

In this chapter we provide responses to seven RFP requirements:

- * *Sample of completed similar or related assignments;*
- * *Vitae of participants in the assignment;*
- * *A minimum of two references from previous clients in related assignments along with a list of clients;*
- * *A demonstration of consultant skills in the information technology arena that enables the analysis of operational systems and software;*
- * *A reasonable cost structure in light of the scope of work to be accomplished;*
- * *An estimate of the required time to be allotted to the work; and*
- * *Proposed budget/fee in range numbers for the assignment, including estimated hours, and including any standard hourly compensation as well as any anticipated additional out of pocket expenses, if any.*

2.1 CORPORATE BACKGROUND

School districts need quality services at the lowest possible price. That is why Prismatic was designed to be different. We don't maintain a fancy office. We don't fly first class. We don't hire people to sit around waiting for work. We rely on the technology and tools of today—the Internet, virtual servers, e-mail, teleconferencing, eFax, and discount airlines—to keep our overhead costs to a minimum and our network of consultants fully engaged with clients.

Founded in 2007, Prismatic is designed and organized to be low-cost. As such, we do not hire full-time employees with a finite set of skills and then hope for project work where those skills are needed. Instead, we build teams of independent contractors for each project we propose to undertake. This ensures that we provide the skills the client needs.

Other preK-12 consulting firms have used this concept in the past; Prismatic has taken it to the next level. With the exception of the President, all consultants who work with Prismatic are independent contractors, including our data entry, technical, and word processing staff. In other firms, overhead can be as much as 50 percent. Paying overhead reduces the amount those firms can spend on quality experts. In contrast, Prismatic's overhead is minimal, so we can provide more actual consulting hours for the same contract price. In fact, this organizational structure typically allows us to offer higher quality services at lower prices than our competitors.

Prismatic provides services exclusively to schools, school districts, and educational agencies across the country. We provide services areas of:

- * comprehensive management, performance, and efficiency;

- * operational audits;
- * Federal preK-12 grant evaluations;
- * performance audits (to Yellow Book standards);
- * process improvement studies;
- * program analysis and evaluation;
- * organizational assessments;
- * administrative and instructional technology;
- * food services operations;
- * transportation operations;
- * safety and security operations (including emergency readiness); and
- * facilities and maintenance management.

2.2 SAMPLE OF SIMILAR ASSIGNMENTS

Prismatic began operations in 2007. However, its founder, Tatia Prieto, has been providing consulting services to school districts since 1995. Tatia was previously employed by Evergreen Solutions as Vice President and MGT of America as a Senior Consultant. **Exhibit 2-1** provides a partial listing of the public education clients she served while working in these capacities. Most of the projects she worked on while at those firms were closely related to this proposed operational audit. These projects included:

- * **A Software Use Assessment for Richland County School District One, South Carolina** -- Tatia directed this technology review for this district of 25,000 students. At the time, the district utilized several MUNIS modules. The team reviewed the district's current technology status, focusing on administrative technology systems, and developed recommendations for greater interoperability and ease of use. As part of this, the team conducted more than 50 interviews with management, clerical, and other staff in the district and helped the district determine whether the current systems in place were capable of providing management with the information necessary to make informed decisions in a timely manner. The team also contacted several comparable districts in multiple states to develop software usage comparisons.
- * **An Efficiency Review of Williamsburg-James City County School District in Virginia, conducted for the Virginia Department of Planning and Budget** – Tatia directed the study for this district of 11,000 students, which included eight functional areas: administration, human resources, financial management, purchasing and text books, educational service delivery and management, facility use and management, transportation, and technology. The final report identified more than 80 recommendations, including 21 with a fiscal im-

pact. In addition to directing the project, Tatia personally complete the review of the district's administrative and instructional technology.

