiatives
- Developed citywide and local level advisory councils to assist schools with strategic planning, program support, internships and mentoring
- Created Parent Resource Center to serve as a venue for parents to receive district information, communicate suggestions/concerns, and acquire parenting tips and best practices
- Established “Parent University” to provide information and enrichment programs for parents

Deputy Chief Academic Officer, School District of Philadelphia 2002-2005

Responsibilities included the following:

- Managed District educational performance, serving 215,000 K - 12 students as a member of the Executive Team
- Oversaw management of curriculum implementation, academic achievement, college awareness and preparation, extracurricular activities, budget and facilities for 58 School District high schools
- Implemented comprehensive five-year strategic plan for School District’s high schools

Key Accomplishments:

Academics and Assessment

- Developed and implemented rigorous, standardized curriculum aligned to Pennsylvania state standards for English, math, science and social studies for grades 9-12, which resulted in a significant increase in 9th grade scores on the TerraNova exam.
- Developed and implemented ninth grade academy model to provide incoming ninth grade students with intensive instruction in English and math
- Developed International Baccalaureate programs for five School District high schools
- Trained and certified teachers to provide Advanced Placement courses at every high school
- Developed dual enrollment programs with colleges and universities where nearly 1,000 students enrolled in college courses for high school and college credit
- Developed PSAT and SAT preparation and testing programs for all 10th and 11th grade students
- Transformed outdated vocational education department into model Career and Technical Education programs
- Developed benchmark assessment system to measure academic achievement every five weeks
- Developed and implemented a test preparation program to prepare students for the Pennsylvania standardized assessments (PSSA and TerraNova/Supera)
- Implemented reforms which, to date, have resulted in the marked increase in the number of high schools reaching AYP from seven in 2002-2003 to sixteen in 2003-2004

School Performance Oversight
• Designed and managed the implementation of the Corrective Action Reform model
• Collaborated with the Office of Accountability to create plans for schools in Corrective Action
• Evaluated and monitored contractual obligations of charter schools
• Developed protocol for evaluation of academic performance of 52 charter schools

**Student Support and Extracurricular Activities**
• Developed and implemented Student Success Centers, and PhilaWorks Job Readiness Programs in high schools
• Oversaw the School District’s admission to the Pennsylvania Interscholastic Athletic Association (PIAA)
• Designed and implemented *Senior Residency Internship Program* for 2,400 high school seniors
• Developed and implemented model for school-based and citywide student governments
• Created and oversaw the Office of College and Career Awareness
• Oversaw Core Philly Scholarship for 12th grade students
• Designed and implemented *High School Expo* for 20,000 students and stakeholders

**School Development**
• Developed Small Schools Transition Project through the conversion and reorganization of 16 middle and large high schools
• Developed a High School of the Future in partnership with Microsoft
• Developed building standards for the construction of all new high schools
• Developed and managed new K-12 Center City Region which includes public, private, and parochial schools
• Developed and managed Center City Regional Office to include Regional Superintendent, Director of Instruction, and Executive Director

**Leadership Development**
• Created Local Management Officer position to provide non-instructional leadership
• Developed formal professional development plans for key administrators and school staff
• Supervised School Assistance Teams for schools in Corrective Action II
• Served as team leader on transition team to analyze District under State takeover

**Labor Relations**
• Served as lead educator on team to negotiate terms of contract with 22,000-member Philadelphia Federation of Teachers
• Provided direct oversight to nine regional superintendents and principals responsible for day-to-day operations of high schools
• Served as second-level conference hearing officer for administrators
Budget and Contracts
- Managed $500,000,000 budget consisting of operating and grant funds
- Maintained fiduciary oversight of various grants, including Perkins, GEAR UP, and Smaller Learning Communities
- Oversaw School Reform Commission resolution process for secondary education programs

Public Relations, Partnership Development and Community Outreach
- Developed and built relationships with student advocacy organizations
- Served as District spokesperson for press events and other public relations activities
- Developed and implemented model for private service providers to partner with School District
- Created marketing plan and materials for Secondary Education Movement initiatives
- Represented Chief Executive Officer at civic and community events

Chief Officer, Office of Education-to-Careers, Chicago Public Schools 1997-2002
- Administered over 300 high school programs for 50,000 students in preparation for studies in college, university, apprenticeship and professional certification programs
- Administered 16 federal and state grants totaling over $13.5 million and local funds totaling over $62.5 million
- Co-chaired the redesign of secondary education for all Chicago public high schools
- Established 12 career academy high schools
- Established school-within-a-school career academies with state of the art labs
- Monitored $33 million in high school renovations
- Transformed the JROTC programs by creating and managing two whole-school military academies, eight school-within-a-school academies, 16 middle school academies and 41 high school programs
- Created nine industry cluster councils that established major partnerships with over 100 companies, including Bank One, Ford, Illinois Restaurant Association, Navistar and Shell Oil
- Developed Center for the Arts for high school students pursuing advanced art
- Served as education negotiator for the project labor agreement with the Chicago Public Schools and Cook County Building and Construction Trades Council
- Monitored the certification and professional development of 1,074 vocational teachers
- Developed dual credit programs with 13 colleges and universities
- Initiated student enterprises with over 30 student-run businesses
- Developed and managed the Chicago Police and Firefighters Training Academy (CPFTA) in conjunction with the Chicago Police and Fire departments

Probation Manager, Chicago Public Schools 1997-2002
- In addition to responsibilities as Chief Officer, Office of Education-to-Careers, served as manager for low performing schools
- Developed Renaissance Plan that identified schools for restructure and implemented steps necessary for school improvement
- Recommended and presented cases for closure of low-performing schools

**Principal, Oglesby Elementary School,** 1992-1997

- Implemented curriculum aligned with state learning standards for grades pre-K through 8
- Designed staff development program to align curriculum with state learning standards
- Improved standardized test scores on the Illinois State Achievement Tests and Iowa Tests
- Ensured the development and implementation of the school improvement plan
- Managed multimillion dollar budget to implement curriculum and improvement initiatives
- Initiated the High School Prep Program to assist students in making the transition from elementary to high school
- Initiated schoolwide networking to facilitate the integration of technology into the curriculum

**Teacher, Chicago Vocational High School,** 1983-1992

- Taught business, science, fashion design and tailoring
- Implemented an entrepreneurial awareness program
- Developed curriculum for citywide implementation
- Coordinated male awareness program for students in grades 9-11

**Education**

*Roosevelt University, Chicago, Illinois*

- Doctor of Education: Educational Administration
- Master of Arts: Education

*National Louis University, Evanston, Illinois*

- Bachelor of Arts: Applied Behavioral Science

**Certifications**

- Illinois Superintendent Certification
- Illinois Administrative and Supervisory Certification
- Missouri Superintendent Certification
- Pennsylvania Superintendent Certification

