



*Leveraging ASES Programs
For Academic Achievement*

**Comprehensive Infrastructure
for the Academic Element of ASES**

David Payne, CEO
Extreme Learning, Inc.
155 East Main Avenue, Suite 170
Morgan Hill, CA 95037
(408)782-5045 (Phone)
(408)782-5073 (Fax)
dpayne@extremelearn.com
www.extremelearn.com

The Challenge: Using ASES to Improve Student Achievement

The ASES after school program has its roots in latchkey programs whose primary goals were custodial. These programs generally lack a consistently applied, systematic way of diagnosing individual student academic needs and providing prescriptive, standards based instruction to fill knowledge and skill gaps. With increasing emphasis on using after school programs to extend academics beyond the school day, especially for underperforming students, it is critical to leverage the large investment in ASES programs to effectively support improved student achievement.

The Opportunity: Infusing Powerful Academics into ASES Programs

By providing the framework and infrastructure of Extreme Learning's proven Targeted Academic Intervention Program to the academic portion of ASES Programs, these programs will become effective in filling individual students' unique knowledge and skill gaps, while preparing them for the California Standards Tests. Extreme Learning fuses the efforts of a caring, well-trained tutor with the power of state-of-the art educational software running on a robust hardware infrastructure.

The Solution: ASES Partnership Program

Extreme Learning will provide all of the "wrap-around" elements of the academic portion of the ASES Program, consisting of:

1. **Technology Infrastructure**, including laptop computers, servers, wireless networks, printers, and mobile storage carts.
2. **Standards-based, prescriptive academic content**, including **educational software** and **print materials** for English Language Arts, ELD, and mathematics. Software includes both summative and formative assessments, multi-sensory instruction, and an instructional management system. Print materials for test preparation are tied directly to the California Standards test, and include detailed instructions for both students and tutors.
3. **Comprehensive tutor and manager training**, including video-based and print-based content, face-to-face training, and assessment of training. Topics include classroom management, tutoring techniques, use of technology and educational software, and communication with parents and school officials.
4. **Information Technology (IT) Support** includes set-up and maintenance of all hardware, software, and networking provided.
5. **Data collection and reporting** includes individual and aggregated student achievement data derived from the use of educational software. Data from pre, mid, and post tests as well as data from frequent formative tests will be compiled and communicated to program and school administrators.

The Benefits: Students, Schools, and the District all Gain from Program

Using the Extreme Learning ASES Partnership Program to leverage the investment already being made for these programs to increase the effectiveness of the the academic portion which in turn will increase student achievement. Increased achievement will assist:

- Schools meeting their AYP targets and either avoiding or emerging from Program Improvement Status
- District meeting its AYP target and avoiding Program Improvement Status
- Students being more successful on their classroom homework and improving their grades
- Students who are English Language Learners being reclassified as English Proficient

Program Logistics

Support for the Academic Program

The Extreme Learning Partnership Program provides a comprehensive set of resources for the academic portion of the ASES after school program, which generally lasts one hour per day, five days per week for each student. Students rotate between three groups, including academics, enrichment, and recreation. During the academic portion, half of the students in that section of the program work quasi-independently on developmentally-appropriate academic skill-building in reading, writing, math, and ELD while the other half work with tutors on test preparation materials. Halfway through the academic time, students switch groups.

District/Third Party Program Managers and Tutors

Extreme Learning provides all of the technology tools, content, training, data reporting and IT support required for district and/or third party tutors and program managers to implement a successful academic portion of an ASES Program. Extreme Learning does not provide staffing for these programs; districts and district partners take full responsibility to recruit, hire, employ, and manage these employees.

Extreme Learning Technology Infrastructure

We provide use of Dell laptop computers, laptop storage carts, servers (when required), wireless networking equipment (when required), printers, headphones and other equipment needed to run technology-rich programs at a ratio of one computer for every two students in the academic portion of the program (for an overall ratio of one computer for every six students in the ASES Program.) Extreme Learning maintains all equipment, has Dell on-site warranties for any needed repairs, including Dell's CompleteCare™ Accidental Damage Service, providing protection from the costs of some accidental drops, spills and surges. Replacement of computers damaged beyond the terms of these warranties is the responsibility of the District. Loss from theft for reasons other than negligence are covered by Extreme Learning. Replacement of headphones beyond 2 sets per year are the responsibility of the District. All equipment is the property of Extreme Learning. Computers may be used during the daytime for an additional fee to cover additional batteries, chargers, and maintenance.

Standards Based Educational Software

All educational software includes standards-based assessment software in reading, writing, math, and ELD with both summative and formative tests. Multi-sensory instructional software is also standards-based. The assessment and instructional components of the software are tied together with a learning management system that create a prescriptive, personalized learning plan for each student, and that requires content mastery before a student moves on in the program. Extreme Learning currently uses Siboney Learning's Orchard Gold, Riverdeep's Destination Reading and Destination Math, and Renaissance Learning's English in a Flash for ELD students with CELDT levels one or two. Additional software titles are also available (some for an additional fee); districts may choose to use their own software licenses.

