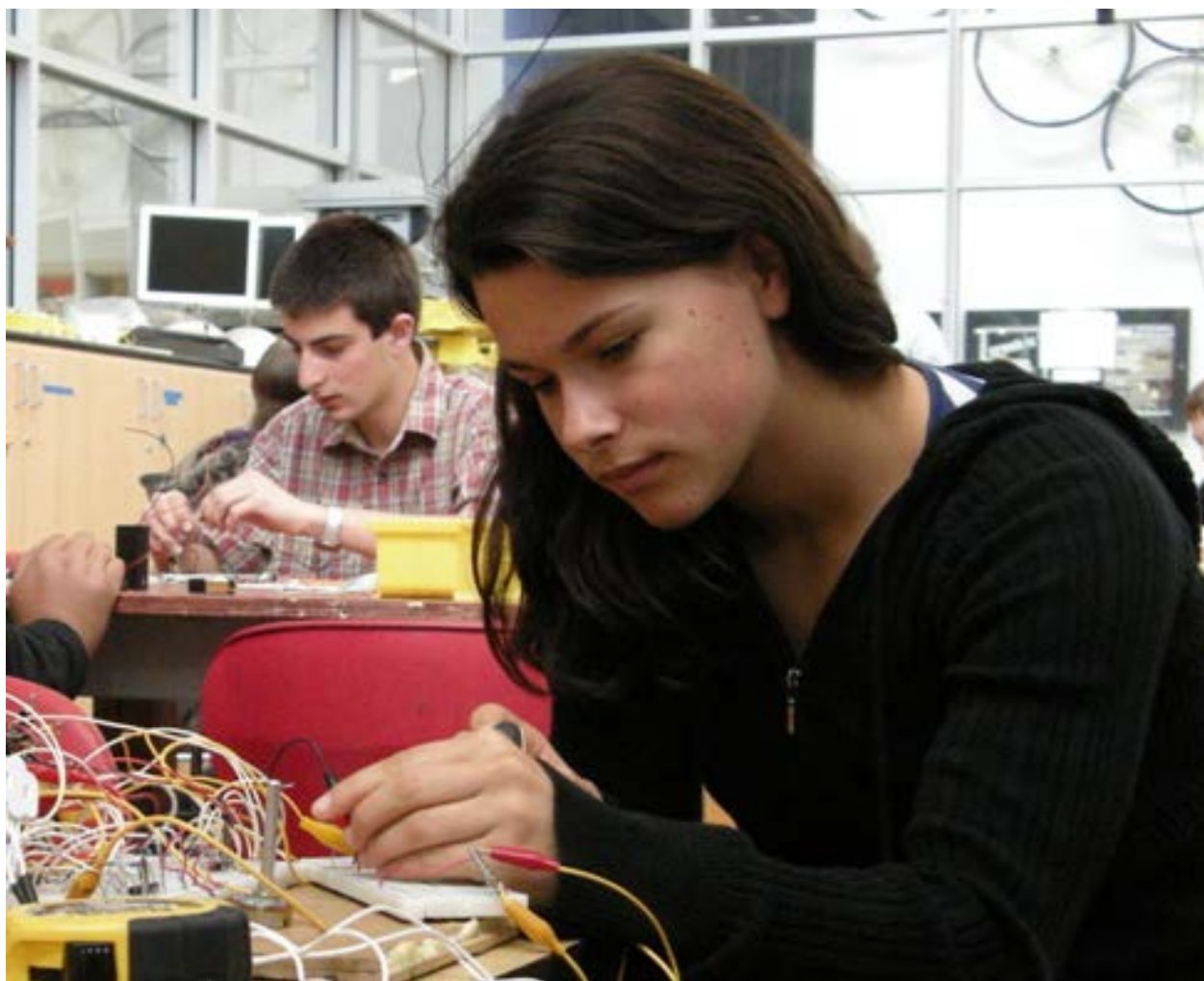




Architects
of Achievement

Designing schools that work for **all** students



Proposal for Educational Consultant for State High School 21st Century Visioning Process



Since our inception, strategic partnership has been our model, resulting in an unparalleled ability to connect our partners in multiple ways. Why? Because helping others connect the dots results in innovative problem solving and rich connections between those in our ever-increasing network of school, industry and community partners. In fact, we are proud to report that one of our latest projects was recently named the best school design in the nation by the National School Boards Association and the best design in the world by Council of Educational Facility Planners International.

The team at Architects of Achievement looks forward to partnering with the State College Area School District and its selected architect for master planning to provide educational visioning services to update its *2009 State High School Educational Specifications* document.

Providing exceptional technical assistance

Without a doubt, effective technical assistance begins with strong relationships. That's our starting point—listening and learning. Because of our ability to network and our experience with a variety of schools and districts, community organizations and governmental authorities, we quickly assimilate local data with contextual and political issues. We see the big picture, too, keeping up-to-date on national and international best practice educationally and architecturally.

With relationships as our foundation, we guide partners in inquiry learning, providing them with powerful experiences that help them envision new possibilities. We connect them with others. Gently pushing, we encourage them to challenge assumptions, ask bold questions, and engage in courageous

conversations. Because we've seen the results—the ways in which teaching and learning can improve—we're passionate about the work of designing schools that work for *all* students.

Bringing transformational design to scale

Cognizant that every campus should foster a sense of unique community, we bring a systematic approach to effective school design. With the State College Area School District we will bring together the school community, parents, community members, board members and administrators to develop a research-based educational plan for a 21st century high school.

Our team has conducted research, identified key patterns that support effective student learning, and implemented our findings with schools throughout the nation and the world. Stellar schools embodying these attributes are achieving amazing results, and we've had the pleasure of working with many of them. Our expertise can add vision and value to your important work. Together, we can create exponential change.

At Architects of Achievement, we operate as the hand on the adjustment knobs of a microscope, informing and challenging our partners until the focus becomes clear. How do we know when that happens? When a school leader says, "Aha! *That's* how we'll involve our local networks and business community. *That's* how we'll create an environment where teachers, parents and students become a true team." When an architect says, "Aha, that's *why* I need to bring more light into a structure, provide indoor-outdoor connections or rethink my concept of a project-based learning lab." When a teacher says, "Aha! *That's* how I'll build community for my students *and* connect their academic learning with the real world." When community groups say, "Aha! *That's* how we can nurture recreational, cultural, social, and learning opportunities for all members of our community."

And what about students? Put them in the engaging and supportive spaces they deserve, give them the rigorous and relationship-based instruction they crave, provide them with opportunities to connect with the world around them—and exhilarating "aha moments" will fill their days. They'll astonish us with their focus. They'll wow us with their accomplishments.

Victoria Bergsagel, President, Architects of Achievement

Scope of Work



(Photo © 2011, Chris J. Roberts; AofA with the DLR Group)

Few consultants working in the field today share the level of expertise our team brings in response to the RFP distributed by the State College Area School District. Specializing in building bridges between educational reform and the built environment we offer below highlights of our work and plans as they relate to your project.

- Plan for and facilitate community-based input.
 - The meetings we hope to facilitate will focus on current educational research, advances in the uses of technology in education, the development of innovative learning methodologies, project-based learning, and facility design in exemplary schools.
- Work in community to review state-of-the-art teaching and learning processes, including the Career and Technology Center (CTC), STEM (or STEAM as some like to call out the inclusion of the arts), Small Learning Communities (SLCs), Project-and Inquiry-based Learning (PBL), Advanced Placement, Dual Enrollment and Credit, Virtual Learning, Personalized Learning Plans, Service Learning and Internships.
 - We recognize that results are improved when student voice is engaged, so hope to significantly include students in the process.
 - It is clear that leveraging community resources also has the potential to bring much to the process. Victoria knows this well, having served as the Director of Community Relations in a school district, successfully building partnerships that brought great benefit to students.
 - Career and Technical Education is a recognized area of expertise for Architects of Achievement, including our involvement with the nationally-renowned High Tech High, our team's designs for "Proposition D" spaces for the Los Angeles Unified School District and other schools throughout California, and our work with several schools in the Midwest and East Coast.
 - We look forward to helping your team integrate best practices in STEM disciplines, inspiring more students toward higher level work in STEM fields. We have assisted the National Governors' Association, the Bill & Melinda Gates Foundation and several states in the development of their STEM strategies.
 - We have worked on the development of Fabrication Labs (aka Fab Labs), science lab renovations, and new STEM wings for some of the most successful K-12 systems in the country.

- o To further disseminate knowledge regarding SLC design, we authored a book entitled *Architecture for Achievement: Building Patterns for Small School Learning*, and have helped devise plans for SLCs in numerous school districts.
- o Well-versed in Project-Based Learning, our trainings have been well-received by school faculties across the country.
- o In addition to adjunct professor status, our founder has experience developing dual enrollment and “college in the high school” programs.
- o Additionally we have experience developing personalized learning plans, both through our deep involvement with innovative schools (High Tech High being one of them) and through Victoria’s experience as a school counselor at the highest performing public high school in Washington State.
- o Service learning and internships are a key component of the educational programs on which we have collaborated. We bring deep experience and knowledge to this area of work.



- Support or provide cogent professional development.
 - o We have tremendous experience leading professional learning activities and our founder, since 1991, has served as an adjunct professor at Seattle Pacific University, well-known for its successful teacher education programs.
 - o One of David’s key areas of expertise is professional development in the area of Project-based learning.
- Help integrate educational technology.
 - o We are leaders in the integration of technology in education. David is a co-founder of High Tech High and Victoria consulted with Microsoft on the development of curriculum for school laptop initiatives.
 - o Should you wish, we are happy to include Tom Vander Ark as a member of our consultant team for an additional fee. One of the nation’s top leaders in the use of technology in education and author *Getting Smart: How Digital Learning is Changing the World*.
- Support the passage of a major funding initiative.
 - o Working on the school district side, as the Director of Community Relations in a large school district, Victoria and her team were responsible for the successful passage of bond initiatives to build and improve several schools.



- Ensure student development is a key part of the design and visioning process.
 - o Student development is a place in which we shine. We have led leadership programs at the local and state level, involved students in school design projects, led inquiry-based learning initiatives, and have transformed and founded alternative schools.



- Our experience consulting with school districts needing to pass referendums reminds us that key to building support for a successful referendum will be the development of Guiding Principles for Design that can be used to filter critical decisions to achieve spectacular results.
- Work with District leadership and the master plan architect to develop a project timeline and identify stakeholder groups.
 - The development of a clear project timeline with established dates will help partners work efficiently, minimize travel costs, and encourage stakeholder input as meetings are coordinated with school calendars.
 - We offer a potential draft timeline, but know that it will need more development once the team is selected.
 - We also see tremendous possibilities in utilizing the expertise of students from the Schools of Architecture, Engineering and Education at Penn State.
 - It will be important to schedule our time together in advance to ensure mutual availability.
- In addition, we will work with District leadership to *identify and develop a Core Team* (District Level Leadership Team) to establish and refine goals, milestones and the decision-making processes.

- The key will be to utilize this group to develop planning processes that are visionary and courageous.
- We have achieved great success with Board and Union representation on the Core Team.
- We often participate in audio and video conference calls when necessary and appropriate to maximize resources.

- Update demographic data

- We are thrilled to be partnering with Decision Insite on this project and offer this service as a separate line item. Please see their proposal at the end of this document.

- Provide multiple examples of previous work and references

- Read on to review various examples of our work and what our clients say about us. Please also review www.archachieve.net.

- Coordinate and guide compelling study tours.

- Inquiry-based study tours are one of the most powerful ways adults can learn together and lead to an esprit de corps that has the potential to move mountains!



Potential Menu of Activities and Timeline

The AofA team hopes to work with the District Leadership Team and its selected Architect to provide meaningful guidance in establishing goals, milestones and effective decision-making processes for updating the high school's 2009 Educational Specifications document and establishing a visionary design process. We don't have enough information to offer actual dates.

As a starting point, we offer the following menu of potential activities and workshops aimed at defining project parameters, developing planning strategies, and ultimately agreeing upon optimal design patterns and solutions. Again, the exact timeline and strategic plan will need to be determined once we better understand the District's goals, the desired timeline for the proposed referendum, and the selected architect's negotiated scope of work, but could easily take place during the 2012-13 school-year.

Workshop #1: Setting the Stage

We will meet with the project team to review the progress and findings from previous visioning work, check for agreement and understanding, and begin the important process of establishing a procedure to define guiding principles for design that will emanate from the District's educational goals and priorities. At this point we will map out the stakeholders that need to be involved and establish a Core Team comprised of the key players that need be part of the decision-making body that will make recommendations to the Board of Education.

Workshop #2: Defining Guiding Principles

We hope to host a Community Summit to establish guiding principles that are broadly supported throughout the community. Cognizant that these guiding principles will need to be continually refined, we anticipate they will serve as essential guideposts and checkpoints for the development of the architectural vision and building program going forward.