- * **A Management Review for the Lower Kuskokwim School District in Alaska** – Tatia directed the review of the business office, plant facilities department, and special education program for thisa district with 3,800 students spread over a 22,000 square mile area. The project included both Web-based and e-mail employee surveys, document collection and review, on-site interviews and focus groups, and site visits to village schools. In addition to directing the project, Tatia completed the review of the business office, including the functional areas of financial management, budgeting, purchasing, accounts payable, payroll/benefits, food services, warehousing, and print shop. The final report included 56 recommendations (as well as numerous commendations) that would yield a projected \$3.7 million in savings over five years.
- * **A Combined Performance/Best Financial Management Practice Review of the Brevard County School District for the Florida Office of Program Policy Analysis and Government Accountability** – Tatia directed this review of 13 managerial and operational areas (including technology) for this district of 65,000 students. The team found net savings of \$5.9 million, 2.9 percent of the district's budget, and made numerous recommendations for operational improvements. In addition to directing the project, Tatia completed the review of the district's management structures and performance accountability systems.
- * **A Staffing Audit for Richland County School District One in South Carolina** – Tatia directed this review for this district of 25,000 students. The review included the areas of district organization and management, facilities, food services, transportation, technology, financial management, education service delivery, public relations, research and evaluation, legal services, and human resources management, as well as a salary survey and job analysis. In addition to directing, Tatia completed the reviews of the district's central organization and management, technology department, and communications department.

Exhibit 2-1
Clients Served by Tatia Prieto, President of Prismatic Services
While At Other Consulting Firms¹

Alleghany County School District (VA)	Little Rock Alliance for Our Public Schools (AR)
Anderson County School System (TN)	Los Angeles Unified School District (CA)
Austwell-Tivoli Independent School District (TX)	Lower Kuskokwim School District (AK)
Baltimore City Public Schools (MD)	Mecklenburg County School District (VA)
Baltimore County Public Schools (MD)	Monroe Country School District (FL)
Beaufort County Schools (NC)	Okaloosa County Public Schools (FL)
Brevard County School District (FL)	Palm Beach County Schools (FL)
Broward County School District (FL)	Pickens County School District (SC)
Chapel Hill-Carrboro City Schools (NC)	Pinellas County Schools (FL)
Clay County School District (FL)	Pittsburgh School District (PA)
Cleveland Public School District (OH)	Prince George's County Public Schools (MD)
Clinton Public Schools (OK)	Richland County School District One (SC)
Covington City School District (VA)	San Antonio Independent School District (TX)
Dripping Springs Independent School District (TX)	School District of Hillsborough County (FL)
Edgewood Independent School District (TX)	School District of Philadelphia (PA)
Evansville-Vanderburgh School Corporation (IN)	Texas Regional Education Service Centers
Harford County Public Schools (MD)	Wake County Public School System (NC)
Henderson County Public School System (NC)	West Virginia Department of Education
Kentucky Department of Education	Wewoka Public Schools (OK)
Lancaster Independent School District (TX)	Williamsburg-James City County Schools (VA)
Leon County Public Schools (FL)	

Prismatic is a woman-owned business incorporated in the State of North Carolina. Since beginning operations, Prismatic has been selected to provide services to a number of school district and public education clients. Prismatic clients have included:

- * Pawtucket School Department (RI), completing a performance audit as part of legal action with the funding entity (subcontract to Cotton and Company);
- * Saint Louis Public Schools (MO), providing an assessment of food service operations;
- * Needham Public Schools (MA), reviewing the student registration processes, technology systems in use, clerical/secretarial support staffing, and technology training;
- * Ulster County BOCES (NY), providing emergency readiness training and grant evaluation services;
- * Ankeny Community School District (IA), providing emergency readiness training and grant evaluation services;

¹ Partial Listing.

- * Fletcher Public Schools (OK), completing a comprehensive performance review of the district for the Oklahoma School Review Program under the Oklahoma Office of Accountability;
- * Haworth Public Schools (OK), completing a comprehensive performance review of the district for the Oklahoma School Review Program under the Oklahoma Office of Accountability;
- * Martin County Schools (FL), providing readiness and emergency management consulting services as part of the US DOE grant;
- * Pinellas County Schools Safe and Drug-Free Schools Office (FL), completing a single randomized control trial evaluation of the office’s student binge drinking reduction efforts;
- * Pinellas County Schools (FL), evaluating the district’s foreign language acquisition program, implemented under a three-year grant from the US DOE;
- * Washington State Auditors Office (WA), administering and analyzing an on-line anonymous employee survey for the 10 largest school districts in the state, comprising a sample population of 27,000; and
- * Los Angeles Unified School District (CA), reviewing safety and security functions for this district of 740,000 students.