**Board Memberships and Affiliations**

- Member, Superintendent Commission on Diversity
- Member, Midwest Suburban Superintendent's Association
- Member, Illinois Association of School Administrators
- Member, American Association of School Administrators
- Member, Association of Supervision and Curriculum Development
• Member, High School District Organization
• Board Member, Boy Scouts of Greater St. Louis
• Board Member, Junior Achievement
• Honorary Co-Chair, Mentor St. Louis
• Honorary Chair, St. Louis Read, Right, and Run Marathon
• Co-Chair, Healthy Youth Partnership
• Board Member, Downtown St. Louis Partnership
• Vice Chair, Philadelphia Youth Council
• Board Member, Philadelphia Youth Network
• Board Member, WorkReady Philadelphia
• Member, State of Illinois Education to Career Steering Committee and Career and Technical Education Advisory Board
• Member, Chicago Workforce Board Subcommittee
• Member, The Support Group, a non-profit student support services agency
• Executive Board Member, National Dropout Prevention Network
• Member, Pennsylvania Association of Vocational Administrators
AWARDS/HONORS

- Honorary Father of the Year, The FAM Cultural Academy
- Alive Magazine, "Twenty-five to Watch"
- St. Louis Gateway Foundation African-American Citizen Award
- Anheuser-Busch 16th Annual Say Amen Award
- St. Louis Community Education Chairperson Council Award
- Matthews-Dickey Boys' and Girls' Club
- Penn State University 17th Annual Award
- Philadelphia Alliance of Black School Educators Partner in Education Award
- Broad Urban Superintendent Academy Distinguished Faculty Award
- Carver Military Academy Award for Leadership and Service
- Kathy Osterman Outstanding Executive Employee Finalist
- Chicago Vocational Career Academy Outstanding Leadership Award
- Robert Morris College Excellence Award
- Latinos in Vocational Education Outstanding Contribution to Education in Chicago
- State of Illinois Exemplary Partnership Awards
- Phi Delta Kappa Educator of the Year
- NATO PeaceShield
- South Central Community Services Promises Fulfilled Education Award
- Chicago Vocational High School Hall of Fame
- Principal of Excellence Award
Senior Consultant, Anne E. Casey Foundation 2010 - Present

Provide leadership and oversight of the Foundation’s Campaign for Grade Level Reading in the state of Georgia. The Campaign is a multi-sector effort to increase 3rd grade reading proficiency across the state, including the Office of the Governor, State Department of Education (Race to the Top), Department of Early Care and Learning, the state Department of Public Health and a wide range of community based organization who’s mission is to provide support services for families with children from birth to age eight.

Organizational/Management Consultant, 2002 --Present
Chief of Staff, Chicago Public Schools 1999
Deputy Chief of Staff, Chicago, 1994—1999
Assistant Commissioner, City of Chicago, Dept. Environment, 1992—1994
Manager, City of Chicago, 1984—1987

ORGANIZATIONAL/MANAGEMENT CONSULTANT 2002 - 2010

Georgia Department of Public Health
• Provided leadership to the restructuring of the state of Georgia’s Division of Public Health; as well as senior leadership selection and job coaching.
• Provided leadership to a team that developed a statewide strategic and implementation plan for human services programs impacting children birth to age five (5) and their families in the state of Georgia.

St. Louis Public School System
• Provided transition/ strategic planning for the CEO of the St. Louis Public Schools (2005)

Georgia Department of Human Resources
• Assisted in an organizational assessment of the Fulton County Department of Children and Family Services, for the State of Georgia.
Acting Chief of Staff (Transition Team Lead) Philadelphia School District
• Led the Philadelphia School Districts’ Transition Team that developed a 5 year strategic plan which was implemented by the CEO (2002 - 2007).
• Recruited senior leadership staff

CHIEF OF STAFF  Chicago Public School District

• Provided leadership and strategic oversight for finance and budget ($3.5b), procurement and contracts, information technologies, operations and capital improvement for the 3rd largest school district in the country.
• Created an Internal Audit Unit in the Office of the Chief Executive Officer that developed an annual risk assessment and audit strategies for all major district wide programs. Chaired the Chicago Board of Education Audit Committee.
• Provided leadership and policy direction for privation of custodial services, early childhood education (Tuition Based Pre K), parent training, and technology deployment strategies (E rate).
• Leadership responsibility for Intergovernmental Affairs for all local, state and federal initiatives.
• Established the Nation’s first National Teaching Academy for K-12 education.
• Facilitated the acquisition of supplemental state and federal funding for new and innovative programs including Chicago Systemic Initiative (National Science Foundation), “Cradle to Classroom” Program (TANF), Chicago Bronzeville Military Academy, and the National Teaching Academy.

DEPUTY CHIEF OF STAFF  Chicago Public School District
• Provided leadership on intergovernmental programs with state and local agencies. Worked to establish the Park Kids afterschool program.
• Provided district leadership to Gallery 37
• Provide technical support to department chiefs in implementing the goals of the Chief Executive Officer.

DIRECTOR OF EDUCATION TO CAREERS (VOCATIONAL EDUCATION), Chicago Public School
• Restructured and managed the creation of twelve high school Career Academies
• Created ‘Project Excel” a program that allowed students to dually enroll in high school and college courses that provided academic enrichment and work based learning.
• Served as the Districts liaison to the city of Chicago Workforce Development Board, Business Community, City Colleges of Chicago, as well as all the Trade Unions.
ASSISTANT COMMISSIONER, City of Chicago, Department of Environment
  • Created the City of Chicago’s first Public Education Division to educate its citizens on the Environment - Solid Waste Management, Energy Conservation and Natural Resources.
  • Directed the creation of a public relation campaign for Blue Bag Recycling.

MANAGER OF TRAINING AND DEVELOPMENT, City of Chicago, Department of Human Resources
  • Managed the city of Chicago’s Youth Development and Employment Programs
  • Provided motivational and life skills training seminars
  • Provide job placement opportunities to eligible graduates

CORPORATE DIRECTOR, Trainco, Inc.
  • Managed a business school that successful trained young women and men to enter the workforce.
  • Provided supervision for curriculum development, classroom training, and client support.