The Community Summit (Guiding Principles Workshop) can and should include a variety of constituent groups, including faculty members, community members, and students.

We also recommend doing more intensive work with the administration and teachers upfront, to ensure that the guiding principles reflect their educational vision as they are then vetted with the larger school community.



Workshop #3: Designing for Project-and Inquiry-Based Learning

The purpose of this workshop will be to ground the work of the Design Team in a thorough understanding of the academic goals of the State College Area School District and its latest thinking with regard to the implementation of project- and inquiry-based learning. Best-practice examples will be reviewed, as well as design planning elements that support and enhance PBL delivery, and cross-disciplinary curricular integration and teaming.

Workshop #4: Visioning

This Visioning Workshop will be kicked off with statements from the Design Team, Superintendent, and other members of the District's leadership team. A key goal of the workshop is to expand participants' understanding of what is possible and begin to build ownership and understanding of key educational and architectural goals.

This work session would include several presentations of research and best-practice examples, including an interactive exploration of "How People Learn" and a virtual tour of learning environments applicable to exemplary design for the State College Area School High School campus. Possible activities include the following.

Team members divide into smaller groups to brainstorm and discuss several educational design topics in greater detail. Following each of these breakout sessions, small groups will summarize their conversations and present them to the entire group.

- Breakout Session #1 Idea: Describe a "Day-in-the-life" of a high school student at State College Area High School.
- Breakout Session #2: Visualize how each of the guiding principles can translate into vibrant activities and learning environments.
- The results of these discussions will add focus to the conceptual planning solution for the new high school.

Workshop #5: Programming

This programming meeting is for the purpose of defining key spaces and design features of the building and will likely include a presentation focuses on the following:

- A review of the goals, objectives, and guiding principles that have been developed to date.
- A review of key 21st century design patterns and prioritization of those that apply to the State College Area High School.
- Brainstorming of key spaces and adjacencies.
- Small-group hands-on bubble diagramming design activities and large group presentation



Workshop #6: Design Charrette

This design charrette will be an integral part of the programming process for the design of the new high school. First, it provides an opportunity for stakeholders and users to offer their input into the design process. Second, it allows further development of the educational program through a visual format. This charrette could take place over a number of days and be organized into work teams of innovative educators and designers.

- Day One of the charrette could be an all-day discussion and development of a design concept for each of the design teams. At the end of the day, each team would present their concept and receive feedback from the entire group.
- On Day Two, Architects of Achievement will work with the architects to further develop each concept into site plans, floor plans, and renderings.
- On Day Three, all three designs could be presented to the entire group, with each concept being evaluated on the strengths or challenges in supporting the guiding principles. (Discussion may also focus on how each scheme develops the small learning community model.)
- One additional element of this process could be the hosting of a Community Open House for the extended school community, district faculty, staff and students and the general public. The purpose would be to display the high school design concepts and to receive valuable feedback on the progress and direction of the school facility.

Workshop #7: Design Concept/Program

At this point, the Design Team would return with a design concept that attempts to reflect and consolidate comments that were expressed by the Core Team, and those voiced at the open community meeting.

Workshop #8: Design Concept/Program

This workshop would likely include a presentation of design concept plans and sketches that were updated and modified to address comments made during Workshop #7. Ensuing discussion would aim to identify areas of approval, areas of concern, and areas requiring clarification. These suggestions will be taken into consideration as the Design Team finalizes the design concept for the new high school.

Workshop #9: Final Open House

The School District would then likely host another Community Open House open to all of the State College community, the purpose of which would be to display the high school design concept and to receive valuable feedback regarding the progress and direction of the school facility.



Additional Potential Scope and Activities

Focus Groups

We see focus groups as a form of qualitative research. Through conversation and feedback, key groups of people will be asked about their perceptions, opinions, beliefs, and attitudes towards a particular design or curriculum. Questions are asked in an interactive group setting where participants are free to talk with other group members, the design team and District leaders in ways that will significantly inform both instruction and the ultimate schematic design.

Study Tours

One of the most effective ways for educators and administrators to envision the successful implementation of new best practices is to participate in study tours.

Study tours are a proven way to demonstrate the effectiveness of new learning methodologies and engage stakeholders in the redesign process. Attendees will have the opportunity to visit exemplary school sites and meet with administrators, teachers, staff and students to observe first-hand the both innovative educational facilities and learning practices.

Staff Development

We are well-versed in all aspects of staff development, as stated earlier in this document. Once we meet with District and school leaders we will have a better sense of how we can support or augment staff development in the high school.

Student Involvement

Student voice can bring a distinct and rich perspective to our process. Giving them the ability to influence how they learn and asking their opinion to include policies, programs, contexts and principles.

We will be thrilled to involve students in the process, including helping to set up potential internships and involving students in design studios.



This proposal assumes that AofA will not be a main author but will support the Master Plan Architect as they actually develop the education specifications document and schematic design.

Key Team Member's Bio: Victoria Bergsagel



Victoria Bergsagel is passionate about designing schools where all students achieve. She founded and directs Architects of Achievement and *has a gift for nurturing people's talents and insights to arrive at inspired solutions.*

Harvard-educated, Victoria has been a teacher, counselor, principal, adjunct professor, community relations director, and school district administrator. As director of educational design in a large school district, she led the educational program planning upon which the construction of new schools was based. As the Director of Educational Partnerships at Talaris Brain Research Institute, she worked with an interdisciplinary team to conduct, integrate, and interpret some of the world's leading brain research. With an emphasis on early learning and brain development, her team developed networks, designed baccalaureate degree programs, and disseminated materials helpful to those who nurture children everywhere.

Victoria now joyfully serves as the President of Architects of Achievement, an organization that bridges the gap between educational practice and architecture – especially as it relates to meeting student needs. Providing high-level consulting expertise, she helps people think creatively about design solutions that foster synergy between program and building, community and school. Partnering with those committed to developing exciting learning environments, she believes that ALL students can achieve if provided the tools and support.

Three of Victoria's projects have been named MacConnell Award finalists, the most prestigious school planning and design award in the world. In addition to winning the 2011 MacConnell, her Marysville Getchell project was named the best school design in the nation by the National School Boards' Association.

Victoria's work spans the globe. She has assisted with projects in the Dominican Republic, Zambia, Kenya, Cambodia, China, Abu Dhabi, Switzerland, Norway, the Czech Republic, Hungary, Poland, and Slovakia, assisting indigenous, local and expat students and their families.

Victoria has expended tremendous energy on the Board of Trustees for the Council of Educational Facilities Planners International Foundation & Charitable Trust, leading their Research Committee and helping to shape the *School of the Future Design Competition*, a program that challenges middle school students to think creatively as they design tomorrow's green schools to enhance learning, conserve resources, be environmentally responsive, and engage the surrounding community. She is also a founding Board Member of Construction for Change, a non-profit that partners with organizations worldwide to provide needed infrastructure for economic, medical, and educational growth in developing communities. Additionally Victoria has served as a Founding Advisory Board member of Dingshi Network Technology Company, Limited, an early-stage high-tech company in China devoted to developing online educational tools for children and as an Advisory Board member for Envision Schools Colorado.

With great pleasure, Victoria was recently inducted into the *League of Extraordinary School Designers*, named as one of five leaders chosen by the American Institute of Architects Committee on Architecture for Education - the only educator selected for the honor among a field of notable architects.

A cogent writer and analyst, Victoria has written a book ([Architecture for Achievement](#), 2007), produced videos, conducted research, and written several articles on school design.

Victoria's strategic approach has garnered her a reputation as one of the most sought-after leaders in school design today. Whether working in the US or abroad, Victoria's passion lies in helping people realize their hopes and dreams for their communities and children.

Key Team Member's Bio: David Stephen



David Stephen's professional life straddles the two worlds of architectural design and education reform. As an architect, he has over 25 years of experience in building design and construction. As a teacher and education reformer, he has worked for 20 years with schools nationwide to envision, develop, implement, and manage innovative practices in teaching and learning.

With vast knowledge of how schools work from the "inside-out," David enjoys working with teachers, students, administrators and other key stakeholders to assist them in clarifying their academic vision and aligning it to their architectural building program. By reviewing and critiquing building designs as they progress through all phases of the design cycle, David strives to ensure that buildings stay true to the vision of their design teams, while maintaining maximum flexibility for future growth and evolution.

David's work with Architects of Achievement has included playing a lead role in the development of Small Learning Communities in over 40 public high schools in Los Angeles, CA, and support of a variety of project-based schools across the United States, including a number of STEM academies focused on science, technology, engineering and math. Additionally, he has worked on school design projects in the Netherlands and Israel and co-authored the recently published *Architecture for Achievement: Building Patterns for Small School Learning*.

A co-founder of the nationally acclaimed High Tech High (HTH) network of schools (www.hightechhigh.org), David served from 2000-2001 as Curriculum Coordinator, then from 2002-2006 as Director of Design, playing a key role in the programmatic development, conceptual design, and construction management of HTH facilities. Receiving a wide variety of architectural awards for his work, his HTH projects include three high schools, two middle schools, and one elementary school at the HTH Village. David has also assisted in the design of over thirty forward-thinking school facilities nationally, including Denver School of Science and Technology, East Harlem Village Academies, Henry Ford Academies, MUSE School, and the Camino Nuevo Charter Schools. In addition to his architectural design work, David has extensive experience training teachers and school districts in project- and inquiry-based learning methodologies.

David was a member of the research team that together with Victoria Bergsagel, wrote *Dollars and Sense II: Lessons from Good, Cost Effective Small Schools* (2005). From 1996-1999, he served as Program Director for the New Urban High School project, a federally-funded initiative to assist and document the work of cutting edge high schools nationwide. Prior to that, he served for seven years as a teacher, Program Coordinator, and co-creator of the award-winning CityWorks program at the Rindge School of Technical Arts. He received his B. Arch from Rhode Island School of Design, Providence, RI, and earned his M. Ed. from Lesley College, Cambridge, MA.

Architects of Achievement

Architects of Achievement brings together the worlds of educational and architectural design. Drawing on knowledge of brain research, effective teaching methods and sound educational facilities design, we help school districts, independent schools, foundations, state agencies, charter organizations, architectural firms and STEM networks think creatively about design solutions capable of fostering higher achievement for *all*.

We are international leaders in bridging the gap between what research says about powerful learning environments and actual school design. Our clients range from large urban districts, to small rural hamlets, to charter organizations, to independent schools, to international school systems across the globe.

We have consulted to governments in Central America and served schools in China, Eastern Europe and the Middle East. Assisting school networks, districts, state agencies, higher education, and business partners develop Science, Technology, Engineering and Math (STEM) initiatives, we have supported grantees of the Bill & Melinda Gates Foundation (BMGF) since 2002, helping BMGF establish its national STEM initiative, assisting the National Governors' Association with its Race to the Top STEM convening, and supporting the states of California and Maryland and their higher education and industry partners to develop statewide STEM strategies.

AofA assisted the Denver Public Schools to engage local philanthropic support to actualize a design competition for new schools. The Dr. Evie Garrett Dennis E12 Campus in Green Valley Ranch opened in the fall of 2011 as a net-zero sustainable site with a full complement of small schools. In Seattle, we were members of a team that brought to fruition plans for the project-based Aviation High School to be co-located with the Museum of Flight.

In the growing community of Marysville, WA, we helped develop the guiding principles, educational specifications and designs necessary to move the community from a one high school town to a system of schools, which now includes a pathways-of-choice high school, an award-winning campus of four small high schools (Biomed Academy, School for the Entrepreneur, Academy of Construction and Engineering and School for International Communications), and a modular campus that serves two small high schools (Arts and Tech and Heritage), a high-achieving middle school (10th Street), and an elementary school (Quilceda).

AofA supported the design of the Metro School on the Ohio State University campus, helped embed the MC² STEM School on the Research and Development campus of General Electric in Cleveland and worked with the Technology Access Foundation to found a STEM academy focused on closing the achievement gap and preparing students of color for college.

In California, we worked with the Los Angeles Unified School District (LAUSD) as thought leaders, trainers, and coaches in developing schools educationally and architecturally, assisting with new school designs and the redesign of existing campuses and programs in LAUSD's \$20+ billion school construction initiative. We facilitated walkthroughs and worked with the Office of School Redesign to provide educational transformation plans for every high school in LAUSD. We then worked with the Facilities Services Division to devise renovation plans for small learning communities and provided quality assurance and quality control (QA/QC) at 30, 60 and 100 percent drawings for over 50 high schools.

We have advised the Department of Education in Sacramento, worked closely with the High Tech High network of schools, and helped determine the educational program and design the campus of a new high school campus with a collection of five small schools in Alpine, CA.