Exhibit 2-2 provides a listing of all Prismatic’s school district and education agency clients. Those marked with an asterisk have selected Prismatic to complete more than one project for them.

Exhibit 2-2

School Districts and Education Agencies Served by Prismatic Services

Alexandria City Public Schools (VA)	Oklahoma City Public Schools (OK)
Ankeny Community School District (IA)	Oklahoma Office of Accountability (OK)*
Canal Winchester Schools (OH)	Orange County Public Schools (FL)
Carter County Schools (KY)	Pawtucket School Department (RI)
Citrus County Schools (FL)*	Penn-Harris-Madison Schools (IN)
Early Learning Coalition of Orange County (FL)	Pinellas County Schools (FL)*
Fletcher Public Schools (OK)	Recovery School District (LA)
Fulton County Schools (GA)	Saint Louis Public Schools (MO)
Haworth Public Schools (OK)	St. Charles Parrish Schools (LA)
Hulbert Public Schools (OK)	St. Lucie County Schools (FL)
Johnson County Schools (KY)	School District of Hillsborough County (FL)*
Kansas City Schools (MO)	Special School District of St. Louis County (MO)
Lee County Schools (FL)	Thackerville Public Schools (OK)
Mount Prospect School District 57 (IL)	Turner Public Schools (OK)
Los Angeles Unified School District (CA)	Ulster County BOCES (NY)
Martin County Schools (FL)*	Voluntary Interdistrict Choice Corporation (MO)
Needham Public Schools (MA)	Washington State Auditors Office (WA)

Exhibit 2-3 provides an overview of Prismatic’s recent work for Pawtucket School Department in Rhode Island. **Exhibit 2-4** provides an overview of Prismatic’s work on two of its five district performance reviews for the Oklahoma School Performance Review Program. **Exhibit 2-5** provides an overview of Prismatic’s work for Saint Louis Public Schools in Missouri.

Exhibit 2-3
Overview of Pawtucket School Department Performance Audit

Study Goal

The Pawtucket School Department (RI) has 8,781 students in its 16 schools. The district was facing an FY09 budget shortfall of approximately \$4 million. The Rhode Island “Caruolo” statute allows a school district to sue its local funding agency if adequate funding is not provided. Under Caruolo, the district must fund a performance audit to identify any areas of current year savings before legal action can proceed.

Teaming with Cotton & Company LLP, Prismatic completed a performance audit in accordance with *Government Auditing Standards*, commonly known as Yellow Book standards. Both the school department and the City of Pawtucket were clients on this project.

Team Activities

Prismatic’s team of five provided the overall performance audit with subject matter experts in educational programming, class size analysis, food services, technology, transportation, shared services, and facilities use and management. Working with Cotton’s team of financial experts, Prismatic:

- reviewed all functional areas within the district to identify expenditures that exceed federal and state minimum mandates;
- benchmarked district expenditures against those of five similar Rhode Island districts;
- compared district expenditures against established national and industry standards;
- identified potential cost savings for the current fiscal year to close the \$4 million funding gap;
- met with state department officials to review findings; and
- worked with accounting team members to ensure analyses meet Yellow Book standards.

Outcomes

This project was completed in April 2010. Prismatic identified significant cost savings in the district for the current year and supported the inclusion of 15 recommendations to reduce expenditures without unduly impacting the educational program.

**Exhibit 2-4
Overview of Oklahoma School Performance Review Projects
in Thackerville and Turner School Districts**

Study Goals

Created by the Oklahoma Legislature in 2001, the purposes of the Oklahoma School Performance Reviews are to assess the school district and develop recommendations regarding:

- containing costs;
- improving management strategies;
- promoting better education; and
- offering commendations when notable practices are identified.