EDUCATION/Certification

Covey 4 Disciplines of Execution
Franklin/Covey, Inc. 2011

Pre K – 3 Program Development
Harvard Graduate School of Education 2010

Master’s of Public Administration, MPA
University of Illinois- Springfield 1984

Bachelors of Science – Psychology
Illinois State University 1982

AWARDS/AFFILIATIONS

President’s Award from the National Forum for Black Public Administrators
National Education Excellence Award - NCCJ
Kathy Osterman Public Service Award, Outstanding Executive Finalist Award

Boards/Affiliations

CHASS
Girls on the Run (Decatur Classical School Coach)
National Forum for Black Administrators
Chicago Workforce Development Board
River of Life Homeless Shelter
Bridges to Opportunities (parent advocacy)
Goodman Theater – Women's Auxiliary Board
Cozette Buckney, Ed.D

Education
Northern Illinois University B.S., Education 1968
Chicago State University M.S., Education 1975
Vanderbilt University Ed.D. 1992

Current Position
Assistant to the Superintendent 2007-2011
New Orleans Recovery School District

Recent Positions
- Executive Assistant to the CEO of Philadelphia Public Schools 2002-2006
- Assistant to the Superintendent for Labor Relations, 2005-2006
- St. Louis Public Schools 2002-2010
- Professor of Urban Education, Roosevelt University

Career Positions with Chicago Public Schools
- Special Liaison to the Board President and CEO 2001-2002
  Advisor to the Board President and the Chief Executive Officer in the areas of
  policy, planning, labor negotiations and educational programs throughout the
  system.
- Chief Education Officer 1997 - 2001
  Responsible for direction of all education programs for all central administrative
  units, the six regions and 601 schools.
- Chief of Staff for Chief Executive Officer 1995 - 1997
  Organized and supervised all units in the central administration for the Chief
  Executive Officer.
- Project Manager, T.I.M.E. Project 1994 - 1995
  Managed project to re-engineer central administration, under the direction of the
  General Superintendent of Schools and the Chief Financial Officer.
- Principal, Jones Metropolitan High School 1989 - 1994
  Developed school organizational structure to maximize student achievement and
  teacher growth; drafted numerous grant proposals to generate funds for student
  and staff development programs; created programs and activities that achieved
  state and national attention; implemented nationally recognized Tech-Prep
  program; coordinated high school principals' staff development for three years;
  managed a $4 million school budget; conducted in-service training on leadership,
  staff development, and school-to-work initiatives.
• Instructor, Roosevelt University Graduate Program in Education 1992 - 1995
  Taught potential school administrators in leadership, curriculum, site-based
  management and staff development.
• Principal, Jackie Robinson Elementary School 1986 - 1989
• Principal, Melville Fuller Elementary School 1984 - 1986
• Assistant Principal, Austin High School 1974 - 1984
• Counselor, Austin High School 1972 - 1974
• Teacher (English), Englewood and Austin High Schools 1969 - 1972

Professional Memberships
Chicago Principals and Administrators Association
National Alliance of Black School Educators
National Association of Secondary School Principals
Association for Supervision and Curriculum Development
Phi Delta Kappa

Boards and Committees
• State Teachers’ Certification Board
• Keep Chicago Beautiful
• Chicago Communities In Schools
• Girl Scouts of Chicago
• Junior League of Chicago
  Advisory Council
• Board of Directors,
  Chicago Library System
• Chicago Children’s Museum
• Please Touch Museum,
  Philadelphia, PA
Awards and Honors

- Those Who Dare award from the Illinois Women in Administration
  Apr. 2006
- Outstanding Educator award from the Science and Math Excellence Board
  Apr. 2003
- African American Heritage Award-Office of the Governor
  Feb. 2001
- Rainbow PUSH Coalition, PUSH for Excellence Award
  July 2000
- NCCJ National Education Excellence Award
  July 1999
- DePaul University, Distinguished Public Service Award
  May 2000
- National Association for Equal Opportunity in Higher Education
  Feb. 2000
- Queen Smith Award, Council of Great Cities Schools
  1999
- Appreciation Award, CASL
  1998
- Outstanding Service to Education, DeVry Institute of Technology
  1997
- Leadership Award, Phi Delta Kappa
  1989, 1997
- Principal of Excellence Award, Chicago Public Schools
  1994
- Superior Public Service Award, City of Chicago
  1993
- "Those Who Excel" Award of Excellence, State of Illinois
  1992
- Connections 2000 Award, Illinois State University
  1992
- Leadership Award, Ora Higgins Foundation Award
  1991
Presentations

- National Board Certification, Long Beach, CA (May 2001)
- Education Forum Panel Discussion, Chicago Public Education Fund (May 2001)
- 7th Annual ILBC Conference: The New Millennium (April 2001)
- Opening of Women’s Leadership Charter School (Nov. 2000)
- IASA Conference Speaker
- Chautauqua Institute, Topic: “Raising the Bar” (July 2000)
- Annual UIC Book Seminar on Urban Children (Nov. 1999)
- Metropolitan Tulsa Chamber of Commerce (Oct. 1999)
- Education Writers Association National Seminar (April 1999)
- Illinois Council for College Attendance Annual Conference (March 1999)
- National Black Child Development Institute Annual Conference (Oct. 1998)
- National Science Foundation Urban Systemic Initiative Annual Meeting (Jan. 1998)
- Harvard University Urban Round Table (1997)
- North Central Association Conference (March 1995)
- NASSP Conference (Feb. 1994, 1995)

Publications


- “A Case Study Analysis of School-Business Partnership Programs in Six Chicago Public High Schools” (unpublished dissertation), Vanderbilt University, 1992
Cecilia P. Cannon

Experience

Present: Education Consultant:
Supporting districts and schools as an educational consultant in
the review of curriculum, assessments, and educational programs
to enhance student achievement and support educational reform
agendas

2005 - 2008: Associate Superintendent, Office of Curriculum and Instruction
Leads the design, delivery and implementation of the new core
curriculum PreK-12; Provides leadership for instruction and
instructional program implementation within the district;
Collaborates with the Chief Academic Officer to set district
policies and instructional priorities; Directs planning, preparation
and implementation of the district’s strategic educational plan;
Directs the management of Curriculum and Instructional Support,
Office of Language and Cultural Studies, Office of Urban Systemic
Programs and the Office of Early Childhood Education

2003 - 2004: Officer, Curriculum, Instruction and Professional Development
Leads the design, delivery and implementation of the new core
curriculum PreK-9; Provides leadership for instruction and
instructional program implementation within the district;
Collaborates with the Chief Academic Officer to set district
policies and instructional priorities; Directs planning, preparation
and implementation of the district’s strategic educational plan;
Directs the management of Curriculum and Instructional Support,
Office of Language and Cultural Studies, Office of Professional
Development, Office of Urban Systemic Programs and the Office
of Early Childhood Education

2002 - 2003 Executive Director, Academic Enhancement
Direct report to the Chief Academic Officer; Monitors and supports school administrators in the implementation of instructional models and programs to raise student achievement; addresses coordination of efforts among central offices, this directly impacts instruction.