Collaborating with native peoples is something we cherish. For instance, in Alpine we worked with the Viejas Band of the Kumeyaay to co-locate a tribal cultural center on the new campus in Alpine and worked with the Eastern Band of the Cherokee in North Carolina in the design of their new K12 campus.

In short AofA has helped develop the guiding principles, educational specifications, and designs necessary to develop award-winning schools in several locales. Engaging community talents, resources and student voice is critical to AofA's success.

Our work has been featured in *Architecture* magazine, *Architectural Record*, *Edutopia*, *The American School Board Journal*, *School Planning and Management* magazine, *The Educational Facility Planner*, and by the Bill & Melinda Gates Foundation, the Colorado Children's Campaign, the Council of Educational Facilities Planners International, the National School Boards Association, Stanford's School Redesign Network, and the Teaching Institute for Excellence in STEM.

Exemplar: Marysville Getchell Campus



(Photo © 2011, Chris J. Roberts; AofA with the DLR Group)

This project exemplifies one of the most incredible turnarounds in educational history. After a state-record 49-day teacher strike, ongoing tensions between the community and school board, and school overcrowding aggregated over years of bond failures, the District and community rallied under the leadership of a new superintendent (their fifth in five years) to heal deep fractures and redirect energies toward student learning. Seven years later, Marysville can boast of having the most innovative and award-winning campus in the nation as exemplified by its selection as the best school design in the world by the National School Boards Association and numerous other awards. The Marysville Getchell High School Campus, comprised of four small schools, is an idea whose time has come.

The superintendent knew another high school complex was needed when he joined the district in 2004. Having inherited the biggest high school in the state (at 3000 students) and a system that was shoe-horning students into portables, business-parks, and an old YMCA, he needed to engage the community, reinvigorate teachers, and inspire confidence in the school system. Putting together a talented team, he called upon Architects of Achievement to be the design strategist for a transformed District. Having worked with us before, he knew that AofA was well-versed in community engagement and educational facility design. We are proud to say that together we empowered the community to realize phenomenal results.

Summits, open houses, and focus groups were all par for the course as the district involved students, parents, teachers, Board members, civic, faith, and tribal leaders. We garnered input, shared research, and built an esprit de corps that could move mountains, resulting in Board-adopted Guiding principles for Design, version 5.1. A focus on *Relationships at the Center, Focused-Learning, Identity and Purpose, Community, and Accountability* quickly became the pillars of their success.

Building upon the work of the guiding principles, we helped the District hire an architect and educational planner. Rather than

developing educational specifications based on a particular curriculum, we employed an approach that concurrently developed a flexible schematic design and detailed learning spaces, consistently using the guiding principles as a filter for all decisions.

District leadership also wanted to be good stewards of public resources, create a college-going culture, offer families school choice, and prepare *all* graduates for a bright future as 21st-Century learners. The team's focused, yet organic approach resulted in a facility with unparalleled flexibility, capable of adapting to a variety of changing curriculum needs, many of which the community had not even imagined.

Aware that involvement of students was critical, we engaged students every step of the way. High school interns worked with the architects, student focus groups helped form each school's identity, and a wheelchair-bound student conducted an ongoing American with Disabilities Act (ADA) analysis. Chronicling her experience with the project, she was later celebrated when she published her first article in the *American School Board Journal*.

Four small learning communities and a community commons (which includes food services, a health and fitness center, and indoor running track) are arrayed in a park-like setting. The campus (which opened a year early at significant cost savings) has a distinct small college feel. Choosing from a Biomed Academy, School for the Entrepreneur, Academy of Construction and Engineering, or International School of Communications, students spend most of their day in the comfort of their theme-focused school. Yet much like a university setting, they can choose to remain in their school for lunch, PE, or breaks, or they can trek to the "student union building" to partake in a broader sense of community on a campus they are now proud to call home.



(Photo © 2011, Chris J. Roberts; AofA with the DLR Group)

Exemplar: Lincoln High School Campus



(Photo © 2011, Chris J. Roberts; AofA with the DLR Group)

Lincoln High School, originally built in 1913, stood as a classic example of the large, comprehensive high school, with classrooms aligned on wide, double-loaded corridors. In 2001, the school received a grant from the Bill & Melinda Gates Foundation and Capital Projects Bond funding to convert to a "small schools" design. The Tacoma School District now considers the campus and its programs an exemplar success.

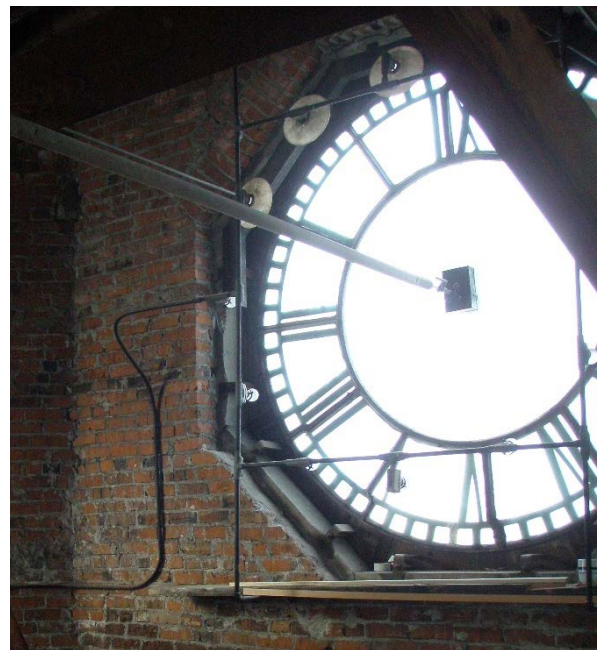
The full scope of work spans the comprehensive renovation, restoration, and modernization of the original building; the addition of 34,000 GSF of instructional and support space; and the overall transformation into a "small schools" environment housing three learning academies - all of this, while retaining the historic architectural character of this community landmark.

Lincoln's new small schools program breaks the complex down into three autonomous academies — Global Opportunities at Lincoln (GOAL), Asset Building for Education (ABE), and the School of Urban Literacy (SOUL)—all located on separate floors and each with a distinct mission, curriculum, and signature or identity. While standard classrooms are aligned off the existing corridors, select rooms requiring special systems infrastructures—such as science rooms/labs and art rooms—are clustered to increase resource efficiency and conserve space. Through unique architectural design, the developers were still able to maintain academy borders in these shared spaces.



(Photo © 2011, Kelley Tanner)

To further reinforce a level of autonomy for each academy, the project team decided that students should not have to pass through other academies to access shared spaces in the school, such as the library, cafeteria and gym. The designers responded by rearticulating pedestrian traffic throughout the site. Interior walkways carry students through the center of the main building; from the main entrance to new outdoor courtyards, and along a new exterior pedestrian pathway. These new corridors directly and seamlessly connect all wings of the school, providing access to the auditorium, administrative offices, dining hall, physical education building, and newly added spaces.



(Photo © 2011, Kelley Tanner)

Exemplar: Todd Beamer High School Campus

With the advent of the new millennium, a courageous group of educators and planners embarked on an adventure in learning. Wanting to build a high school more responsive to change, we helped shape a dynamic process of design with the mechanism for change built in. As a result, both the Todd Beamer High School Campus and the planning process deployed earned the District recognition as a Macconnell Award finalist, the world's most prestigious school design award.

While the school opened as three small school academies, grades 9-12, the building was designed with enough flexibility to convert easily to eight small learning communities. All academies share a kitchen area, cafeteria, black box theatre, music rooms and physical education facilities and all students participate on common athletic teams, share school-wide extracurricular activities, and use the sports fields located next to the school.

Throughout our work together, we had to mete out the tensions inherent in designing "small-to-big" and "big-to-small." We had to connect the building to the site and make sense of the context and meaning of the place. But most importantly, we had to ensure the school could flexibly serve multiple functions today and/or adapt to a variety of functions tomorrow.

Educational programs change frequently, yet school buildings do not always support programs other than the ones planned for. There is often no mechanism for follow-up as educators complain that the building will not let them change. Focusing on what kids need, we set out to help the district design a building that is both recognizable to the community as a high school, yet responsive to student needs as we increasingly understand them. We therefore conducted scenario planning that would allow the architects to develop classroom wings that were as flexible and adaptable as possible.

building loads, and flexibility as a traditional departmental model was studied alongside independent learning, schools-within-schools, integrated curriculum, project-based programs and self-contained academies.

Borrowing the concept from baronial banquet halls, where music was performed while food was served in a large volume of space, the Great Hall offers all the features of a musical performance venue. Performance lighting runs along a grid on the ceiling. Curtains can be drawn along the high portions of the walls to tune the space. (Extend the curtains to absorb the sounds of cacophonous voices at lunchtime or the capacious resonance of band concerts, or brighten the space for theater and choral performance by pulling the curtains back.) Comfortable theater seating for 400 emerges from the back wall on a moment's notice with the push of a button. Portable staging can be placed under an acoustical shell that runs along the ceiling at the front of the house. When not in use as a performance venue, the Great Hall operates flexibly as a commons, cafeteria, assembly area, or venue for dance class or gymnastics practice, offering cost savings given the varied and flexible use of the space.



Cluster area schematics were studied with an eye toward designing space to support a variety of educational programs within each cluster. The team learned valuable lessons about structural supports,

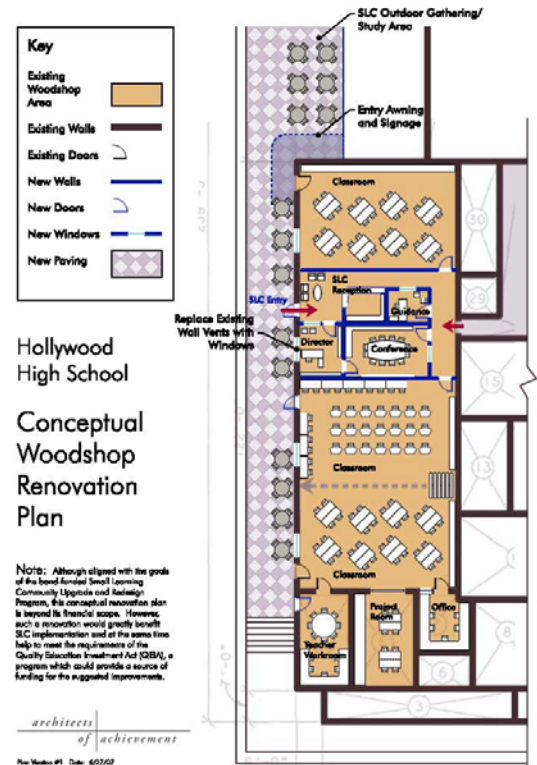
Exemplar: Los Angeles Unified School District (LAUSD)



Architects of Achievement provided educational visioning and strategy for an amazing \$20+ billion school construction initiative. Our work was specifically related to helping develop small learning community guidelines, partnership development (including higher educational institutions, foundations and philanthropic organizations, community organizers, research groups, career and technical pathways, and Chamber of Commerce) leadership training, Board development, coordination of think tanks, multiple architectural trainings, community presentations and engagement, Board and school leader study tours and bond planning. Providing multiple walkthroughs of every high school in LAUSD (and many middle schools) we helped with SLC specifications, conceptual and schematic planning and design reviews with a variety of architectural partners.

Providing extensive professional development, we worked closely with the LAUSD Office of School Redesign, training and partnering with over 40 school coaches who were deployed in a number of the districts high schools and helped them develop educational transformation plans for every high school in LAUSD. We then worked with the Facilities Services Division to devise renovation plans for small learning communities and provided quality assurance and quality control (QA/QC) at 30, 60 and 100 percent drawings for over 50 high schools.

In addition, we worked with the District's Career and Technical Education department on the renovation of space to update older traditional "vocational education" spaces into vibrant and innovation interdisciplinary places for learning.



We often use the term, "The building is not the change," because we recognize that while billions of dollars might be spent on the most state-of-the-art facilities possible, without significant teacher ownership in innovative educational programming, nothing will change to benefit students.



Bergsagel Publications

Bergsagel, V. (2007). Designing for Achievement: Processes, Principles, and Patterns. *Educational Facility Planner*, 25, 3-6.

Bergsagel, V., Best, T., Cushman, K., McConachie, L., Sauer, W., & Stephen, D. (2007). Architecture for Achievement: Building Patterns for Small School Learning. *Eagle Chatter Press*.

Christopher, G. & Bergsagel, V. (2007). Making the Best Sense of Small Schools: Educational program goals drive effective design. *American School Board Journal Learning by Design*, 16, 183.

Bergsagel, V. (2006). Community Partnerships – Student Success and Community Vitality. *School Planning & Management*.