All reviews in this program assess the areas of management, communications, personnel, instructional delivery, business operations, facilities use and management, child nutrition, technology, and transportation. Prismatic was contracted to complete the 23rd and 24th reviews in this program, for the districts of Thackerville Public Schools and Turner Public Schools.

Team Activities

Prismatic's team of eight completed these activities in each district:

- administered parent, student, and staff surveys;
- completed Advance and On-site visits, where the team interviewed stakeholders, observed operations, and toured facilities;
- analyzed operations in comparison to peers, state averages, industry standards, and best practices;
- recommended improvements to district operations in all areas;
- awarded commendations where appropriate;
- developed draft and final reports; and
- provided a detailed Board presentation.

Outcomes

In all, Prismatic made 73 recommendations and 13 commendations in Thackerville; Prismatic made 44 recommendations and 25 commendations in Turner. Both reviews identified numerous opportunities for cost savings. Prismatic completed both projects on-time and made well-received Board presentations. Since completing these two projects, Prismatic has been selected to complete reviews for three additional districts. Final reports for each project can be found at: www.schoolreportcard.org.

Exhibit 2-5
Overview of Saint Louis Public Schools Food Services Assessment Project

Study Goal

Prismatic was retained to assess all areas of the food service program, in order to fully answer the question, **“What will it cost to transition and operate a district managed food services program?”** This question arose in the face of declining enrollment and financial crisis.

Saint Louis Public Schools has an enrollment of 27,500 students, with 78 percent eligible for free/reduced lunch. In 2004, the district opted to outsource its food service operation in hopes of saving money. To date, the program has not been financially self-sufficient.

Team Activities

Prismatic’s team of four:

- administered a district-wide on-line survey of all principals and high school students;
- observed cafeteria operations in 21 of the district’s 88 schools;
- assessed planning, policies, and procedures;
- assessed facilities and equipment, including future sufficiency for possible changed operations;
- assessed organization and management;
- assessed financial performance;
- assessed student participation in meal programs and barriers to increased participation; and
- developed potential scenarios to bring the food services program to financial self-sufficiency, including a return to an in-house program.

Outcomes

Prismatic discovered a number of issues in the existing food service operation and recommended 20 improvements be implemented regardless of whether the district moved to in-house management. Prismatic also calculated that an in-house operation would be financially attractive. The report was immediately embraced by the school district’s Board, which voted that night to authorize implementation of the first two recommendations.