**2001 - 2002 Area Director, Instructional Services and Support**

Direct report to the Area Academic Officer and school administrators in the planning and development of educational programs and monitoring tools; Participates in the formulation of educational plans, initiatives and strategies; Supervises/directs the work of Lead Academic Coaches; Directs the implementation of educational initiatives related to transformed systems and educational reform; Addresses problems and concerns regarding instruction and coordinates resources; Serves as liaison to schools, central office, and community groups on matters related to instruction; Supports the development of and sustaining of partnerships

**Representative Responsibilities**

Articulates the research bases strategies to be used in all classrooms; Supports principals in observation and development of best practices in all instructional areas; Monitors instructional practices and structures across the K-12 continuum; Assures alignment of Curriculum, Instruction, and Assessment in relationship to state standard and Chapter IV regulations; Designs and Implements Staff Development Programs

**1995 - 2001 Teaching and Learning Network Coordinator**

Direct support to Cluster Leader in the administration and design of instructional programs and monitoring tools; Liaison to School Administrators, Leadership Teams, and staff; Designed / delivered Professional Development to administrators and teaching staff (K-12); Planned and administered the implementation of instructional strategies to support academic success; Monitored goals, objectives, and outcomes set by administrators and school teams; Regularly provided feedback to facilitators concerning their work performance; Served on high school leadership and planning team
to review and align courses and plan professional development; Served on Central Office committees related to Literacy Development and Assessment (K-12); Member of District’s School Support Team

**Representative Responsibilities**

Evaluated the implementation of Early Balanced Literacy Initiative using the Principal’s EBL Management Kit; Led the development of the K-2 alternative Report Card currently used in Cluster Schools; Visited schools as a team member to review and provide feedback and suggestions for instructional improvement; Visited classrooms with Principals to observe implementation of strategies to support all learners; Designed a Principal’s Tool Kit to support administrators to observe Constructivist Principles/Practices in Grades 4-12; Assisted Principals and Leadership teams in the use of data to determine instructional needs and match instructional strategies to needs - K-12; Designed and delivered Professional Development for administrators on A district wide Level/Cluster monthly Professional Development to Principals; Reviewed hard and soft data and planned, designed and delivered Professional Development specific to school’s needs assessment; Refined the School Improvement Planning Process to ensure alignment with the Empowerment Act requirements and District’s Professional Educational Plan Goals; Collaborated on planning, implementation, and monitoring of summer programs

**1991 -1995 Instructional Support Teacher: Schoolwide Projects**

Maintained records to ensure compliance with Title I guidelines; Designed and delivered Professional Development; provided direct support to three (3) elementary schools in the Central West Region and one (1) Middle School.

**1989 -1991 Instructional Support Teacher: School Age Programs**

Supported the Transition, Project Success, and Benchmark Programs for struggling students; Provided administrators with feedback on current trends and strategies; Designed and delivered Professional Development with a strong focus on
Literacy and Content Area Literacy (9-12); Provided direct support to four (4) elementary schools across the district; Collaborated on planning and preparation of guidelines for instruction and assessment in the Transition Program.

**Representative Responsibilities**

Worked in classrooms conferencing, planning and modeling lessons for teachers; Designed and delivered Professional Development to Middle and High School Teachers in the use of strategies to support content area literacy; Designed and delivered workshops for parents in developmental milestones, current assessments and programs for children Pre-K through Grade 3; Prepared monthly instructional packets for classroom teachers to broaden use of instructional strategies and share current research on effective instruction.

1974 - 1989 **Classroom Teacher - Thomas G. Morton Elementary**
Taught first and third grade
Taught the K-1 Transition Class (1984 - 1989)
Demonstration Teacher: Transition Class
Had responsibility for building in principal’s absence
Chairperson for Pupil Support Committee
Chairperson for ELA Committee

1972 - 1974 **Classroom Teacher - Anthony Wayne Elementary**
Taught fifth and first grade
Member of district ELA Committee

1970 - 1972 **Archdiocese of Philadelphia**
Grade 1 Teacher
Mentor Teacher: New Teacher Support
ELA District Committee

1968 - 1970 **Archdiocese of Trenton**
Grade 1 Teacher
Grade 7 French Teacher - EC Activity
Lead Teacher of Christian Doctrine Classes

1965 - 1968 Archdiocese of Boston
Grade 1 Teacher
ELA District Committee
Lead Teacher of Christian Doctrine Classes
Taught Reading/Literacy Skills: Foxborough State Prison

Education

1965 - 1970 Our Lady of the Angels College
(Neumann College)
Elementary Education
Religious Education

1971 - 1972 St. Joseph University
Bachelor of Science Elementary Education

1973 - 1975 Temple University
Continuing Education Courses: Psychology of Reading, Special Education

1986 - 1989 West Chester University
Masters of Education: Psychology of Reading
Reading Specialist Certification

1995 - 1997 Widener University
Elementary Principal Certification
Curriculum and Instruction Supervisory Certification

Awards and Services

2004 Schoolmen's Club of Philadelphia - Commitment to Education Award
2006 Marcus Foster Award - Outstanding Leadership as Philadelphia Administrator
2008 Columbus Forum Award - Leadership, Dedication and Commitment

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2007  Member of the Council Great City Schools - Review of Detroit Public Schools

Consulting Services
2008 - 2009  Member of the Collaborative Project for School Improvement sponsored by the Darden School of Business and School of Education at the University of Virginia
2009 - 2010  Administrator to Foundations Inc., Educational Management Provider
2009 - 2010  Member of the Vallas Group: Supporting K - 4 Curriculum Development Project in Santiago, Chile
2011  Member of the Vallas Group: Developing Graduate and Post-graduate course work for aspiring leaders on Best Practices for School/District Reform Initiatives - American College of Education
2011 - 2012  Supporting the School District of Philadelphia: Reform and Curriculum Initiatives
Maria DiMarco

Qualifications

- Focuses on curricular issues, monitoring and data review to improve instruction and assessment
- Has strong communication, organizational, technical, writing, and problem solving skills
- Provides professional development incorporating reflective practice
- Utilizes parent and community partnerships to build school cultures
- Develops strong interpersonal relations in building a team and as a team member

Professional Accomplishments

- Created and updated annual Student Progress Record Books for use by approximately 10,000 School District of Philadelphia teachers; created PowerPoint presentation for staffs
- Applied organizational and administrative skills to perform duties as directed by the Associate Superintendent in a timely and proficient manner
- Managed a ten person office staff including content coaches
- Conducted peer mediation to improve student success and ensure equity and support to the school community
- Planned and facilitated principal and assistant principal meetings and professional development sessions
- Supervised school initiatives, activities, programs, services and supports to schools
- Worked with the Regional Superintendent to develop, plan and present proposals for university partnerships
• Provided placement of students in area schools
• Planned, implemented and monitored Summer Programs providing student enrichment and remediation programs
• Prepared board resolutions and contracts, supervised requisitions of materials, supplies, equipment and all fiscal operations