Bergsagel, V. (2005). Small Schools Best Prepared to Teach the New 3Rs. *Daily Journal of Commerce*, September 22.

Kent Lawrence, B., Abramson, P., Bergsagel, V., Bingler, S., Diamond, B., Green, T.J., Hill, B., Howley, C., Stephen, D., & Washor, E. (2005). Dollars & Sense II: Lessons from Good, Cost-Effective Small Schools. *Knowledge Works Foundation*.

Bergsagel, V. (2002). Designing Schools that Work for All Kids. *School Construction*, August 22.

AofA Publications for the Bill & Melinda Gates Foundation

Bergsagel, V. (2009). Sharpening the Focus: STEM School Design that Enhances Student Achievement. *Bill & Melinda Gates Foundation*.

Bergsagel, V. (2008). Represent! Progress and Challenges for Personalizing Learning Environments. *Bill & Melinda Gates Foundation*.

Bergsagel, V. (2008). Seeing is Believing: How Identity Contributes to the Success Of Small Learning Communities. *Bill & Melinda Gates Foundation*.

Bergsagel, V. (2008). SLC Development Series: Taking Action at Lincoln High School; Owning the Change at South Gate High School; Leading the Way at Monroe High School; and Growing Strong at Dorsey High School. *Bill & Melinda Gates Foundation*.

Bergsagel, V. (2008). Pursuing the Dream: Designing Schools for all students in the Los Angeles Unified School District. *Bill & Melinda Gates Foundation*.

Bergsagel, V. (2007). Walk On: Advancing Personalized Learning Environments in LAUSD. *Bill & Melinda Gates Foundation*.

Bergsagel, V. (2007). Substance and Depth: School Facilities and the Orchestra of Effectual School Reform. *Bill & Melinda Gates Foundation*.

Bergsagel, V. (2006). Ripples on a Pond: The Pursuit of Transformational Educational Facilities. *Bill & Melinda Gates Foundation*.

Bergsagel Presentations and Think Tanks

Victoria Bergsagel, the Founding Director of Architects of Achievement, is really a teacher at heart. With skills honed by years in the classroom, she has facilitated numerous convenings and given over one hundred presentations to school and community leaders over the past decade. Below is a list of some of the more recent.

Bergsagel, V. (2012, May). Keynote. *Extreme School Planning in Denver Public Schools*. Council of Educational Facilities Planners International Southwest Region Annual Conference. Denver, CO.

Bergsagel, V. (2011, October). Keynote. *The Power of Place*. Castilleja Advancement Forum. Palo Alto, CA.

Bergsagel, V. (2011, June). Think Tank. *21st Century Schools – Educational Specifications*. Department of Defense Education Association. Washington, DC.

Bergsagel, V. (2011, June). Keynote. *Transforming Schools*. University of Southern California. Los Ang, CA.

Bergsagel, V. (2011, April). Think Tank. *Envisioning 21st Century Schools*. Department of Defense Education Association. Washington, DC.

Bergsagel, V. (2011, January). Keynote. *Green Schools: School Design, Health and Performance*. Oregon School Boards' Association. Salem, OR.

Bergsagel, V. (2011, January). Workshop. *Ed Specs, Construction Standards and Schools for the 21st Century*. Denver Public Schools. Denver, CO.

Bergsagel, V. (2010, November). Keynote. *21st Century School Designs*. Stapleton Foundation. Denver, CO.

Bergsagel, V. (2010, November). Keynote and Training. *Educational Facility Innovation*. Denver Public Schools. Denver, CO.

Bergsagel, V. (2010, November). Community Engagement Seminars. East Valley School District. Spokane, WA.

Bergsagel, V. (2010, October). Presentations and Student, Parent and Teacher Charrettes. Muse School. Topanga, CA.

Bergsagel, V. (2010, June). Symposium. Hosted, with Microsoft, premier education and governmental leaders from Taiwan on a study tour of innovative US learning environments. Seattle, WA.

Bergsagel, V. (2010, April). Juror. *School of the Future Design Competition*. Council of Educational Facility Planners International (CEFPI). Washington, D.C.

Bergsagel, V. (2010, April). Keynote. *The Neurobiology of Learning*. Congress for New Urbanism. Addison, TX.

Bergsagel, V. (2010, April). Interview on National Public Radio's KERA *Think*. Dallas, TX.

Bergsagel, V. (2010, February). Keynote. *Educate to Innovate*. Central Valley Education Leadership Institute, Fresno State University. Clovis, CA.

Bergsagel, V. (2009, December). Facilitator. *Race to the Top STEM*. National Governors' Assoc. Baltimore, MD

Bergsagel, V. (2009, November). Think Tank. *California STEM Strategy*. California STEM Innovation Network. Sacramento, CA

Bergsagel, V. (2009, September). Keynote. *The Synergy Between Educational Programming and the Building Itself*. Virginia Education Facility Planners Conference. Manassas Park, VA

Bergsagel, V. (2009, July). Think Tank. *National STEM Strategy*. Bill & Melinda Gates Foundation. Chicago, IL

Bergsagel, V., Mason, C., & Suchan-Toothaker, T. (2009, May). Closing Plenary. *Simultaneous Planning and Design*. Pennsylvania School Board Association (PSBA) 2009 School Design & Construction Conference. Philadelphia, PA

Bergsagel, V. (2009, April). Juror. *School of the Future Design Competition*. Council of Educational Facility Planners International (CEFPI). Washington, D.C.

Bergsagel, V., Mason, C. and Erickson, C. (2009, April). Meet the Experts Session: *Rethinking Education through Planning and Design*. National School Board Association (NSBA). San Diego, CA

Bergsagel, V. (2009, March). Symposium: *Working on a Dream Team*. Architecture for Education. Pasadena, CA

Bergsagel, V. (2009, March). Keynote: *Architecture for Achievement: Powerful Places for Learning*. Virginia Education Facility Planners, Roanoke, VA

Bergsagel, V., Ferking, T. & O'Mara, G. (2008, November). *Journey to a Smaller Learning Community*. Annual Meeting: Oregon School Board Association. Portland, OR

Bergsagel, V., Mason, C., & Suchan-Toothaker, T. (2008, October). Seminar. *The Heart of Educational Change*. Annual Meeting: Council of Education Facility Planners, International. San Diego, CA

Bergsagel, V., Webber, C. and Stevenson, C. (2008, October). Plenary Panel. *Bringing it All Together*. Council of Education Facility Planners, Int'l. San Diego, CA

Bergsagel, V., (2008, September). Forum: *Creating Effective Learning Environments in Historic and Non-Traditional School Facilities*. American Architectural Foundation. New York, NY

Bergsagel, V., (2008, August). Keynote: *Powerful Places for Learning*. Tandus Design Symposium, Santa Fe, NM

Bergsagel, V., Tanner, K., and Mason, C. (2008, July). Seminar. *The Heart of Educational Change: Rethinking Education Through Planning and Design*. Council of Educational Facility Planners International Regional Conference. Portland, OR

Oakes, J., Bergsagel, V. Kaufman, E., Jubbs, S., & Rattray, D. (2008, May). Presentation. *Small Schools Policy*. Los Angeles Unified School District Board of Directors, Los Angeles, CA.

Bergsagel, V., Mason, C., & Yurko, A. (2008, April). *Imagination to Reality: High School Gets Flexible, Adaptable & Inviting*. School Building Expo, Chicago, IL

Bergsagel, V. & Kaufman, E. (2008, March). *Small Schools Update*. Board of Education of the City of Los Angeles Facilities Committee Meeting. Los Angeles, CA.

Bergsagel, V. & Kaufman, E. (2008, February). *Transforming High Schools: The Power of Contiguous Space*. Los Angeles Unified Schools Office of School Redesign Winter Institute, UCLA, Los Angeles, CA.

Bergsagel, V., Best, T., Cushman, K., & Stephen, D. (2007, November). Seminar. *Learner-Focused Architecture: Building Patterns for Small School Learning*. Coalition of Essential Schools Fall Forum, Denver, CO.

Moore, K., Filardo, M., & Bergsagel, V. (2007, November). Seminar. *The Impact of School Facilities on Student Performance and Retention of Teachers*. California Achievement Gap Summit, Sacramento, CA.
Bergsagel, V. (2007, October). Keynote Address: *Benefits of Small School Initiatives*. Michigan American Institute of Architects Annual Conference, Detroit, MI.

Bergsagel, V., Bingler, S., & Stephen, D. (2007, October). Seminar *Designs for Achievement*. CEFPI Annual International Conference, Toronto, Canada.

Bergsagel, V., Baker, L., Bini, S., Dewar, R., Dzidzienyo, V., Alexander, D., Hoskens, J., McGinnis, P., Marks, J., Schrader, D., Sheinkopf, B., & Stenzler, Y. (2007, May). Jury Member, *Schools of the Future Awards Program*. CEFPI School Building Week, Washington, DC.

Bergsagel, V. & Fielding, R. (2007, March). Keynote. *A Pattern Language for Schools...Is There One? Should There Be One?* Washington State Annual Council of Educational Facilities Planners International Annual Conference, Olympia, WA.

Bergsagel, V., Cook, R. Fielding, R., Johnson, D., Mount, D., & Srdar, B. (2007, March). Plenary. *Pattern Language for Schools: School Design Patterns for 21st Century Schools*. Council of Educational Facilities Planners International Conference, Olympia, WA.

Bergsagel, V., Kaufman, E., & McConachie, L. (2006, September). Seminar. *Policy Implementations in Building Small Learning Communities in Los Angeles Unified School District*. CEFPI Annual International Conference, Phoenix, AZ.

Bergsagel, V. (2006, August). Testimony. Joint Education Committee of the Louisiana House and Senate, Baton Rouge, LA.

Bergsagel, V. (2006, June). Presentation. Los Angeles Unified School District Board of Directors Select Committee on Facilities, Los Angeles, CA.

Bergsagel, V. (2006, May). Plenary Presentation: *Redesigning High Schools: Smaller By Design*. Southwest Education Alliance Redesigning Schools Conference, Charlotte, NC.

Bergsagel, V. (2006, April). Keynote Presentation. *The Research Results of the Bill & Melinda Gates Foundation*. CEFPI Southeast Region Annual Conference, Myrtle Beach, SC.

Bergsagel, V. (2006, April). Closing Session. *Small Schools from the Ground Up and the Roof Down*. CEFPI Southeast Region Annual Conference, Myrtle Beach, SC.

Bergsagel, V. (2006, March). *The ABCs of SLCs*. Seminar. Los Angeles Unified School District Local District One Superintendent's Institute on School Redesign, Los Angeles, CA.

Bergsagel, V. & Lee, K. (2006, February). Panel. *Moving Beyond 1950's Architecture, 1960's Curriculum, and 1990's Technology with 21st Century Learning Environments*. C.A.S.H. 27th Annual Conference on School Facilities, Sacramento, CA.

Bergsagel, V., Coyle, S., & Sepulveda, C. (2006, January). Seminar. *Smart Schools: The Community-Centered Small Schools Movement*. 5th Annual New Partners for Smart Growth Conference, Denver, CO.

Bergsagel, V. (2005, December). Keynote. *How Small School Design Supports Powerful Learning*. American Institute of Architects Conference, Seattle, WA.

Bergsagel, V. & Best, T. (2005, November). Seminar. *Reclaiming the Freedom to Learn*. Coalition of Essential Schools Fall Forum, Boston, MA.

Bergsagel, V. (2005, October). Keynote. *Small Schools: Designing for Success*. American Institute of Architects New York Committee on Architecture for Education, New York, NY.

Bergsagel, V., & Christopher, G. (2005, October). Seminar. *Size Does Matter*. CEFPI Annual International Conference, San Antonio, TX.

Bergsagel, V., Bingler, S., Diamond, B., Greene, T., & Lawrence, B. (2005, September). Seminar. *Dollars and Sense Two: Lessons from Cost-Effective, Good Small Schools*. CEFPI Annual International Conference, San Antonio, TX.

Bergsagel, V., Barr, S., & Gonzales, F. (2005, July). Panel: *It Takes A Village: Bucking the Status Quo in Education*. National Center for the Preservation of Democracy: New Schools Better Neighborhoods, Japanese American National Museum, Los Angeles, CA.

Bergsagel, V., Bingler, S., & Cline, S. (2005, July). Plenary: *The Power of NSBN Place Making: Lessons Learned from NSBN's Model Joint-Use Community Schools*. National Center for the Preservation of Democracy: New Schools Better Neighborhoods, Japanese American National Museum, Los Angeles, CA.

Bergsagel, V. & Stephen, D. (2005, April). Seminar. *Architecture and School Design*. Colorado Children's Campaign: Colorado Small Schools Initiative 4th Annual Conference.