2.3 PROPOSED PROJECT TEAM

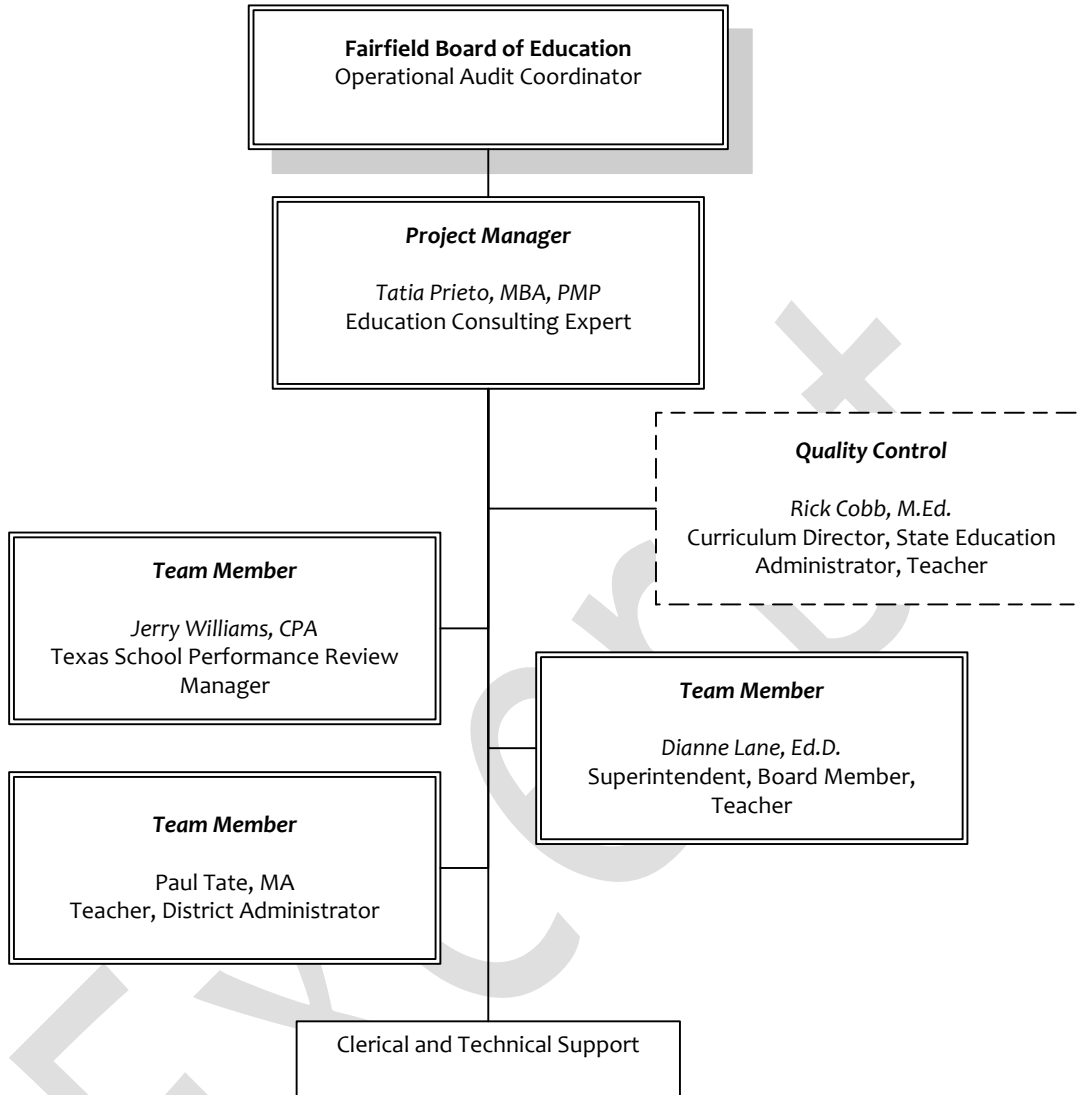
Operational Audits should be staffed by team members who have experience in serving school districts, understand the landscape of today's education environment, and can be immediately productive.

Key differences in the way Prismatic builds a project team include:

- * We build a team specific to your project. For example, you won't find a food service expert trying to cover transportation because that's who is available. If your project calls for food service expertise, we staff it with a food service expert.
- * We do not propose a senior, experienced person only to have someone else do the work. The team members we propose here are the people you'll actually work with, face-to-face.
- * We are flexible. If, during our project initiation task, our work approach review indicates we need more expertise in a particular area than we originally proposed, we will add to or adjust our team. We do not believe the team is decided upon until after Prismatic and the client agree completely on the scope of work.
- * We work well together. Our collegiality means that our clients get the best efforts of a united team, not the scattered attempts of a group of individuals.

Exhibit 2-6 provides our proposed team for this project. We are prepared to supplement or reconfigure the team, if necessary. Based on our current understanding of your needs, we believe our proposed team will fully satisfy your requirements.

**Exhibit 2-6
Prismatic Operational Audit Team**



We have assembled a team that is balanced in many respects. Specifically, this means:

- * Our team includes a broad array of preK-12 expertise. We know the many functional areas in a school district, including instruction, transportation, food service, finance, community involvement, district leadership, technology, and facilities. We understand how these areas interplay and how they can support (or hinder) each other.
- * Our team includes full-time preK-12 consultants as well as former teachers, district leaders, school board members, and state education administrators. We find it beneficial to have team members from a wide cross-section of the preK-12 community.
- * Our team has a geographic breadth of preK-12 experience. We have worked for districts around the country. Collectively, we have worked in more than 25 states.

- * Finally, our team works well together. Our team members have worked together over a number of years and a variety of projects.