Education and Certifications
  o Doctorate Program in Education, Widener University
  o Superintendent’s Letter of Eligibility, St. Joseph’s University
  o Supervisor of Mathematics K-12 PA certification, Widener University
  o Curriculum & Instruction PA certification, Widener University
  o Elementary Principal, Secondary Principal, Widener University
  o Master of Education, Elementary Math, Arcadia University
  o Bachelor of Science in Education-Secondary Math, LaSalle University

Experience
Educational Consultant
2008 - present
  • Bridgeport, Connecticut  February 2012
  School Review Team Member: Provided Discovery findings and challenges for High Schools
  • Vallas Group, Chicago, Illinois  October 2011
  Writer team member for On-line Coursework (2 courses) for ACE University, Masters and EdD programs
  • School District of Philadelphia  2008-2009
  Supported Opening of Schools, and Summer Programs’ implementation (14 schools)
  • Curriculum Associates  2008-2009
  Demonstrates Online Literacy Assessments, Provides Training and implementation, demonstrates various literacy and math products

Adjunct Professor, Cheyney University, Cheyney, PA  2005 - 2008
Set up North-Baldi Cohort for Administrative Certification; provided instruction in Administrative Theory, Supervision of Instruction and Principals and Practices of Curriculum Development courses

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**Director of Instruction, North Region, School District 2003 - August 2008 (retired)**

Supports instructional initiatives within the North Regional schools under the direction of the Regional Superintendent: plans and directs curriculum and assessment mandated by central office; assists with assessment of school programs using data collection and review; oversees Home Schooling Program; designs and facilitates professional development; provides guidance to schools to support regional and district goals; develops, implements and monitors Regional Improvement Plan using guidelines of No Child Left Behind Law, Title I mandates, and Special Education services; and coordinates instructional efforts with Regional Educational Technologist including updating the North Regional Website.

**Director of School Support-Administrative Assistant, North Region 1999-2003**

Utilized leadership skills in support of 22 schools under the direction of the Regional Superintendent as follows: deployed supportive staff and resources to schools; assisted administrators with school emergencies; provided mediation for staff, parents and administrators; designed and facilitated professional development; reviewed payrolls and budgets; processed and placed students requiring disciplinary and extenuating circumstances transfers; utilized problem solving skills to assist principals with overcrowding, new building plans, and acquisition of space; and ensured adherence to District policies and PA State and Federal mandates including No Child Left Behind, and Title I compliance.

**Assistant Principal, Sayre Middle School 1997 - 1999**

Utilized leadership skills leading and supervising staff, students, parents and community as indicated: monitored, evaluated, updated school plan; provided continuous focus of instructional goals for preparation for standardized tests; worked with staff to develop Small Learning Communities; worked with leadership team, staff and parents to plan 8th grade summit at Drexel University; and developed instructional units and provided instruction to staff and students at 8th grade summit, facilitated sessions for staff and students.
**LEAD Program Participant** 1998 - 1999
District intern program participant for preparing administrators for a District principal’s position; the summer session provided professional development and the first half of the school year provided school intern experiences at Roosevelt Middle School and Taylor Elementary School as a resident Principal with principal mentorship.

**Facilitator, Teaching & Learning Network** 1996 - 1997
Applied expertise in the areas of mathematics and technology as indicated: provided professional development for grades k-12; wrote and administered Link to Learn Technology Grant throughout the Gratz Cluster; utilized peer mentoring model to assist teachers with improvement of instruction; and modeled instruction for new teachers.

**Instructional Support Teacher** 1994 - 1996
Applied knowledge and skills in area of mathematics and general education as follows: provided professional development; attended student support team meetings; assisted with school improvement process; established effective communication links; co-chaired District Mathematics Committee; facilitated standards training; and developed parent involvement programs.
DONALD R. KENNEDY, Sr

2011 - Present, Consultant, D. Kennedy Consulting; and K12 Central

Support K12 organizations in the design and renewal of their infrastructures, systems, and functional processes that support the academic objectives of their school district, with a primary focus of introducing and developing strategies and techniques that build staff capacity in the areas of:

- **Performance Management.** Create central office accountability systems, including key performance indicators, balanced scorecards, and ongoing review structures.
- **Strategic Planning.** Identify and plan for the inclusion of key operational infrastructure that is needed to ensure support of academic missions in a district's strategic goals and plans.
- **Project Management.** Develop district project management structures to support implementation of strategic initiatives.
- **Financial / Budget Analysis.** Based on components of the Aspen CFO network and the Council of the Great City Schools, develop approaches for strategically aligning financial resources with a district's strategic objectives.
- **Central Office Redesign.** Analyze and redesign central office departments to improve support to schools.
- **Talent Management.** Analyze and redesign processes that support the recruitment, development, and retention of staff.
- **Team Building.** Develop and/or support cross functional process improvement teams designed to improve collaboration between departments as they work to develop processes and structures to support a district's academic objectives.

Recent Assignments include:

- **Interim Chief Operations Officer, Bridgeport, CT Public Schools. January 2012 - present.**
  Lead all business functions. In this role I support the interim superintendent in his and the state's efforts to improve the educational outcomes and business practices for the school district. In addition to the day-to-day leadership of the district's business functions, much of my effort focuses on building staff capacity that will allow central office staff to design, implement, and operate effective business practices that can be sustained.

- **Jasper County School District, Ridgeland, SC. October 2011 - January 2012.**
  Conducted an operational review of the district's financial and business practices. Based on the results of the review I led a team to redesign and implement best practices in financial operations, budgeting, and financial analyses for the school district.
• Council of the Great City Schools.  
  Project manager for the Council’s Managing for Results in America’s 
  Great City Schools, a multiyear effort to identify performance measures, 
  key indicators, and best practices that can guide the improvement of non-
  instructional operations in urban public school districts across the nation.

Previous Assignments
Chief Financial & Operations Officer, Seattle Public Schools, Seattle, WA  
2007-2011

The new superintendent of schools (I worked for her when she was  
superintendent of Charleston County Schools) recruited me to help transform  
organizational structures and business processes to better support the school  
district’s mission of academic achievement for its 47,000 students. My  
functional responsibilities included leading all financial, operations, and HR  
departments and overseeing a $558 million annual operating budget and a $250  
million capital budget.