Extreme Learning Test Prep Content License

Customers receive a license to duplicate test preparation materials created by Extreme Learning which are directly correlated to the California Standards Tests. These print-based materials include sample problems, directions for students, and step-by-step instructions for tutors to instruct students. It is the responsibility of the District to duplicate these materials for participants in the after school program. Separate licenses are available for use in daytime programs, and for other after-school programs.

Extreme Learning Training for Tutors and Managers

For both tutors and program managers, we provide video-based training materials on DVD's, and digital masters of print-based training materials as well as assessments of training. We also provide experienced trainers who conduct three face-to-face training per year for tutors, and three trainings per year for program managers. Trainings total approximately 15 hours for tutors, and an additional 10 hours for managers. Approximately four hours per training is done face-to-face with Extreme Learning trainers for tutors, and an additional four hours for program managers. Training is done on school sites; multiple sites within districts or regions may be combined.

Extreme Learning Data Reporting

The educational software provided includes summative and formative assessments. Student achievement data from these assessments, in both individual and aggregated form, are collected and communicated in monthly reports in digital form. It is the responsibility of District program managers to ensure that students are entered properly into the educational software system, and that they use the program regularly. In addition to standard reports, Districts may purchase additional, customized reports. Use of Extreme Learning's web-based Student Information System to record demographic data, enrollment and attendance may be purchased at an additional charge.

Communication

While the staff working with students and managing the program are provided through the district, Extreme Learning provides communication tools and suggested protocols during training that can be used by the district/third party staff.

Partnership Program Administration

While Extreme Learning does not administer the after school program, we do provide management support to ensure the smooth implementation and operation all of the components listed above.

Length of Agreement

The Extreme Learning ASES Partnership Program may be configured in two ways:

1. Purchased up-front for a three year period
2. Purchased with hardware/software/1st year services up front, continuing services paid annually over two remaining years.

Why Our Partnership Program Works

With the help of Extreme Learning's program components, ASES tutors:

- Identify individual/specific skill and knowledge gaps
- Utilize individualized instruction to target identified gaps
- Use a multi-sensory, multimedia approach to instruction
- Conduct regular assessments and adjustments to individual learning plans
- Captivate students by teaching technology skills and providing access to powerful technology

About Extreme Learning

Extreme Learning, Inc. was founded by a former school principal in the spring of 2002 and opened its first Learning Center in Morgan Hill, California in August of that year. The State Board of Education approved Extreme Learning as a Supplemental Service Provider in July 2003, and Extreme Learning began offering its Academic Support Program and CAHSEE Prep to five districts in the Bay Area. The State Board of Education renewed Extreme Learning's approval in 2004 and again in 2005 (the latter was for two years). Through its customer-oriented, high-tech, low-cost program, and its documented student successes, Extreme Learning has developed a long list of satisfied customers. The company has rapidly grown from serving one district to the next—from 12 schools in five districts in 2003-2004, to 36 schools in 12 districts in 2004-2005, to 72 schools in 25 districts in 2005-2006 and to over 200 schools in 50 districts across California in 2006-2007. Extreme Learning maintains corporate offices in Morgan Hill, California and Irvine, California.

Executive Staff

David Payne, Founder and CEO, graduated with honors from Stanford University, earned his teaching credential and Master's degree in Education from Stanford, and his administrative credential from U.C. Berkeley. David taught middle and high school social studies in the East Bay, was assistant principal at Gilroy High School and principal at Homestead High School in Cupertino. He also served as visiting professor at UCLA's business and education schools, and was CEO of WebLearning, Inc. before founding Extreme Learning. David is bilingual in Spanish.

Mary Smathers, Co-Owner, graduated from U.C. Berkeley and earned her teaching credential, administrative credential and two master's degrees from Stanford University. She taught English and social studies in the East Bay and Salinas, and served as assistant principal at Salinas High School. She was a co-founder and lead-trainer at Teachers Curriculum Institute (TCI) and program director for Gilroy Unified School District. She also co-founded the Charter School of Morgan Hill and served as its director and middle school principal. Mary is bilingual.

Ben Politzer, Corporate Vice President of Operations, graduated from Brown University, earned his Master's degree in Education from Stanford University and his administrative credential from San Jose State University. He taught sixth grade in Washington State and served as technology specialist, assistant principal, and principal at Edison-McNair Academy in East Palo Alto. Ben is also bilingual in Spanish.

Ingrid Ellerbe, Corporate Vice President of Development, graduated from California State University at Dominguez Hills. Ingrid's background spans over 20 years in the educational technology, curriculum, and publishing industries where she developed extensive experience in building successful partnerships with schools and universities. Ingrid has served successfully in executive roles in Edison Schools/Newton Learning, Carnegie Learning, ProQuest Company, Boxer Learning, Hewlett-Packard, SkillsBank Corporation, Commodore, Davidson & Associates, and Broderbund.