Exhibit 2-7 provides an overview matrix of the skill set and background the Prismatic team offers the Fairfield Board of Education. Brief background information on each of our team members follows. We have provided resumes in Appendix A.

**Exhibit 2-7
Prismatic Review Team Skills and Background**

Skill/Experience Area	Prieto	Lane	Williams	Tate	Cobb
School District Consulting Experience	✓	✓	✓	✓	✓
Consulting Experience in >10 States	✓	✓	✓		
MUNIS Experience	✓		✓		✓
School District Employee		✓		✓	✓
School Board Member		✓			
State Education Administrator		✓	✓		✓
District Organization and Management	✓	✓	✓	✓	✓
Personnel	✓	✓	✓	✓	✓
Communications	✓	✓	✓	✓	✓
Instructional Delivery	✓	✓	✓	✓	✓
Business Operations	✓	✓	✓	✓	✓
Financial Management	✓	✓	✓	✓	✓
Facilities Use and Management	✓	✓	✓	✓	✓
Safety and Security	✓	✓	✓	✓	✓
Child Nutrition	✓	✓	✓		✓
Technology	✓	✓	✓	✓	✓
Transportation	✓	✓	✓		✓

Tatia Prieto
Project Manager

As a project manager, Tatia has more than a decade of experience for school districts in 25 states, ranging in size from 112 students to 720,000 students. She has managed projects with budgets ranging from \$2,000 to more than \$500,000 and has assisted in directing several projects with budgets in the \$1 million range.

In its first three years of operation, Prismatic has successfully served a number of K-12 clients, all under Tatia’s direction and previously noted in corporate background section.

Prior to opening Prismatic, Tatia served in senior positions for two nationally-known consulting firms. In her work for both firms, Tatia directed a number of school district reviews. Some of the relevant work she completed during that period included:

- * directing a comprehensive review of Clinton Public Schools in Oklahoma (~1,800 students);

- * directing a review of the food services program in the Los Angeles Unified School District (~720,000 students);
- * assisting in directing concurrent reviews of Little Axe and Wewoka Public Schools (1,200 and 800 students respectively) in Oklahoma;
- * directing a financial review of Beaufort County Schools in North Carolina (~7,500 students);
- * directing a technology audit for the Richland County School District One in South Carolina (~25,000 students);
- * directing a management and performance review of the Austwell-Tivoli ISD (112 students)—conducted as part of the Texas School Performance Review program;
- * directing a school efficiency review of the Williamsburg-James City County School District, (~10,000 students)—conducted as part of the School Efficiency Review program operated by the Virginia Department of Planning and Budget; and
- * directing a management review of the business office, plant facilities department, and special education program for the Lower Kuskokwim School District in Alaska (~3,800 students).

Since founding Prismatic, Tatia has directed a number of relevant projects. She recently finished an extensive study for the Pawtucket School Department in Rhode Island, completed under subcontract to an accounting firm. Like this proposed operational audit, that project required developing a body of knowledge regarding current district finances, identifying a number of actionable alternatives for the district (in this case focusing on ways to reduce a significant budget deficit), and grounding the final recommendations in relevant research and benchmark data.

Tatia holds an MBA in operations from The University of Texas at Austin. Her undergraduate degree, a double major in chemistry and government, is from Claremont McKenna College. She is a certified Project Management Professional and is currently a doctoral student in educational leadership at the University of North Carolina at Charlotte.

Jerry Williams
Team Member

Jerry will provide the team with the benefit of his many years of experience in management, performance analyses, and audit in public sector positions. With the Texas Comptroller's School Performance Review and Local Government Assistance, he managed and performed school district, community college, city, and county reviews. He served as the project manager of reviews for the Brownsville, Laredo, Kennedy, Hitchcock, and Morgan Independent School Districts. Jerry also provided source content review for more than 75 school district and community college performance and management review chapters as part of the School Performance Review process.

As an independent K-12 consultant, Jerry has provided services to school districts in numerous states, typically in the areas of financial management systems, finance, purchasing, and reporting. He most recently worked with Prismatic on a performance audit of Pawtucket School Department in Rhode

Island. Prior to that, he worked with Prismatic on a review of the safety and security functions in the Los Angeles Unified School District, for which he evaluated the areas of finance, payroll, and budgeting.