• Implemented recommendations from the results of analyses by the 
  Council of the Great City Schools (CGCS) in eight functional areas to help  
develop the district’s 5-year strategic plan and improve business  
  processes. Implemented a formal business process redesign program
• Key participant in the analysis, research, development, and  
  implementation of the district’s five year strategic plan
• Designed and implemented a performance management structure for all  
  central office departments. Includes balanced scorecards, Baldrige, and  
  quarterly executive management reviews
• Designed and implemented a talent management structure for all central  
  office departments
• Designed and implemented a formal project management structure as a  
  method for managing all of the district’s strategic initiatives
• Redesigned HR and Finance departments to provide increased support to  
  schools
• Served as executive sponsor of several key, successful strategic  
  initiatives, such as the district’s new student assignment plan (redrawing  
  of school attendance boundaries), major information technology systems  
  implementations, etc.
• Developed a reduction-in-force process that resulted in the central office  
  core services being identified, prioritized, and redesigned to ensure  
  continued support of schools and business functions during a time of  
  significant budget and funding reductions
• Interacted with state legislators regarding K-12 educational issues

Support to National K-12 Organizations  
2007-Present
• Served as the team lead for Operations for the CGCS national Key Performance indicators Project on Managing for Results in America's Great City Schools
• Serve as a member of the CGCS Business Operations and Finance Strategic Support Teams, designed to assist other school districts in better understanding their operations
• Presented at six national CGCS conferences
• Recipient of the 2008 CGCS Bill Wise Award in Urban Education
• Co-designed the national CFO and COO CGSC conferences in 2009 and 2010
• Established a Western Region K-12 Professional Learning Community, consisting of six school districts from five states
• Member of the Aspen Institute's CFO Network
• Presented at the Harvard Urban Superintendents' Program in April 2009

In this 43,000-student school district, I managed the district's $559 million budget, and led the Operations Division, consisting of Finance, Contracts and Procurement, Information Technology, Capital Improvements, Facilities Services, Risk Management, Human Resources, and Charter Schools.

• **Organizational Restructure and Change Management.** Managed the restructure of seven departments within Operations, Finance, and Human Resources, which resulted in the elimination of the "silo" effect of the department heads not working collaboratively across functional lines. Reorganized the Finance, Procurement, and Human Resources departments to address weaknesses in staffing assignments, business processes, and financial analysis. These changes resulted in improved efficiencies such as reduced procurement lead times, spending analysis of school and central offices, and most importantly - a culture of continuous improvement.

• **Capital Acquisition, Debt Management, and Capital Costs.** Led team of attorneys, financial advisors, underwriters, and internal staff in acquiring over $670 million for new school construction. Managed total debt of over $1.4 billion. Designed process for tracking and monitoring costs on the district's $927 million school building program.

• **Budget Management and Cost and Expenditure Analysis.** Designed processes for monitoring, analyzing, and controlling expenditures, resulting in:
  • $12.5 million reallocation of expenditures to support academic programs
  • $9 million increase in fund balance
• Improved cash flow, thereby decreasing short term annual borrowing by $15 million
• An upgrade by Moody’s in the District’s bond rating from a negative to a positive outlook
• Linking of the district’s annual budget to its five-year strategic plan

• Financial and Business Management System Analysis and Improvements. Created and guided a Business System Efficiency Improvement team that redesigned purchasing, budgeting, general ledger, and HR processes and fully implemented the financial and business management system.

• Charter School Management. Managed the process of creating district policies and procedures for charter schools. At the time, Charleston had the highest number of charter schools in South Carolina, with several community groups each year either applying to create a charter school or exploring the possibility of doing so. I had management responsibility for reviewing charter applications, making recommendations to the school board regarding the merits of each application, and annually reviewing each charter school’s operation for compliance with both academic and financial requirements.

• Project Management. Key District projects sometimes stalled because there was not a standard way to track and control projects. Using methodology of the Project Management Institute, developed a standard approach for managing projects.

Vice President - Business Unit Controller, Science Applications International Corp.
1999 – 2004

At $6 billion in annual revenues in 2004, SAIC was the largest employee-owned research and engineering company in the nation. I held three positions at SAIC: (1) 2003 to 2004, Deputy Controller of a $200 million business unit; (2) 2002 to 2003, Controller of a $68 million business unit; and (3) 1999 to 2002, Controller of a $39 million business unit.

• Business Integration. I went to work for SAIC due to an acquisition by SAIC from the Boeing Company of a $280 million Boeing subsidiary. I led a team of Finance, Human Resources, Contracts, Purchasing, and IT professionals that converted Boeing’s business systems to SAIC’s systems and processes. The team focused on both data migration and methods for integrating the various business systems across functional areas.

• Business Planning, Financial Analysis & Reporting, Internal Controls. Managed the development of the annual business plan that was used as the basis for all major business decisions, including specific business areas to pursue, the dollar amounts and
types of investments to make (research and development, business acquisitions, etc.); Managed all accounting functions, including the issuance of monthly and annual financial statements; Analyzed the financial condition of outside companies to determine appropriateness of forming business alliances; Developed and implemented policies, procedures, processes, and internal controls to ensure compliance with governance, disclosure, and financial accounting policies required by Sarbanes-Oxley.

**Boeing 1986 – 1999**

- **1998 – 1999** Project Manager - Financial Systems Database Conversions, Vienna, Virginia
  Managed the conversion of three legacy accounting systems to an Oracle Database financial system. The conversion team consisted of end users of the legacy systems and Oracle system, Foxpro programmers, system administrators and DBAs, and outside consultants. As a result of resistance to the conversions by managers from various functions within the business unit, I had to not only manage the technical aspects of the conversions but also manage the change process associated with the users' resistance.

- **1990 – 1997** Division Accounting Manager, Finance Manager, Cost Analyst; Vienna, Virginia; Huntsville, Alabama; and Seattle, Washington
  Held various financial management and financial analysis positions in Boeing Defense and Space Group and Boeing Information Services, Inc. Ensured accounting and reporting integrity through interpretation of, and compliance with CAS, FAR cost principles, and GAAP. Managed accounting operations; including general ledger, accounts payable, accounts receivable, payroll, travel accounting, fixed assets, and government accounting for a NASA contract with $100 million in annual revenues. Improved business processes through leading the division’s efforts to improve efficiency, reduce cost, and improve employee morale.

- **1986 – 1989** Training Analyst/Instructor, Boeing Middle East, Riyadh, Saudi Arabia.
  Developed academic and simulator training curriculum for Royal Saudi Air Force (RSAF) E-3 AWACS aircraft mission crew members. Instructed RSAF crews in E-3 mission operations.

**Prior**


**Education**

- BS – Accounting. Newberry College, Newberry, South Carolina
- Certified Public Accountant, state of Alabama

The Vallas Group | 52
• Public Education Leadership Project, Harvard Graduate School of Education and Harvard Business School
• MA - Organizational Design and Renewal, Seattle University, Seattle, Washington

Nonprofits – History of Volunteer Work
• Board of Directors, United Way, Huntsville, AL
• Board of Directors, YMCA, Huntsville, AL
• Board of Directors, YMCA, Charleston, SC
• United Way Loaned Executive, Boeing, Huntsville, AL
• United Way Campaign Chair, Boeing, Vienna, VA
• PTA President (elementary school), Huntsville, AL
• Steering Committee Member, Ashoka, Seattle a Change Maker City, Seattle, WA
ROOSEVELT BROWN

OBJECTIVE
To secure a executive position that allows me to utilize my organizational and managerial experiences to contribute to the overall goals and objectives of a large for profit or not-for-profit organization.