Bergsagel, V. (2004, November). Keynote. *Trends in Small School Planning: The Small School Movement*. Architecture Magazine's Building Better Schools Conference, Atlanta, GA.

Bergsagel, V. (2004, November). Keynote. *Trends in Small School Planning: The Small School Movement*. Architecture Magazine's Building Better Schools Conference, New York, NY.

Bergsagel, V., Bingler, S., & McConachie, L. (2004, October). Seminar. *Smaller by Design*. CEFPI Annual International Conference, Atlanta, GA.

Bergsagel, V. (2004, September). Keynote. *Trends in Small School Planning: The Small Schools Movement*. Architecture Magazine's Building Better Schools Conference, Dallas, TX.

Bergsagel, V. (2004, August). Keynote. *Trends in School Planning: The Small Schools Movement*. Architecture Magazine's Building Better Schools Conference, San Diego, CA.

Bergsagel, V. (2004, January). Seminar. *The Power of Place: How School Design Supports Powerful Learning*. Small is Not Enough: Creating High Achieving Schools for All Students, Lewis & Clark College, Portland, OR.

Bergsagel, V. & Hughes, R. (2003, November). Keynote: *K-12 School Facilities Leaders*. Architecture Magazine's Building Better Schools Conference, New York, NY.

Bergsagel, V. & Best, T. (2003, November). Seminar. *The Building is Not the Change...Or Is It? Design*

Solutions for Small School Reform. Coalition of Essential Schools Fall Forum, Columbus, OH.

Bergsagel, V., Leland, R., & Greene, J. (2003, September). Seminar. *The Perfect Educational Plan: Complexity and Contradiction in Educational Design*. CEFPI Annual International Conference, Chicago, IL.

Bergsagel, V. & McConachie, L. (2003, April). Seminar. *Historic Rehabilitation: Toward Sustaining Our Schools*. Washington State Chapter CEFPI Annual Conference, Pasco, WA.

Bergsagel, V. (2003, January). Think Tank. *Personalization by Design*. Knowledge Works Foundation, Cincinnati, OH.

Bergsagel, V. & Medina, J. (2002, September). Keynote. *Brain Rules – Recent Insights for Learning from Brain Research*. American Institute of Architects Conference, Seattle, WA.

Bergsagel, V. (2002, March). Seminar. *Critical Resources: What Should Every School Planner Know About Research in Learning?* CEFPI Washington Chapter Annual Conference, Bellingham, WA.



Project-based and STEM (STEAM) Learning Partners

Rigorous project-based learning requires innovative curriculum. We enjoy lively curriculum conversations about curriculum programs that support students' involvement in community projects.

Advance Innovative Education (Baton Rouge, LA)
Leveraging partnership opportunities is key to transforming education. Advised AIE in the development of a charter application in conjunction with Louisiana State University Business School for both a STEM Regional Academy as well as an Arts & Digital Media Regional Academy. Both to be located in the Shaw Center for the Arts near the State Capitol.

California STEM Innovation Network (Sacramento, CA)
Worked with CSIN, Cal Poly, and the California Council of Science and Technology to strengthen K-20 STEM college and career pathways for students and create the workforce needed to compete globally in the 21st Century.

Maryland STEM Network (Baltimore, MD)
Facilitated representatives of the Governor's Office, the Department of Education, the Chancellor's Office and the Maryland Business Roundtable for Education gathered to develop a Race to the Top application.

MC² STEM High School (Cleveland, OH)
Helped design a school located at General Electric's Nela Park, a corporate campus housing the GE lighting and industrial unit's research and development headquarters. With expert mentors and apprenticeship opportunities at their fingertips, students engage in real-world problem solving at a level rarely found in today's schools. Converted a corporate building into education space, creating a listing of desired/required spaces, adjacencies and square footage. Developed "phasing" plans for each floor to illustrate how part of it could be used while the rest was in construction and advised on issues such as furniture selection, remodeling timelines, the technology budget, and the selection of a temporary site. Also

Metro School (Columbus, OH)
Helped develop a vibrant public school option on the campus of The Ohio State University with significant support from Battelle and National Coalition of Essential Schools. Conducted study tours and helped with concept development.

National STEM Network Convening (San Diego, CA)
At this time in our country there is unprecedented support for STEM education. No matter their persuasion, leaders are recognizing the importance of transforming an educational system built for an industrial economy into a vibrant system for a "solutions" economy. AofA has been there to partner with others to realize phenomenal results. In partnership with the Bill & Melinda Gates Foundation and the Teaching Institute for Excellence in STEM, AofA convened a national group to develop facilities ideas for powerful STEM environments.

National Governors' Association (Baltimore, MD)
Joined the NGA Center and numerous industry, higher ed, and philanthropic partners to assist 30 states in building and implementing education transformation plans with STEM as a driving agent for change.

North Carolina New Schools Project (Raleigh, NC)
Consulted regarding strategy, walkthrough of Bertie School of Science, Technology, Engineering, and Mathematics. Advised about how to build community, create a strong identity for the school, as well as low- or no-cost classroom design and site planning can facilitate more project-based learning and encourage teacher collaboration.

Technology Access Foundation (Federal Way, WA)
Assisted with educational visioning, space planning, furniture selection, planning issues and school district collaboration. Helped place buildings in ways that foster a sense of school community, advised district-embedded architects, and provided strategies to improve way-finding, areas for student display, and outdoor gathering spaces. Providing ongoing support for replication of the model.

Design Lab Early College High School (Cleveland, OH)
Helped design a school focused on art and industrial design and housed in the district's Jane Addams Business Center, where students can walk to an adjacent community college that offers rigorous engineering, media arts, and design courses, as well as to major design centers and two universities with prestigious STEM-focused programs. As students connect with exciting program resources—and the professionals and faculties working there—they see future career possibilities. Developed sets of scaled, detailed, and furnishing plan diagrams that address short and long-term requirements.

Key Philanthropic and Higher Education Partners and Clients

21st Century School Fund

Partnership development, helped foster the award of a key grant to conduct a meta-analysis of all research on school design since 2002.

American Architectural Foundation

Frequent “think tank” and symposium participant.

American Assoc. for the Advancement of Science

Worked together on the design of a science symposium focused on school design.

America Institute of Architects Committee, Architecture in Education

Participate in meetings twice yearly, presentations, plenary panels, keynote.

Battelle Research Institute

Consultation regarding school-community partnerships and the engagement of industry in providing relevant learning opportunities for students.

Bill & Melinda Gates Foundation

Completed several contracts, key advisor of educational facilities, frequent participants in think tanks and convenings.

Coalition of Essential Schools

Presentations at numerous annual meetings, local trainings, worked together on a number of school and community projects.

Cherokee Preservation Foundation

Consultation in pre-K-12 school design, tribal council development, staff training, study tours, community meetings and engagement.

Center for Cities and Schools, UC-Berkeley

Worked together in various state-wide convenings, awarded significant grant to study joint-use partnerships throughout the state of California.

Council of Educational Facility Planners International

Serve as a member of the Board of Trustees for the Foundation, Chair the International Research Committee,

and serve on the School Building Week development committee and design jury for the School of the Future Design Competition which offers an opportunity to illustrate the kind of creativity that students bring to the planning and design process. The annual competition, open to middle school students, challenges student teams to design their schools to enhance learning, conserve resources, be environmentally responsive and engage the surrounding community.

The Dominican Republic Department of Education
Hosted by La Fundación Global Democracia y Desarrollo (FUNGLODE), met with the nation's top educational and architectural leaders to school design expertise. Conducted walkthroughs of existing and new school facilities, preschool through higher education.

Knowledge Works Foundation

Helped lead and write the landmark study, *Dollars and Sense II: Lessons from Good, Cost Effective Small Schools (2005)*, helped the foundation support Ohio's \$23 billion initiative to build new schools in a variety of ways including consultation and writing.

New Schools, Better Neighborhoods

Presented a variety of workshops and seminars on sound school design and community engagement.

New Visions for Public Schools, New York

Supported the work of the New Century Schools and Facilities and Design initiatives in New York.

Oregon School Board Association (OSBA)

Keynoted the Sustainable Schools Conference, offering a keynote entitled, *Green Schools: School Design, Health and Performance*.

Organisation for Economic Co-operation and Development (OECD)

Worked with their Analyst for their Programme on Educational Building at a Science, Technology, Engineering and Math (STEM) convening; wrote review of their international Compendium of Educationally Excellent Facilities.

Small Schools Project / University of Washington Center for Reinventing Public Education

A key partner in the development and implementation of small schools throughout the Pacific Northwest in conjunction with the support of the Bill & Melinda Gates Foundation. Shared office space, participated in trainings and writing, and collaborated on a variety of projects.

Stanford School Redesign Network

In a variety of endeavors, worked to support the national school redesign initiative, including presentations and collaborative work.

Teaching Institute for Excellence in STEM

Partnered on a variety of projects throughout the nation, including placing a school on the campus of General Electric's Research and Development campus, embedding a school within a high school co-located next to a community college, presentations and consultation with STEM groups in North Carolina, Texas, Washington and the District of Columbia.

Talaris Research Institute

Helped translate how brain research findings can affect early learning environments, as well as ongoing school transformation, worked with university officials to design new interdisciplinary degree programs, and designed and implemented training curricula and community engagement events.

Technology Access Foundation

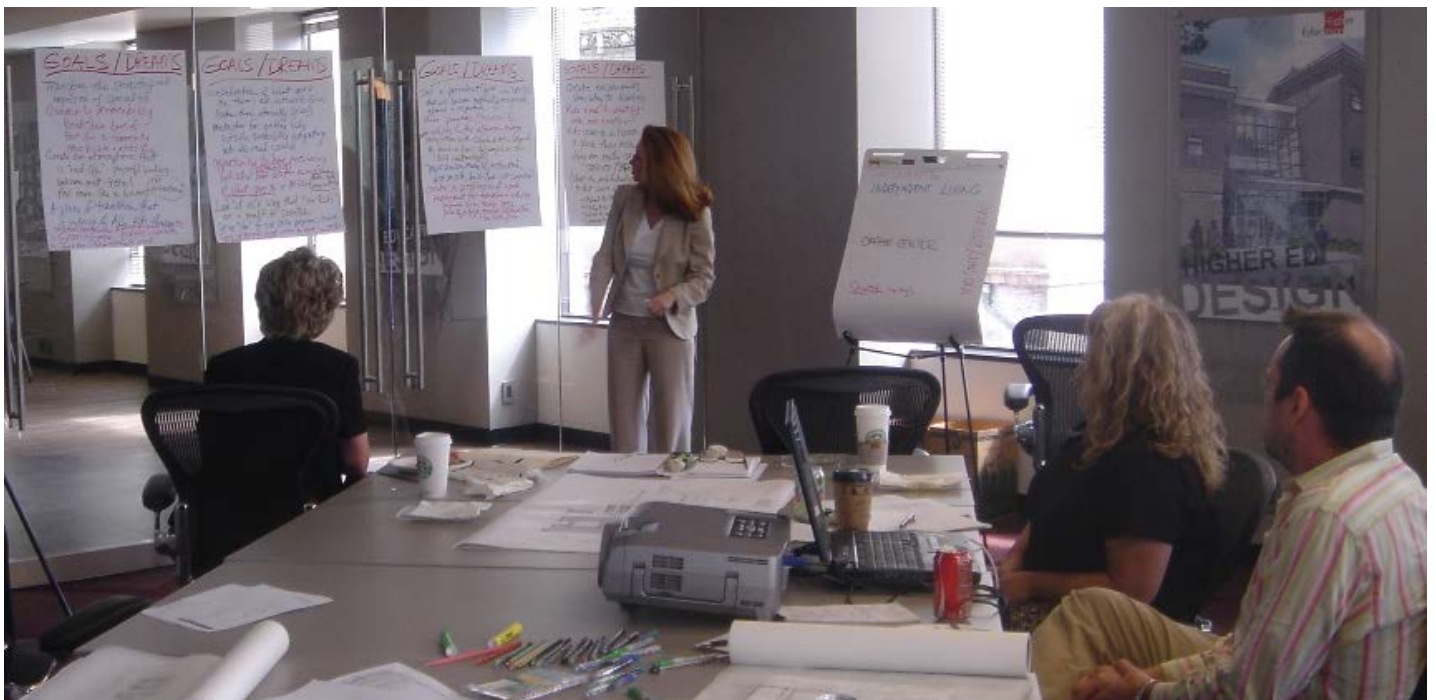
With a simple vision to give children of color the tools to be inventors and creators of technology, TAF decided to add a network of schools to their K-8 after school program of project-based learning and tutoring. Architects of Achievement helped them with educational visioning, space planning, furniture selection, planning issues and school district collaboration.