Other relevant consulting engagements Jerry has completed include:

- * consultant on a performance audit of the 10 largest school districts in Washington State -- Jerry completed reviews for district organization and management for Kent, Spokane, and Tacoma Public Schools;
- * consultant on a Performance Audit for Burke County Public Schools in North Carolina, reviewing financial management systems, purchasing, and textbooks;
- * consultant on a management and performance review of the Nacogdoches ISD (Texas), reviewing the operational areas of transportation, food service, and facilities;
- * consultant on a number of efficiency reviews of Virginia school districts for the Office of Planning and Budget -- he reviewed financial management systems, purchasing and textbooks for the public school districts of: Williamsburg-James City County, Bath County, Norfolk, Roanoke, and Campbell County;
- * consultant on an efficiency review of Gloucester Public Schools (Massachusetts), reviewing financial management systems, purchasing, and textbooks;
- * consultant on an efficiency review of Tucson Public Schools (Arizona), reviewing financial management systems, purchasing, and risk management;
- * consultant on an efficiency review of Alamance-Burlington Public Schools (North Carolina), reviewing financial management systems and purchasing;
- * consultant on an efficiency review of Monroe County Public Schools (Florida) -- Jerry reviewed financial management systems, purchasing, and risk management; and
- * consultant on a special education management/staffing review for Washington Elementary School District (Arizona), reviewing financial management and reporting.

Jerry holds a bachelor's degree in business administration and accounting from Tarleton State University. He also holds certification as a Public Accountant from the Texas State Board of Public Accountancy.

Dianne Lane
Team Member

Dianne will bring to the review her perspective as an educator, administrative leader, consultant, and evaluator. She is both a former school district Superintendent and School Board member, and now an independent K-12 consultant.

Dianne's career in education was founded on teaching special needs students. Ensuring that school districts adequately support those students has remained a continuing interest for her. After serving as a special education teacher, Dianne was elected to the School Board of Columbia County Schools in Florida (a district of approximately 9,600 students). In that capacity, she was named to the first All-Florida School Board in honor of her leadership activities with the Florida School Boards Association and the innovations she introduced in local schools.

In 1989, Dianne was the first woman elected Superintendent of the Columbia County School District, a position in which she served for seven years. During that time, she steered the district from district-based to site-based decision-making.

As an independent K-12 consultant since 1999, Dianne has reviewed organizational, leadership, and instructional areas in districts across the country. Districts for which she has consulted include:

- * Pawtucket School Department (RI)
- * Johnston School District (RI)
- * Clinton School District (OK)
- * Little Axe Public Schools (OK)
- * Wewoka Public Schools (OK)
- * Mecklenburg County Public Schools (VA)
- * Covington City Public Schools (VA)
- * Allegheny County Public Schools (VA)
- * Wake County School System (NC)
- * School District of Philadelphia (PA)
- * Los Angeles Unified School District (CA)
- * Metropolitan-Nashville Head Start (TN)
- * Monroe County School District (FL)
- * Vancouver School District (WA)
- * Richland County School District One (SC)
- * Harford County Public Schools (MD)

Dianne earned her doctorate in educational leadership from Nova Southeastern University. Her master's, also in educational leadership, was awarded by the University of Florida. Her bachelor's degree was in habilitative sciences (mobility education for the visually impaired), from Florida State University.

Paul Tate
Team Member

Paul brings to this project more than 40 years of experience in education as a teacher and administrator. He spent the first decades of his professional career teaching English Language Arts at the high school level. He then moved into an administrator position with Dallas Independent School District in Texas, which had approximately 140,000 students at the time.

From there, Paul accepted a position as Director of Personnel Services with McAllen Independent School District, also in Texas, and with approximately 25,000 students. He later returned to Dallas ISD, accepting positions of greater responsibility, culminating in several years as the district's Executive Director of the District of Curriculum, Instruction, and Academic Support. As such, Paul coordinated activities in a number of departments. He also worked on developing the district's five-year plan.