EDUCATION
Keller Graduate School of Management, Chicago IL
DeVry Institute of Technology, Chicago IL
Masters in Business Administration-2006
Bachelor of Science, Business Operations, 1993
Concentration in Project Management

Chief Operating /Chief Support Officer, Alternatives Unlimited March 2010 to Current

- Managed all aspect of 215 facilities operating in 12 states. Including organizing food service, transportation, maintenance and information technology for all facilities.

- Responsible for locating, and the building out of new school facilities in 4 cities simultaneously. This includes securing contractors, maintenance and custodial agreements. Also insure that all projects come in on schedule and within budget.

- Cultivating basic business associations with senior level management (Superintendents) to enhance the facilitation of sales and identification of prospective business to accomplish targeted sales goals.

- Accountable for RFP responses with targeted and existing key accounts.
Chief Operating Officer, Kansas City Missouri Public Schools Jan 2009 to March 2010

• Responsible for daily operations of child nutrition, maintenance, custodial services, transportation, safety and security for the 20,000 student school district.

• Created district's 5-year capital improvement plan; oversee the district 40 million dollar bond program to improve 20 schools.

• Lead the "Right Sizing" Process where the district closed 28 schools in a single school year. This includes organizing all public forums and all necessary presentations to community as well as board of directors. Oversee the rerouting of students and coordinating all necessary movement of equipment and consolidating resources.

• Oversee all real estate transaction in the selling of closed schools.

• Manage a general operating budget of approximately 70 million dollars and approve all expenditures relating to all operations of schools

Executive Director of Facilities Management, Jefferson County Public Schools 2008-2009

• Responsible for daily maintenance, custodial services, environmental and energy conservation of 162 schools which comprised of over 20 million square feet of facilities supervised over 750 employees including all trades custodians and consultants.

• Manage 100 million dollar annual operating budget approved all expenditures relating to the management of operations for facilities management

• Supervise daily operations of an online maintenance management system (Maximo) managed over 30,000 work orders per year this includes emergency, routine and preventive maintenance work orders.

• Participates in the Capital improvement Oversight Committee that oversees a $400 million dollar capital improvement plan.
This plan consists of the building of 8 new schools and hundreds of capital building projects.

Director of Construction, New Orleans Public Schools, Alvarez & Marsal, 2007 - 2008

• Developed budgets needed for rehabilitation and demolition of schools; created complete budgets for the rebuilding of school including mold remediation, cost of demolition, determining construction cost and construction management fees.

• Responsible for reconstruction and demolition of schools damaged as a result of Hurricane Katrina; managed all aspects of construction and demolition from ascertaining extent of damage to determining whether to demolish or rehab school. This included specification creation, mold remediation and providing oversight to construction managers and contractors as the owner’s representative.

• Coordinated interaction of all Federal and State agencies; worked with FEMA and state government to ensure compliance with FEMA regulations to ensure maximum federal reimbursement.

• Responsible for upgrading systems to ensure operational efficiencies. FEMA regulations offer reimbursement for replacement of “like kind.” Because pre-Katrina New Orleans schools had not been upgraded in 50-70 years, my team successfully convinced FEMA officials that “like kind” would be insufficient to meet current standards and consequently received funding to upgrade to obtain optimum operational efficiency.

• Coordinated community meetings; organized and conducted meeting to inform the public as to the status of local schools, answer question regarding schools and respond to concerns regarding vacant schools.

Chief Operating Officer, Prince George’s County Public Schools, 2005-2007

• Responsibilities included the supervision of the divisions of: safety and real estate; maintenance; plant operations; food and nutrition
services; planning and architectural services; transportation and central garage services.

- Developed annual budget of $390 million based on needs analysis of the district; approved and monitored the expenditures of operating funds.

- Supervised the daily operation of transportation which serviced 160,000 students with 1,400 buses; oversaw maintenance of 213 district schools, administrative offices and grounds; provided supervision to the food and nutrition unit which serviced 110,000 students daily.

- Provided management and supervision to department leaders that support 4,800 employees; served as contracting officer for all operational functions; responsible for the ongoing development and implementation of the district’s $1 billion capital improvement plan.

- Created and presented monthly and annual reports to the Chief Executive Officer; worked cross-functionally with other chief administrative officers to ensure operational compliance within the district.

Deputy Chief Operating Officer, SAINT LOUIS PUBLIC SCHOOLS, 2004-2005

- Responsible for 124 schools which comprised 11 million square feet, 95 employees, hundreds of consultants and responsible for all aspects of maintenance and operational support services. In addition, provided regular inspection and evaluation of district facilities; prepared long and short range plans for the department of Operations.

- Directed the selection of architects, engineers, project managers, contractors, and other professionals related to construction and renovation of facilities to ensure compliance with applicable codes, policies and regulations. In addition managed outsourced vendor contracts to ensure proper administration. Also was responsible for management functions of the Food Services Department, Warehousing and Transportation.

- Responsible for oversight of $100 million air conditioning bond project and devised a plan that increased from three completed schools in eighteen months to the completion of seventeen schools in fourteen...
months by converting from the design bid, build to the design build model. Resulting in a net reduction in cost of thirty percent annually.

- **Designed and implemented an in-house construction management department.** My office was charged with devising a plan to save the district 10 million dollars over the next four years. Therefore, we hired new senior level construction managers and consolidated a contract with a construction management firm resulting in saving of millions per year. In addition, our plan called for the elimination of key management positions of stationary engineers, resulting in an additional $3 million savings to the school district annually.

- **Managed Central Office space planning and departmental space utilization for 550 administrative employees** and was responsible for devising a plan to consolidate four satellite district administrative offices and was responsible for relocating those employees to one central office location. In addition, my office was responsible for conducting necessary space planning and furniture purchase during that period. This plan resulting in an annual net savings of $800,000 per year.

- **Participated with a team of administrators to devise a five year strategic plan for the district and was administrator to devise short-term and long-range strategies and plans for facilities and operational support services in alignment with the district’s academic strategic initiatives.**

**Director of Career & Technical Education, SCHOOL DISTRICT OF PHILADELPHIA, 2002- 2005**

- **Supervised 65 employees; managed a 60 million dollar budget, 174 high school programs and provided fiscal oversight over four federal and state grants. Under my leadership we increased vocational education enrollment from 13,000 students to over 16,000 in three years and administered programs in preparation for post secondary studies in college/university, apprenticeship, and other professional certification programs**

- **Oversaw the design phase of new construction projects from of all Secondary Education projects and was responsible for the overhaul of all vocational education programs city wide.**
• Managed equipment and furniture procurement process of over $5 million dollars per year and established district wide vocational repair policy with a $500,000 budget.