Unite-LA/Los Angeles Chamber of Commerce

Partnered in school design and redesign efforts, including study tours and developing viable career and technical academies, and encouraging community and business ownership and partnership in the public schools.

Urban Education Partnership

Helped the organization serve educators as work to train educators and serve children from birth through high school in high-poverty multicultural communities through study groups and tours.



In Closing



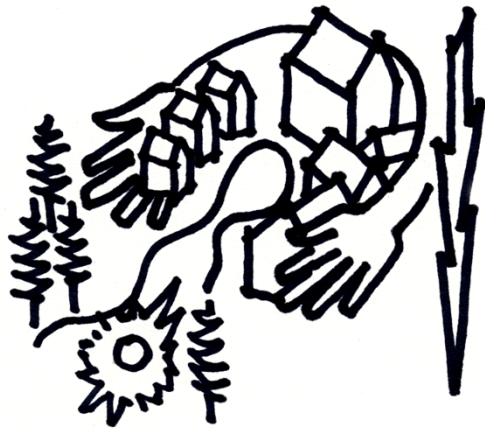
The forces of nostalgic gravity that pull people back to the familiar model of the comprehensive high school are strong. The biggest barrier we face is our collective and idealized vision of high school, because most of us haven't known anything different. Yet the world is changing rapidly, as is the way we need to educate our children. We can be thoughtful and look forward, or perpetuate the status quo.

Designing for one outcome might well be inadequate, and that's why we want to join the State College School District on a fast-paced, but inclusive journey that will differ markedly from the status quo. Acknowledging that to use the same old methods and expect a different result would support the definition of insanity, we would like to join your community in a pact to push one another out of our collective comfort zones to a higher level of thinking. Rather than write an extensive educational specification document that might encourage a more singular approach, perhaps our team could focus on a set of guiding principles for design,

based on beliefs about students, communities, and how people learn.

We propose to explore educational programming through the design process based on the belief that to utilize the more common linear process of programming first, then designing, would be too static. Instead, we hope to join your architectural and district team to pursue a much more dynamic process – where architects inform educators, and educators inform architects – resulting in rich interdisciplinary discussions.

Building on the work we have already done to identify exemplary and research-based educational approaches, we hope to shape spaces based on context, site, size and place. Through scenario-planning exercises, we hope to ask ourselves whether the spaces we envision can solve all the educational outcomes we can imagine, thereby offering improvements that can increase the new high school campus' flexibility. We are prepared to work with your selected architects to design a variety of schemes, and in a rich feedback loop, bring our work before focus groups of students, community and educators. With guiding principles serving as the foundation for our educational specifications, will help us build the capacity in all players to conceive new ways of thinking about education, learning and the place we call school.



References

Included in this submittal are a few letters of reference of our work that is apropos of your project. Since people retire or move on to other jobs, we offer the following phone numbers for your convenience.

Yolie Flores, Chief Executive Officer
Communities for Teaching Excellence
(213) 489-3002

Ellis Kaufman, Director, Small Learning Communities
Los Angeles Unified School District
(310) 779-1873

Larry Nyland, Superintendent
Marysville School District
(360) 653-0801

Larry Rosenstock, Founder
High Tech High
(619) 243-5011

John Welch, Superintendent
Puget Sound Educational Services
(425) 917-7600

Additional references are available upon request.

Fee Proposal

The total all-inclusive fee for this proposal is \$95,000.

This proposal assumes that AofA will not be a main author but will support the Master Plan Architect as they actually develop the education specifications document and schematic design.

Demographics

Please see proposal from Decision Insite.



Letters of Reference



Office of the Superintendent
p. 360-653-0800 f. 360-629-1990

Larry Nyland, Ph.D.

October 18, 2011

RE: Victoria Bergsagel

To Whom It May Concern:

I can't say enough good things about Victoria Bergsagel and her Architects of Achievement (AofA) team. Since joining forces we have collaboratively developed guiding principles to reinvent our educational system, utilized innovative financing to swiftly build a modular campus of three innovative schools, and designed the most award-winning high school campus in recent educational history.

Our Marysville Getchell Campus was named the National School Boards Association's 2011 Grand Prize for the best school design in the nation and the Council of Educational Facilities Planners International's 2011 MacConnell Award for the best in the world. We are extremely proud and could not have done it without AofA.

In my mind, the issue is not so much outside expertise, and not so much processes to engage insiders, but rather a skillful combination of both. Expert at that critical interaction, AofA excels at making new meaning for what schools can become.

Having worked with Victoria before, I elicited her help soon after becoming the superintendent in Marysville in 2005. Cognizant that she is connected to an exciting world of educational ideas and ever-impressed with her knack for making complicated ideas easy to understand, I knew I wanted to include her on our team.

Architects of Achievement has helped our community create facilities that support effective learning and construction. They have helped us see examples of what other schools have done, given us a framework of what is possible, and helped us process all of that into board policy and construction guidelines.

After executing our plan for innovative high schools, we elicited Victoria's help in processing our plans for the reinvention of our middle schools. Assisting with policy development for both construction and instruction, AofA has led study tours, and facilitated ongoing meetings with staff and students, and fostered organizational development.

The elegance and sophistication with which Victoria approaches any task is truly remarkable. She is as effective locally as she is nationally, and even works internationally given her reputation in helping teams ensure that educational spaces are designed to support how students learn.

Marysville School District No. 25
4220 80th Street NE – Marysville, WA 98270

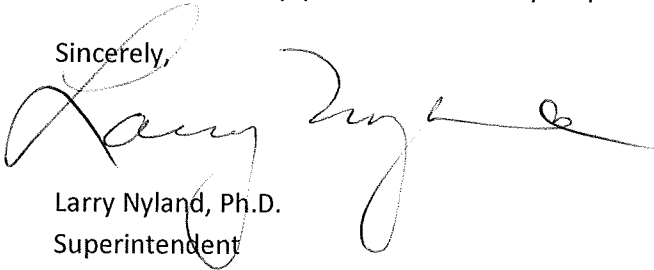
Working together to ensure each student becomes a successful and productive citizen in a diverse society.

An inveterate connector and synthesizer, Victoria has been instrumental in helping us make the best of innovative ideas. She thrives at the intersection of learning science and building science and brings an extensive knowledge of educational research. Skilled at challenging us, she helps us make meaning in small groups, and does a wonderful job of capturing our ideas. Together we have developed a strong rapport as a leadership team, thinking strategically, arguing intellectually, and laughing easily - all in the service of the students in our charge.

We have certainly benefited from a variety of the learning tools the AofA team has developed, including an exemplary text on school design. Yet realizing that not all learning can come from a book, we also asked AofA to help us develop process tools for how a district can develop innovative educational specifications. Our significantly improved student data and award-winning school designs point to the effectiveness of that approach.

I enthusiastically recommend Victoria and her team for their heart, intellect, savvy, and talent. They dream big, work hard, and care deeply. AofA deserves my unqualified endorsement.

Sincerely,

A handwritten signature in black ink, appearing to read "Larry Nyland", with a long horizontal flourish extending to the right.

Larry Nyland, Ph.D.
Superintendent

Marysville School District No. 25
4220 80th Street NE – Marysville, WA 98270

Working together to ensure each student becomes a successful and productive citizen in a diverse society.



Effective teaching for
every student, in every
classroom, every year.

September 7, 2011

Newly elected to the Board in 2007, I heard over and over from educators, the Los Angeles Chamber of Commerce, members of our Bond Oversight Committee, facilities professionals, and parent representatives about Victoria Bergsagel and her amazing Architects of Achievement (AofA) team.

Since 2003 they have facilitated think tanks, brought us national experts, led study tours, worked with local business and community leaders, advised our local district superintendents, and negotiated philanthropic support for LAUSD. I knew then that it was not a matter of *when*, but *how* I would meet the founder of this fabulous organization.

When appointed the Chair of the Board Facilities Committee, I promptly asked our Facilities Executive to incorporate Victoria and her team into our agenda for Board facilities work. I am so glad I did!

I increasingly asked AofA for help with everything from facilitating committee meetings, to presenting at community meetings, to conducting Board study tours, to help with policy development. (Victoria's graduate studies were in Administration, Planning and Social Policy at Harvard.)

As one might imagine, work in the second largest school district in the country can be extremely challenging and political, but that never fazed AofA in the least. Believing in democracy, equity, access, and community – including the most powerful to the most underserved – AofA ensures voices are fairly heard and sound decisions made. We would not have accomplished what we did without them.

Mighty minds and hearts coalesce around cogent ideas. As a result of our work together, we were able to institute our small schools initiative and remarkable school design initiatives. In ways that are personalized and courageous, Victoria's team helped us set the stage for powerful and positive reform efforts – the most important of which was Public School Choice. They know how to mobilize action to overcome bureaucracy and push beyond the status quo to significant change.

And on a personal note, I think the founder of Architects of Achievement's intellect and energy are as immense as her heart is strong. Victoria cares deeply about each and every learner – whether a disadvantaged or misunderstood student, an eager partner, or strong-willed adult. A master at building esprit de corps, she mobilizes teams to slay dragons, becoming and achieving much more than they ever thought possible.

Although I have concluded my four-year term as Vice President of the LAUSD Board of Education and am now the Chief Executive Officer for Communities for Teaching Excellence, I will never forget my work with AofA.

As perhaps you can see, I cannot say enough about Victoria as a professional and a person. She founded a tremendous organization, is a fabulous leader, and is clearly improving education for the children of the world. I unconditionally recommend her.

Sincerely,

A handwritten signature in black ink, appearing to read "Yolie Flores", with a stylized, flowing script.

Yolie Flores
President & CEO

Los Angeles Unified School District

Facilities Services Division

DAVID L. BREWER III
Superintendent of Schools

JOSEPH A. MEHULA
Chief Facilities Executive

BRUCE KENDALL
*Deputy Chief Executive
Existing Facilities*

ELLIS KAUFMAN
*Director
Small Learning Communities*

October 1, 2008

To Whom It May Concern:

Do not miss this opportunity to hire Victoria Bergsagel and her extraordinary Architects of Achievement (AofA) team. I cannot say enough about their skill, intelligence, professionalism, and good sense. Victoria leads her team with great expertise, and with every project, she sets an example that is both inspirational and motivating. Few are as smart, witty, fun, or committed. None are as honest, courageous, or kind.

Superintendent Roy Romer actually sought Victoria out five years ago. After she facilitated a landmark meeting for us with a variety of District officials, philanthropic partners, researchers, business leaders, and architects, we knew we needed AofA's high level of expertise, and proceeded to engage them in very significant ways in our \$20 billion dollar school construction and redesign initiatives. Under the subsequent leadership of Superintendent David Brewer III, Architects of Achievement really hit their stride and have been key players in changing the face of education in Los Angeles.

Since July 2005, I have had the distinct pleasure of serving as Victoria's main point of contact guiding a major contract between the Los Angeles Unified School District (LAUSD), the Bill & Melinda Gates Foundation (BMGF), and Architects of Achievement (AofA). The work of our triumvirate has been truly remarkable, resulting in a ground-breaking Small Schools Policy that will shape the future of lives in Los Angeles for years to come. None of that would have been possible without the tenacity and skill of Victoria, AofA's Founder and President.

Refusing to uncouple learning from design, the Architects of Achievement team trained our architects, facilities managers, teachers, parents, community groups, and principals. They were on the ground with us when we established our Office of School Redesign, helping us create guiding principles for the design of small schools and small learning communities. They advised our Board of Education's Facilities Committee, supported Local District Superintendents, trained School Improvement Facilitators, and worked with our Construction Bond Citizens' Oversight Committee. In addition to assisting our New Construction division, they helped our Existing Facilities and Planning Divisions, worked extensively with every high school (and many middle

schools) in Los Angeles, provided us with walkthrough reports suggesting facilities improvement for all high schools, and reviewed architectural drawings at 30, 60, and 100 percent of design.

If you do your homework, I think you will agree with me when I say that Victoria is more well-connected and insightful in the world of school design than anyone working in the field today. When putting together a team, she has the innate ability to match person with project masterfully. I cannot begin to tell you how much I have learned from her. Perhaps it is due to her outstanding personal qualities. She has been my mentor and has opened many doors at our District that ensure the sustainability of our work.

Victoria has that wonderful – and unusually rare – combination of aggressive intellect, superb academic intelligence, creative vision, and insightful relational skills. This combination allows her to utilize a mind that is as adept and penetrating as her heart is clear and warm.

Such an unusual combination of talent gives Victoria some truly terrific problem solving skills – graced with an enormous entrepreneurial spirit – and a gift for using other people's talents to arrive at solutions to a wide range of issues. She quickly comes up to speed on local data, contextual issues, politics, and people, and creatively seeks ways to integrate them into helping the educational community move forward in innovative and exciting ways. That this is a difficult task is an understatement, but one that presents no challenges to Victoria. She is smart and articulate on a wide-range of issues related to education; she is willing to bring that experience to bear whether she is sharing new knowledge and insights into the sophisticated world of research science, working with a group of parents or community leaders, or encouraging school leaders or architects to develop outstanding school designs.