Most recently, Paul served for a decade as the Assistant Superintendent for Human Resources in the Mobile County School System in Alabama, a district with nearly 66,000 students. His accomplishments in this position included:

- * completing a cost-saving reorganization of the district that eliminated positions;
- * designing and co-writing (with Drexel University) a grant-funded program implementing a "grow your own," in-house alternative certification program to meet drastic teacher shortages in secondary mathematics and science;
- * implementing a computer-based employee absence and reporting system that also electronically arranged substitutes for teachers and support staff;
- * overseeing installation of electronic systems to record employee work-time, attendance, and to track overtime eligibility; and
- * co-writing and implementing a research-based, national model for "pay for performance" for teachers assigned to the five lowest achieving schools in the district.

Paul was a member of the Prismatic team that recently completed the Performance Audit of Pawtucket School Department in Rhode Island. On that project, he reviewed collective bargaining agreements, school staffing, instructional programming, and student scheduling, as well as other issues.

Paul holds a master of education degree in educational leadership and English education from Auburn University. His bachelor of arts degree was in English, French, and the social sciences and was earned from Troy State College.

Rick brings to this project a wide breadth of experience working in school districts as well as the Oklahoma School Performance Review process. His experience includes rural, urban, and suburban schools, as well as large and small districts.

Rick has experience as a classroom teacher and a principal. Beginning his career as a middle school English teacher in Muskogee Public Schools, he also taught in Oklahoma City and Mustang before becoming a secondary principal in Medford.

Next, Rick spent more than two years as a Trainer/Coordinator with the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant with the Oklahoma State Regents for Higher Education. During this time, he worked in depth with school teams on programs designed to improve the curriculum and ultimately the opportunities of low-income students to succeed in post-secondary education programs.

Rick also worked for the Oklahoma Office of Accountability. Serving as a Coordinator for School Improvement, he participated in some capacity in 16 school performance reviews, for these districts:

- * Broken Bow and Idabel
- * Springer, Wynnewood, Frederick
- * Felt
- * Weleetka, Wetumka, Sasakwa, Justice
- * Okmulgee
- * Mounds
- * Cement and Tipton
- * Thackerville and Turner

In addition to filling several roles supporting these projects, Rick edited portions of many of the reviews for these districts. For Felt Public Schools, Rick was the principal investigator for the instructional delivery area and portions of the support services area.

As a consultant with Prismatic, Rick has reviewed three school districts for the Oklahoma Office of Accountability:

- * Hulbert Public Schools, where he reviewed technology;
- * Haworth Public Schools, where he reviewed instructional delivery; and
- * Fletcher Public Schools, where he reviewed instructional delivery.

He has also completed two Prismatic projects outside of Oklahoma. Rick:

- * served as a consultant on a review of the Voluntary PreKindergarten (VPK) program in Orange County, Florida. The 342 VPK provider sites in the county served 10,261 children in 2008-09. Rick compared longitudinal data on 10 counties in the state as part of the project's external analysis. He also observed VPK classrooms at 10 provider sites as part of the internal analysis; and
- * served as a statistical consultant on a single randomized control evaluation of the Binge Drinking Prevention program in Pinellas County Schools (Florida).

Rick is currently the Director of Curriculum for Moore Public Schools, the third largest district in Oklahoma, serving over 21,000 students. In this capacity, he leads an academic resource team of coordinators who work with department heads and teachers at 30 schools to align the curriculum to state and national standards. Along with his team, Rick evaluates results of state and quarterly benchmark tests to determine in which objectives student performance is strongest or weakest. He is also responsible for many of the district's professional development goals and oversees multiple budgets, including Title I, Title II-A, and Title V.

Rick is a doctoral candidate in educational administration, curriculum, and supervision at the University of Oklahoma. He earned a master's degree in education administration from Southwestern Oklahoma State University and a bachelor's degree in English from the University of Oklahoma.

Clerical and Technical Support

Prismatic has the necessary clerical and technical support personnel to ensure that all products, including surveys, drafts, and final reports are of professional quality. We are confident we can meet the needs of Fairfield Public Schools.

EXCERPT