Mike Matthews, Regional Vice President for Southern California, is a former middle school and high school teacher. He was assistant principal of Lodi High School and principal of Delta Sierra Middle School in Stockton. He was principal of Malibu Middle and High School, a California Distinguished School, for eleven years. He also served as an Assistant Superintendent of Human Resources and as the Interim Superintendent for Santa Monica-Malibu Unified School District. Mike earned both his Bachelor's degree in International Relations and a Master's Degree in Education from Stanford University. He earned his Ed.D. in Educational Leadership from Pepperdine University. He holds a teaching credential and an administrative services credential.

Raymond Mitchell, Regional Vice President for Northern California, received his Bachelors from Kansas University and has two decades of experience in the education field both in the private and public sectors. Prior to entering the field of education he spent his life as an athlete, mastering the skills of Track and Field, where his efforts led to three Olympic Trials and numerous national rankings. Driven by challenges and inspired by success, his skills in sales and operations have helped develop and grow regions and divisions for such companies as LeapFrog, Prescription Learning, ESC Inc., Jostens Learning, Invest Learning, Bull HN and Princeton Review. Raymond has extensive experience with the pairing of technology and education, and was the recipient of the National Special Projects Technology Leadership Award for NABSE 99-2000 for Technology Innovation.

Mary Seiersen, Vice President of Quality Assurance, graduated and received a teaching credential from University of California at Long Beach, and a master's degree in educational psychology from United States International University, Lodi and has a life time California administrative credential. Mary taught elementary school in Long Beach and Salinas, was an elementary principal in Salinas, a middle school principal in East Palo Alto, and the Director of Curriculum and Staff Development for the Salinas City School District. She also served as an adjunct professor/instructor at United States International University and Chapman College

Corporate Departments

Human Resources recruits and assists Area Managers with the selection of high quality Academic Coaches. This department supports all aspects of employment support for members of the company.

Training develops and provides video-based training, face-to-face training, follow-up training, assessment of training, and printed manuals to Academic Coaches and Area Managers. The Training department also provides ongoing support to coaches and managers in the field.

Information Technology provisions and maintains laptop computers and carts, wireless networks, servers, printers, headphones, and other equipment delivered to schools. They install and maintain software on laptop computers used by students and staff. They also maintain servers running our educational software, student information system, customer relationship management software, accounting programs, supply chain system, and communications tools.

Curriculum and Product Development continuously evaluates best-of-class educational materials, both print and software. The staff weaves these resources together to create an engaging educational experience for students that results in dramatic student achievement gains.

Data Management tracks and analyzes student achievement, enrollment, and attendance data to share with our school and district partners.

Family Communication operates a bilingual call center staffed by tutors who make personal phone calls to enroll students in our programs, to inform parents when students miss our program or have behavior problems, and to let them know about program open houses and celebrations. They also organize mailings of program and enrollment information.

Supply and Delivery ensures that programs are supplied with all resources and materials needed to run successful programs. **Accounting** manages contracts, invoicing, purchasing, and payroll.

Satisfied Customers

Extreme Learning would be happy to provide reference information from our satisfied customers listed below:

- Alisal Elementary (Salinas)
- Alum Rock Union School District (San Jose)
- Anaheim City School District
- Aromas-San Juan School District
- Banning Unified School District
- Brawley Elementary School District
- Cabrillo School District (Half Moon Bay)
- Calexico Unified School District
- California Student Opportunity and Access Program (San Jose State University)
- Del Paso School District (Sacramento)
- Drive to Learn (Stanford University)
- El Centro Elementary School District
- El Monte City School District
- Fontana Unified School District
- Foster City-San Mateo School District
- Franklin McKinley School District (San Jose)
- Fremont Unified School District
- Gilroy Unified School District
- Gonzales School District
- Greenfield Elementary School District
- Hayward Unified School District
- Hollister Elementary
- Holtville Unified School District
- Lennox School District
- North County School District (Hollister)
- Ontario-Monteclair School District
- Pajaro Valley Unified School District (Watsonville)
- Pomona Unified School District
- Ravenswood School District (East Palo Alto)
- Rialto Unified School District
- Sacramento City School District
- Salinas City Elementary
- Salinas Union High School District
- San Jose Unified School District
- Santa Barbara School Districts
- Santa Clara School District
- Santa Rita School District (Salinas)
- Soledad Unified School District
- Tracy School District
- Vallejo Unified School District
- Ventura Unified School District
- West Contra Costa County School District (Richmond)
- Woodland School District

Pricing

Sample Option 1: Full Payment Up Front

The basis of our up front fees is \$266 per student per year for three years, with full payment for all three years due upon execution of the contract.

Cost Calculation

6 schools x 100 students/school x 3 years x \$266/student = \$478,800

Sample Option 2: Hardware/Software/1st Year Services Up Front, Remaining Services Annually

The basis of our fees for Hardware and Software Up Front, and additional services paid annually is \$720/student paid up front, and \$60/student per year paid at the beginning of years 2 and 3.

Cost Calculation

Due upon execution of contract:
6 schools x 100 students/school x \$720/student = \$432,000

Due at beginning of year 2:
6 schools x 100 students/school x \$60/student = \$36,000

Due at beginning of year 3:
6 schools x 100 students/school x \$60/student = \$36,000

Total for Contract: \$504,000