However intellectually forthright and nimble Victoria appears, it is her relational skills that truly set her apart from others in the workplace. People respond warmly both to her energetic enthusiasm to help them and to the insights she brings to their lives and work. Whether working with colleagues, representing a school district in meetings, facilitating a think-tank, or connecting with local governmental, higher education, or business leaders, Victoria serves with ease, skill, and grace.

This balance of intellectual dexterity and relational skills makes Victoria an exceptionally strong leader. The fact that these qualities are tucked inside a sunny disposition with an ease of confidence will be a blessing to any place she chooses to work.

No task or project is too large or too small for Victoria and her Architects of Achievement team. If it is the right thing to do, they will take it on with skill and ease. If you want to deliver a great educational facility project, you need to incorporate Architects of Achievement onto your team.

I frankly do not know anyone as talented. She is truly one of my heroes.

Most sincerely,

A handwritten signature in black ink, appearing to read 'Ellis Kaufman', followed by a long horizontal flourish.

Ellis Kaufman
213.241.4856



Highline Public Schools

District 401

Educational Resource and Administrative Center
15675 Ambaum Boulevard Southwest
Burien, Washington 98166
www.hsd401.org • 206.433.0111

February 24, 2010

Board of Directors

Angelica Alvarez

Bernie Dorsey

Susan Goding

Sili Savusa

Michael D. Spear

Superintendent

John P. Welch

Recommendation for Victoria Bergsagel and Architects of Achievement

Victoria Bergsagel is brilliant. Don't pass on this opportunity to hire her and her Architects of Achievement team.

I became acquainted with Victoria well over a decade ago when she was a principal in the same school district where I was the chief financial officer. I initially watched her implement a laptop program in her school, and bring leadership to the district's technology plan. Then she served on the district's Business Services Advisory Committee and I saw for myself how masterful Victoria is in working with diverse groups. She asks thoughtful questions, prepares well, and explains complex concepts with absolute ease. In fact, one of the things that most impressed me about Victoria, at that time, was the priority she made to better assist the work of those directly serving students.

A few years later, she became the director of community relations and I had the pleasure of working with Victoria as a colleague on our district's management team. I served as her right-hand-man during the period in which we were providing citizens with information regarding our successful bond and levy elections. Victoria proved to me, and others, that she understood the facts, issues, and subtleties surrounding the ballot.

Just as I was leaving that district, Victoria went on to become the director of educational design, but I still watched her from afar as she facilitated the design of award-winning schools. Together with educators and the broader community, she developed the educational programming upon which those schools were built. She inspired the community toward its vision, hired groups of architects, and subsequently guided the architects and educators as they developed cutting-edge designs – all the while helping to implement the district's plans to transform operationally from a junior high system to a middle school system. Ninth graders throughout the district moved up just as those two new high schools opened.

Victoria and I have subsequently remained close colleagues as we moved on in our careers. In fact, upon becoming deputy superintendent in a neighboring school district, my superintendent asked me who might help us develop a strategy for the transformation of our school district's high school program and the educational programming in a completely renovated school; and even though she worked in a brain research institute at the time, I knew Victoria was the first person we needed to call.

Ongoing calls from school districts like ours prompted Victoria to eventually leave the world of brain research and found Architects of Achievement. She has the remarkable ability to put together a great team, and to know just who needs to be at the table when to realize spectacular results.

In the district where I currently serve as superintendent, Victoria has brought great inspiration. She has coordinated a spate of school study tours, taking board members, district leaders, all of our high school principals and select members of their staff to learn more about school reform and sharpen our vision regarding what's possible. She was on

the ground floor of helping us envision and found Aviation High School, a renowned STEM school soon to be co-located with Seattle's Museum of Flight on Boeing Field. She has worked with our board and community, supported our work with the Bill & Melinda Gates Foundation, served on our district's Superintendent's Advisory Committee, walked our existing campuses to help with campus redesign plans, and heralded our successes throughout the nation and the world.

Perhaps it is telling that when I became a superintendent, knowing that I wanted a group of personal and professional advisors to ask me the hard questions and help me think through my ongoing strategy for school reform, that I called Victoria.

Victoria is a leader in every sense of the word. She combines tremendous vision with enormous perseverance. She listens with penetrating clarity and communicates with a clear sense of being understood. She asks hard questions in the most non-threatening ways, and as a result, understands virtually every issue related to education. Yet what I most appreciate about Victoria is the fact that in the face of challenge and difficulty, she *always* strives to do the right thing - because with Victoria, the priority will always be to educate students to their highest levels of achievement.

Perhaps you have gathered from my commentary that I think few can hold a candle to Victoria in terms of energy, intellect and efficiency. But then her reputation precedes her if you take the time to study her work. She has an uncanny ability to make tremendously difficult work look easy and to connect with people in powerful ways. Her professional signature is the brilliant execution of elegant ideas.

Albert Einstein once wrote, "It is the supreme art of the teacher to awaken the joy in creative expression and knowledge." Victoria has been that teacher for so many of us. She loves her work, knows how to have fun, and inspires those with whom she works to rise to new levels of achievement and passion. Please contact me at 206-433-2217 or @ superintendent@hsd401.org if you would like to have a conversation regarding Victoria's skills and talents.

Sincerely,



John Welch,
Superintendent

Demographics

July 25, 2012



Mr. Randy Brown
Business Administrator
State College Area School District
131 West Nittany Ave.
State College, PA 16801

Proposal for IDEAS--Premium: Enrollment Projections and the DI System

Dear Mr. Brown:

Thank you for the opportunity to present this proposal for DecisionInsite's services. It outlines the features and deliverables of DecisionInsite's IDEAS—Premium service as well as optional services that can be added according to your district's needs. Upon review, we will be happy to generate a formal agreement stipulating the features you desire.

Qualifications

DecisionInsite is a dynamic team of professionals with decades of experience in school district governance and administration as well as facilities planning.

We are the first company to integrate updated community demographics with enrollment projections accessible via a web-based system using an easy-to-use map interface. Our DI System allows clients to not only generate and review alternative projection scenarios, but also to interactively explore how changes in one area may affect another.

DecisionInsite serves school districts throughout the state of California. The firm was formed in April, 2004 by Michael Regele, a former board member of the Irvine Unified School District and Dean Waldfogel, PhD, former Superintendent of Irvine Unified. Since our establishment, DecisionInsite has worked with 50 different school districts around California. Our district experience ranges from very large, including Long Beach Unified at nearly 90,000 average daily enrollment, to districts in the 40,000 to 50,000 average daily enrollment to smaller districts. A complete list of current clients is included with this proposal packet.

DecisionInsite is a strategic partner with School Services of California, COLBI Technologies and Eagle Aerial Imaging and an Associate Member of ASBO International.

DecisionInsite maintains offices for Pennsylvania, New Jersey, Delaware, Illinois, Indiana, Iowa and Wisconsin. It also serves school districts in Texas through a strategic partnership with Impact Demographics.

Features and Services

IDEAS--Premier

DecisionInsite's flagship service for school districts is called IDEAS: Integrated Demographics and Enrollment Analysis for Schools. IDEAS—Premier integrates the professional development of student enrollment projections with the DI System. The DI System is a web-based analysis tool that incorporates student history data and future projections with an easy to use Geographic Information System (GIS) interface. Analysis is done via a map interface (built on Google maps). A summary of key features follows. Optional features are also listed below.

Enrollment Projections

Two-10 Year District-wide projections per year

A Conservative version suitable for budgeting and staff deployment

A Moderate version suitable for facilities planning

Two-10 year school by grade projections per year (Consv and Mod)

Unlimited Access to a multitude of reports including...

District and School by grade projections with capacity analysis

Out of District Students Reports

Full projection excluding residential development

Intra-district Open Enrollment Draws

Transfers to Continuation School

Open Enrollment History Reports

Residential Development reports (if any)

Live Birth reports (comparison to Kindergarten enrollment)

History of State Enrollment Data Incorporated

And many more...

DI System Access

Student Plotting

Plotting by Multiple Attributes (eg. Ethnicity, SDC, New to district)

Multi School Plotting

Custom Student Mailing List Generation

Open Enrollment Analysis

Demographic Analysis Tools and Information

QuickInsite and FullInsite (Demographic Reports)

Full Community Demographic Data (Current year and 5 year projections)

Copy/Paste (System to Word, Excel or PowerPoint)

Measurement Tools (Line and area)

Attendance Boundary Change Impact Analysis Tools

On the fly custom projection scenario development

Mapping

District and Attendance Boundary Maps

Demographic Theme Maps

Custom Map Layers (May be additional fee to add)

Custom Plot (People and facilities other than students)

Opportunity Scan

School Locator: Web-based look-up for assigned neighborhood school

Other Features Included

- Annual executive report of findings
- One executive or board presentation of findings
- Complementary system training
- Unlimited technical phone support

Optional Features

- Residential Development Research
- Custom Student Generation Rate Studies
- Attendance Boundary Change Consulting
- Custom GIS Work (additional map layers, custom plotting, etc.)
- Close or Open School Consulting

Data Updates

- Community Demographic Information updated twice a year
- Student data updated once per year
- Boundary changes once per year when needed

Residential Housing Development Research Option

Districts that do not have the internal capacity to complete all necessary residential development research per the specifications required by DecisionInsite may choose to have DecisionInsite conduct the survey work for them. This work is in addition to the base contract price stated below. If the District chooses to have DecisionInsite perform this additional service, the District must confirm its desire prior to final contracting. The district is only billed for time and materials based upon the DecisionInsite hourly rates and in conformity to the stated not to exceed quote. See Schedule B for DecisionInsite Consulting fee schedule.

Project Development Schedule

Your project will be put into our production queue within 3 working days of two events: 1) reception of a signed agreement and 2) reception of the data requested in the Starter Packet.

DecisionInsite is committed to both quality and rapid delivery. We pledge to complete your project as quickly as possible without compromising the integrity of the projections and output. Once a project is put into our production queue, completion is projected to range between 8 and 15 weeks or sooner if possible. Prior to final delivery, the district designated official will be contacted for a "preview" of the numbers and to make sure that some element has not been overlooked before the final and public study is released. If the district desires, a presentation of the data, reports and findings can be scheduled.

Proposal Fees for IDEAS—Premier Service

The following table summarizes the fee options and pricing for enhancements, such as residential development research.

Summary of System Pricing and Enhancements			
Enrollment Used for Proposal	6,900		
Initial Student Projection Year	2013		
Proposed Options	Option 1 1 Year Only	Option 2 3 Year Agreement (per year)	Option 3 5 Year Agreement (per year)
IDEAS--Premier	\$11,411	\$9,129	\$8,034
Allowance for Residential Development Research (not to exceed)	Not Requested	Not Requested	Not Requested
Total Not to Exceed (other services below not included)	\$11,411	\$9,129	\$8,034
Other Services (Billed as needed but not to exceed)			
	\$0.	\$0.	\$0.
	\$0	\$0	\$0
	\$0	\$0	\$0
Total with Other Services	\$11,411	\$9,129	\$8,034

Early Termination Adjustment

Multi-year agreements are based upon discounts to the single year fee for system and services. Should the district opt for one of the multi-year agreements and then choose to terminate the agreement an adjustment will be applied to the final year of service based upon the number of years of the contract that have been completed.

We appreciate your consideration of this proposal. DecisionInsite is eager to be your single source solution. Let us help you intelligently plan for tomorrow.

We will contact you soon to follow up. Please do not hesitate to contact your Business Development Representative Laird Warner at lwarn@decisioninsite.com or by phone at 877-204-1392 at ext. 1007 if you have any questions or comments. We look forward to the opportunity to serve you!

Sincerely,

A handwritten signature in blue ink that reads "Michael B. Regele". The signature is fluid and cursive, with the first name "Michael" being more prominent than the last name "Regele".

Michael B. Regele
President
DecisionInsite, LLC

Schedule A: References

School Districts

Mr. Paul Reed, Deputy Superintendent
Newport Mesa Unified School District (CA)
Contact phone: 714-424-5001

Dr. Don Zimring, Superintendent
Las Virgenes Unified School District (CA)
Contact phone: 818-880-4200

Dr. David Verdugo, Superintendent
Paramount Unified School District (CA)
Contact phone: 562.602.6011

Ms. Carri Matsumoto, Executive Director, Facilities Planning
Long Beach Unified School District (CA)
Contact phone: 562-997-7550

Dr. Alan D. Fegley, Superintendent
Phoenixville Area School District (PA)
Contact phone: 484-927-5000

Mr. Bob Cutting, Asst. Superintendent, Business
Saugus Union School District (CA)
Contact phone: 661-294-5300

Other Professional Services Firms

School Services of California
Contact phone: 916.446.7517
Ron Bennett, President and CEO
Maureen Evans, Associate Vice President
John Gray, Vice President
Michelle Huntoon, Associate Vice President
Jannelle Kubinec, Associate Vice President
Robert Miyashiro, Vice President

Colbi Technologies
Contact phone: 714.505.9544
Lettie Boggs, President and CEO

Schedule B: Other Options and Fees

Some districts require additional services, such as...