• Responsible for educational specification design for new school and coordinating community involvement in the needs of new facilities. Also lead charrettes with lead architects to determine needs and layout of new facilities.

• Devised a plan to develop career educational programs in alignment with postsecondary programs, as a result of the plan 53% of all high schools have articulation agreements with one or more programs with business partners. In addition, my office increased scholarship and work-based learning opportunities for students; created district wide policy for K-12 new school planning and development process.

Manager, District-Wide Construction, CHICAGO PUBLIC SCHOOLS, 1993-2002

• Responsible for planning and design of a new 50 million dollar vocational high school. I was the lead person to seek community support and was the liaison to the operations department and contractors to assure the projects were completed on time and on budget.

• Coordinated and organized 80 million dollar capital improvement programs to upgrade vocational programs city-wide. My office facilitated union negotiations between Chicago Public Schools and the Chicago Building Trades Councils to increase minority participation in construction unions and was responsible for the coordination and development of articulated curriculums between secondary and post-secondary education.

• Developed and instituted innovative business and industry partnerships and my office was responsible for devising program evaluation tools to collect program data to give accurate outcomes to the CEO and the Board of Education. In addition, my office implemented state of the art facilities in various high schools city-wide.
Managing Partner, R MANAGEMENT & CONSTRUCTION COMPANY, 1990-1994

- Owned and operated a successful licensed contractor business, which was engaged in new and custom construction, remodeling, rehabilitation, renovation, restoration and building management. In addition, responsible for hiring appropriate subcontractors to perform painting, masonry, plumbing, electrical and carpentry projects.

- Oversaw all marketing, sales, accounting, financial and management activities pertaining to the operation of the business and read blue prints and architectural/engineering plans; provided build-out oversight, supervision and project management and obtained and evaluated bids.


AWARDS/AFFILIATIONS/ORGANIZATIONS/SPEAKING ENGAGEMENTS

- Vice Chairman of the Board, Monsanto Family YMCA, St. Louis, MO 2003 - 2004

- Above & Beyond Award, YMCA of Greater St. Louis, Urban Services Department, 2004


- Senior Construction Advisor, Philadelphia Public Schools, Faith Based Taskforce-2002-2003

- Director of the Year Award, Philadelphia Public Schools, Office of Secondary Education, 2003
Mary Lou Fischer, Ed. D.

Educational Consultant Professional Experience

Consultant for Bridgeport Connecticut School District assessing high schools, 2012
Consultant for Colonial School District, PA on interim assessment review, 2010
Strategic Support Team for University of Virginia Wallace Foundation Grant, 2007 – 2009

Personal Development

Appeared on Oprah Winfrey Show with author Gary Zukav, 1998
Staff of Essential Experience Workshop to promote and support adults in change, 1990 – present

Professional Development Highlights

ASCD, March 2004
Microsoft International Education of the Future Conference, Seattle, WA, 2005
Presented to San Francisco Public Schools on benchmark assessments and using SchoolNet, 2006
NABSE, 2002 (presented)
NSCI, 1999
National Staff Development Council, 2006 (presented)
All Means All Diversity Conference, 1998, 1999

Attended lectures by Michelle Fine, Katie Haycock, Jay McTighe, Jonathan
Kozol, Henry Giroux, Heidi Hayes Jacobs, Phyllis Hunter, Grant Wiggins, Andy
Hargreaves, Linda Darling Hammond, Rick Stiggins

Other Experiences

• Visited schools in China with delegation from School District of
  Philadelphia and signed sister school agreement in 2006

• Member of Philadelphia University Occupational Therapy Masters
  Degree Advisory Board, 1997 – 2000

• Member of Germantown Hospital School of Radiology Educational
  Advisory Council, 1997 – 1999

• Member of Old York Road Temple Beth Am AIDS Education Committee,
  1991 – 2000

• Served on the Curriculum Committee for the Philadelphia High School

• Member of ASCD

• Member of National Service-Learning Alliance

• Member of Philadelphia Schoolmen’s Club

• Member AERA

Program Support Teacher, Peirce Middle School 1990 - 1994

Utilized organizational, writing and skills in mathematics as follows:
instructed and evaluated students; chaired Mathematics Department;
developed and implemented school climate program, parent and
attendance programs; developed and wrote school plans; formulated
summer packets.

Mathematics Teacher 1990 - 1974

Provided instruction and assessment as follows: offered Algebra I and II,
Pre-Algebra and Consumer Mathematics courses; provided remediation
for at risk students; utilized technology to enhance instruction; chaired
Mathematics Department; developed Prime Program; sponsored National Junior Honor Society; various program responsibilities.

**Professional and Community Affiliations**
- Association of Supervision and Curriculum Development, Member
- National Council Teachers of Mathematics, Member
- International Reading Association, Member
- Schoolmen's Club, Member and Sons of Italy-FORUM, Member
- Advocates For The American Osteopathic Association, Member
- Advocates For The Pennsylvania Osteopathic Medical Association, Past-President, Treasurer, Scholarship Chair
- Spring Oak Community Association, Vice President and Treasurer
Projected Budget

The Vallas Group has developed a proposal to immediately address the school districts that the ISBE has identified for restructuring that is within the financial perimeters identified by the ISBE.

The State of Illinois has proposed a budget that would easily allow the team of prominent educators assembled by the Vallas Group ample time, resources and reasonable compensation to accomplish the goals and objectives of the ISBE. The FY2012 budget will allow a team from the Vallas Group to analyze the operations at the two schools, prepare a report which will provide guidance and direction for the implementation of recommended changes, and begin the implementation of the reforms which would take place over the course of the next fiscal year. The subsequent budgets, FY2013, FY2014, FY2015, and FY2016, will provide annually for continuous monitoring for the implementation of the recommended changes at two schools, while at the same time permitting an analysis of two new mid-sized districts for restructuring.

This process would in effect create models for restructuring schools and monitoring of said implementation, thus affording the State of Illinois an opportunity to add two new mid-sized school districts per year, while at the same time phasing out the initial districts schools in which The Vallas Group would have, by then, fully implemented the reform efforts. The Vallas Group is committed to working with the ISBE to achieve large academic gains, within budget.

The Vallas Group, Inc.

1205 Bourbon St.
New Orleans, LA 70116

Contact: Diane Grigsby Jackson
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<th>Daily Rate</th>
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