- Consulting or Special Research Projects
- Custom GIS technical work

These items are additions to the basic contract and are billed according to the type of work and the fee schedules outlined below.

Consulting or Special Research Projects

In addition to providing the standard Enrollment Projections and Web-base GIS service, DecisionInsite also offers additional consulting services. Consulting can include:

1. Residential Development Research
2. Attendance Boundary Change Consulting
3. Student Generation Rate Studies
4. Open/close School

1. Residential Housing Development Research: For districts impacted by housing development, we offer additional research services. Many districts have internal staff that collect and monitor this information. But for those that do not, we offer this as an enhancement to the core service. Having an accurate picture of housing development is critical to good enrollment projections.

2. Attendance Boundary Change Consulting: While generating multiple attendance boundary reconfigurations is easy with the DI System, some districts prefer to contract for outside consulting services to assist in the generation of multiple scenarios and/or participate in or lead community reconfiguration committee processes. DecisionInsite's professional and experienced team is well qualified to provide these additional services. Fees are assessed on an hourly basis and not-to-exceed amount is set in consultation with the client.

3. Student Generation Rate Studies: Student generation rates will determine how many students are expected out of new housing. Some districts have these already (by housing product type and grade level). For those that do not, we can either use our standard default rates or as an enhancement, DecisionInsite can generate custom student generation rates based upon product type that is anticipated and the current generation of students by similar product type.

4. Open/Close Schools: Some districts must open and/or close schools. DecisionInsite is uniquely qualified to assist a district in this process. Our method of projecting to local schools based upon actual historical draw patterns allows us to easily set up future schools and draw students to them at the appropriate year or if closing a school, cut off draws to a school beginning the first year it would be closed. This requires an additional level of engagement to properly set the system. A fee per school is assessed.

Consulting is billed according to DecisionInsite consulting rates as outlined below. In all cases, DecisionInsite provides the district with "a not to exceed" amount. Some contracts have residential development research written in from the beginning. For others, these services may be appended to the original contract. But all billing is based upon the rates in the following table.

Consultant Billable Rates	Per Hour
Senior Consultant	\$250
Consultant	\$175
GIS Technical Services	\$85
Research Associates	\$75

Custom GIS Services

DecisionInsite can easily add and integrate several custom data and analysis tools to a district's base system. These include:

- Existing Map Layers Changes
- Custom Map Layers
- Additional Student Attributes
- Custom Plotting of People (other than students) or Places (other than schools).

1. Existing Map Layer Changes: As part of a standard agreement, a district can modify attendance areas once each year and this service is included in the base fee. Generally this is sufficient since changes mid year seldom occur and policy changes on attendance areas seldom happen more often. If such should be required outside the normal cycle of client updating, it would be considered custom GIS work and the district would be billed according to the hourly rate for GIS Technical Services.

2. Custom Map Layers: DISTRICT'S may request the creation of additional Map layers for analysis, print or PowerPoint presentations. Possibilities include:

- Special Administrative Districts
- School or municipal planning areas
- Natural or manmade hazard features such as flood zones, pipelines, or other features which require safety buffer
- Board Trustee Areas
- Developer tracts
- District study areas
- Other custom features

DecisionInsite can add these custom map layers to any existing district study. These layers can be activated or deactivated just like school attendance boundaries. Additionally, most custom layers can be queried for enrollment, ethnicity and census updates and projections. Custom map layers are billed at the GIS Technical Services hourly rate. Upon request, DecisionInsite will provide the district with a project scope proposal based upon the assessed complexity of the project.

3. Add Student Attributes for Plotting, Reporting and Analysis

DISTRICTS can add attributes to student data files already provided to DecisionInsite for building the projections. Once added, they can be plotted and analyzed by attribute, or reports can be generated by geographic areas. Some examples:

- Special Education by service type.
- Language spoken in the home
- Proficient or below proficient test scores
- GATE
- English language learners

Student Attributes are priced by the project and depend upon whether the project will **append** attributes to existing student data or **activate** attributes submitted with the student data—either at initial set up or at the annual CBEDS data submission to DecisionInsite. (Append requires DecisionInsite to attach additional attributes to existing data files. Activate means the data is already in the student data file and simply needs to be set up and activated for analysis.)

There is a flat fee regardless of how many attributes are requested plus an incremental fee per attribute. The fee is predicated on the assumption that the data is clean. After initial set up, there is an annual fee to keep the data up when it is submitted with the annually.

	Initial	Annual
Append new attributes to existing student d	\$1,000	\$500
Incremental per attribute	\$100	\$50
Activate attributes that have been included	\$500	\$500
Incremental per attribute	\$50	\$50

Student data must include:

- Year of Student Data
- Unique Student ID--used in all student records
- Attribute fields with codes
- Grade Level
- Translation table for interpreting the attribute codes

4. Custom Point Plotting of People or Places

In addition to plotting a district's regular student population or school locations, other populations or places may also be added to the system. Examples include:

- Adult Education Students
- Adult Education Program Centers
- Staff
- Auxiliary or surplus facilities
- Pre-school and daycare centers, both public and private

Custom Plots are priced by the project and "Plot Item." (A "project" is an individual request for GIS services. It can include multiple items. A plot item is a unique database to be plotted such as Adult Ed students or Special Ed program locations). Pricing includes both a project initiation fee and a per plot item fee.

Custom Plots: Per Project and Item	Fee
Initiate a project	\$1,000
Per Plot Item	\$100

Other Services and Fees

Additional Projection Scenarios: DISTRICTS may request additional projection scenarios beyond the standard two (2) per year. DecisionInsite can generate additional projections according to the following fee schedule.

Per additional enrollment projection scenario	Ranges	
	Min	Max
Web posting only, no report	\$500	\$1,000
Web posting plus report	\$1,500	\$2,000

On rare occasions, districts discover that they have provided the wrong student data files after DecisionInsite has cleaned up and uploaded the files requiring the process to be done again. When that occurs, there is a re-import fee.

Re-import Fee	Fee
Student Data Re-import	\$120
School Data Re-import	\$50

Why Choose DecisionInsite?

A Wealth of Experience

[DecisionInsite](#) was co-founded by a geo-demographic professional with over two decades of experience and a district superintendent who brings four decades of leadership experience in public education. In partnership with other educational leaders, an integrated suite of tools and resources has been created coupled with experienced consultant and research services that focus exclusively on the unique needs and challenges of school districts.

Simple, Yet Powerful

[DecisionInsite's](#) products leverage simple but powerful tools, GIS technology and the expertise of our dedicated team members to deliver a robust combination of enrollment projections, demographic data and consulting services within the framework of a user-friendly, web-based, map-driven application called [The DecisionInsite System \(The DI System\)](#).

Stay Ahead of the Curve

As a decision support system for non-technical professionals, [DecisionInsite](#) allows you to quickly hone in on trends, patterns and opportunities critical to the success of your district—both today and in the future.

The Team



Mr. Regele brings over 20 years of expertise applying geo-demographic analysis and studies to planning and decision making. His specialty lies in the creation of GIS-based demographic models and the interpretation and presentation of demographic research and student enrollment forecasts. Mr. Regele used this knowledge and experience to design the functional capabilities of the **DI System**. He firmly believes that complex data must be presented in a manner that promotes good understanding and supports wise decisions.

The vision for **DecisionInsite** emerged during his experience as a school board member for 11 years in the highly respected Irvine Unified School District in Irvine, CA. Mr. Regele has 25 years of experience as a planning consultant assisting non-profit organizations in clarifying their primary mission and strategic focus. Mr. Regele is President and CEO. He is the primary spokesperson for the firm. With extensive experience working both on and with public school boards and with top level administrative staff, he understands the challenges boards and administrators face. Mr. Regele is skilled in presenting to boards in public settings.



With over four decades of leadership experience in public education, Dr. Waldfogel brings a unique perspective to **DecisionInsite**. Formerly the Superintendent of the Irvine Unified School District, he invested over 32 years in the district as an administrator. Dr. Waldfogel was the chief designer and developer of the Irvine enrollment projection model that very successfully supplied the district with information necessary to plan for school facilities and staffing in concert with the Irvine Company's development of the Irvine community. His model guided Irvine Unified from serving a community of 50,000 to now well over 200,000 over two decades.

Dr. Waldfogel applied his years of expertise to the design and development of the enrollment projection engine within the **DI System**. His primary role in **DecisionInsite** is the management of the production and consulting departments. He oversees all facets of production including quality control. Each set of projections generated are carefully reviewed by Dr. Waldfogel. He is also the managing senior consultant on boundary configuration engagements.



Laird P. Warner, Ph.D-Dr. Laird P. Warner has over 37 years of experience in the field of education with 34 years in administrative positions. Subsequent to being a high school principal and assistant principal, he served 26 years as Superintendent of Schools in three districts in Pennsylvania, and as. Dr. Warner has taught at the high school and college levels, and has extensive experience working with boards in strategic planning, team building, human resources negotiations, budgeting and executive coaching.

After retiring from Rose Tree Media School District where he served as superintendent for ten years, Dr. Warner set up Lair P. Warner and Associates Consulting Company. Dr. Warner serves as **DecisionInsite's** Regional Client Development Manager in Delaware, New Jersey and Pennsylvania.

We are pleased to be affiliated with the following School Districts in Pennsylvania

- Bristol Township School District (PA)
- Hatboro-Horsham School District (PA)
- Owen J. Roberts School District (PA)
- Phoenixville Area School District (PA)

We are also pleased to be affiliated with the following School Districts across the US:

- Alisal Union School District (CA)
- Alvord Unified School District (CA)
- Anaheim City School District (CA)
- Antioch Unified School District (CA)
- Bakersfield City School District (CA)
- Bassett Unified School District (CA)
- Bonita Unified School District (CA)
- Bonita Unified School District (CA)
- Buena Park Elementary School District (CA)
- Brea-Olinda Unified School District (CA)
- Burlingame School District (CA)
- Carlsbad Unified School District (CA)
- Centinela Valley Unified School District (CA)
- Central School District (CA)
- Compton Unified School District (CA)
- Corona-Norco Unified School District (CA)
- Culver City Unified School District (CA)
- Del Mar School District (CA)
- Dixon Unified School District (CA)
- Downey Unified School District (CA)
- Dublin Unified School District (CA)
- Dunlap Community Unit School District (IL)
- El Rancho Unified School District (CA)
- Fountain Valley School District (CA)
- Fullerton Elementary School District (CA)
- Glendora Unified School District (CA)
- Huntington Beach Union High School District (CA)
- Huntington Beach City School District (CA)

- Irvine Unified School District (CA)
- Jurupa Unified School District (CA)
- Lake Elsinore Unified School District (CA)
- Las Virgenes Unified School District (CA)
- Long Beach Unified School District (CA).)
- Lynwood Unified School District (CA)
- Moorpark Unified School District (CA)
- Newport-Mesa Unified School District (CA)
- Norwalk-LaMirada Unified School District (CA)
- Nuview Union School District (CA)
- Ocean View School District--OC (CA)
- Oxnard School District (CA)
- Oxnard Union High School District (CA)
- Pajaro Valley Unified School District (CA)
- Palo Alto Unified School District (CA)
- Paramount Unified School District (CA)
- Pittsburg Unified School District (CA)
- Pomona Unified School District (CA)
- Redwood City School District (CA)
- Rowland Unified School District (CA)
- Saddleback Valley Unified School District (CA)
- San Carlos School District (CA)
- San Mateo-Foster City School District (CA)
- San Mateo Union High School District (CA)
- San Ysidro School District (CA)
- Santa Monica-Malibu Unified School District (CA)
- Saugus Union School District (CA)
- Solana Beach School District (CA)
- Sweetwater Union High School District (CA)
- Torrance Unified School District (CA)
- Western Placer Unified School District (CA)
- Westminster School District (CA)
- Woodland Unified School District (CA)

DecisionInsite also serves the following Texas school districts through a strategic partnership with Impact Demographics

- Burleson Independent School District (TX)
- Dripping Springs Independent School District (TX)
- Eanes Independent School District (TX)
- Hutto Independent School District (TX)
- North East Independent School District (TX)
- Georgetown Independent School District (TX)