To
Alabama State Department of Education:

The undersigned, in submitting response to Invitation to Bid, represents that she is authorized to obligate Global Personalized Academics for the work described in the Alabama State Department of Education Invitation to Bid No.: 06-DLC 2016.

We believe our products and services are well suited to meet the district needs outlined in the ITB. We offer a digital content system with robust course content, professional development, as well as turnkey services to ensure a successful implementation and long-term continuation of the program. The GPA team will partner with Alabama State Department of Education to provide instructional materials that are engaging, adaptive, and rigorous. Our depth of knowledge and experience combined with superior product and support will exceed Alabama State Department of Education's expectations.

GPA offers quality digital content, expert consulting services, professional development opportunities, technical and instructional support, and blended learning research and best practices. GPA's instructional materials have been reviewed by Quality Matters. The Quality Matters Program (QM) is an international organization representing broad inter-institutional collaboration and a shared understanding of online and blended course quality. Additionally, our Global Personalized Academy offers a turnkey solution providing highly qualified instructors to meet the needs of students, schools and administrators.

GPA's curriculum offers fully personalized learning experiences which increases student engagement and teacher precision.

We look forward to working alongside Alabama State Department of Education in their efforts to provide powerful and innovative learning experiences for their students.

Sincerely,
Pam Birtolo
Chief Operating Officer
Global Personalized Academics
7380 Sand Lake Rd. Suite 500, Orlando, FL 32819
Phone: 386.569.4310
Email: Pam.Birtolo@gpaed.com

About GPA

Global Personalized Academics (GPA) is an innovative education company that provides virtual and classroom learning solutions to schools across the globe. We envision a world where all students have the opportunity to achieve their dreams. Our mission is to create unique learning opportunities that help the scholars, leaders and entrepreneurs of tomorrow become global citizens today.

We are educators, innovators and pioneers of online learning who are combining our experience to create the next generation of educational opportunities. Our leadership team includes the founders of Blended Schools Network and Florida Virtual School, two of America's most successful online programs.

In 2002, a small group of Pennsylvania public school administrators created an online solution for schools that increased student achievement by providing state-of-the-art learning opportunities for all students and called it the Blended Schools Network (BSN). BSN continued to work with Pennsylvania schools over the years and eventually demand outside of Pennsylvania required expansion. To accomplish that expansion, Blended Schools Network merged with Sibling Group Holdings to become Global Personalized Academics (GPA).

In July 2015, Julie Young became the CEO of GPA. She brought with her some of the best in academics and development to create a premier team of online and blended learning experts to help districts move from just delivering content online to truly personalized learning.

GPA has designed, published, and continuously upgraded a complete K through 12 online curriculums for over 160 partner school districts. The online curriculum consists of over 200 courses include all the teaching, learning, and assessment. Additionally, the online curriculum assists teachers, students, parents, and schools to ensure students have a successful learning experience.

GPA has perhaps the longest history of creating the highest quality content of online K through 12 curriculum providers. Over 250 highly qualified, practicing teachers are involved in our content creation and quality control process. These teachers act as subject matter experts who assist in creating and upgrading our courses to ensure they are relevant to the classroom. As a requirement, teachers participate in extensive training and are guided and supported by the GPA Senior Instructional Designer and Director of Curriculum.

All courses are designed to meet both the iNACOL National Standards of Quality for Online Courses and Quality Matters. Courses are also aligned to national standards such as: Common Core, Next Generation Science Standards, Framework for 21st Century Learning, and various national standards for elective content areas. Each year, courses are updated based upon input from teachers and students in the field and every four year's courses are completely recreated to ensure the latest standards, content, and pedagogy are made available to our teachers and students.

In addition, GPA has provided extensive professional development on how to: teach online courses, teach blended classes, use learning management system tools, and help teachers develop their own online courses. In the last decade, GPA has delivered professional development to over 30,000 teachers nationwide.

Student success is at the heart of GPA's program. Last year 94% of students who started a GPA synchronous course successfully completed that course. We believe that success is credited to

our superior course design and instructional material. The courses are highly engaging and easy to use. When students enter a GPA course they will see that each course has a menu on the far left to aid navigation. The menu provides easy access to unit content and the tools frequently used in the course. Each unit has a consistent structure of Unit Overview, Unit Vocabulary, Project Introduction, Lesson Folders, Assessment Folder (Unit Test and Unit Project) and a link to the Curriculum Map.

Global Personalized Academics has the complete curriculum necessary to create an outstanding blended learning environment. Teachers and students access lessons, units, and full courses enabled by LTI (Learning Tools Interoperability) integration to the SoftChalk cloud. This gives teachers and students the ability to search, personalize, and recommend learning units easily and to modify learning paths on the fly. Student enrollment and management are handled through GPA systems.

GPA courses offer a robust solution for implementing blended learning. Our goal since our founding over twelve years ago is to provide the highest quality resources at a low price so that schools can leverage online materials to improve student outcomes. We look forward to working with your team to ensure the highest quality online and blended school programs for your students.

We are passionate, persistent and stubbornly unsatisfied with the status quo. We look forward to embarking on this journey with your district with our focus squarely on the student.

The bid should describe how the vendor ensures that courses or modules meet nationally recognized quality standards for online courses (e.g. iNACOL National Standards for Quality Online Courses, Quality Matters, etc.).

Global Personalized Academics (GPA)'s courses are fully aligned to Common Core Language Arts, Literacy, Social Studies, Mathematics, and Elective Curriculum Standards along with Next Generation Science Standards. Industry and technology interoperability standards are also met.

Following courses are approved by Quality Matters
- Algebra I
- Geometry
- English 9, 10, 11, 12
- Pre-Calculus
- US History I

Approximately 9 additional will be reviewed for Quality Matters certification.

The bid should provide information about the organization's history, philosophy, and pedagogical models utilized.

Global Personalized Academics (GPA) is an innovative education company that provides virtual and classroom learning solutions to schools around the world.

Global Personalized Academics was formed by Sibling Group Holdings, Inc. and its wholly-owned subsidiary Blended Schools Network in 2015. Blended Schools was formed as a non-profit network of public schools in Pennsylvania in 2002 where it successfully offered a K through 12 solutions to public schools. Sibling saw greater potential by expanding the reach to the rest of the US with plans to go international. They hired an experienced management team and rebranded as GPA. The organization now offers over 250 courses in core, elective, AP and Credit Recovery.

- Julie Young, CEO. Julie founded Florida Virtual School in 1996 and was their President and CEO through June of 2014.

- Pam Birtolo, Chief Operating Officer. Pam was formerly the Chief Officer of Education Transformation at Florida Virtual School.

- Amy McGrath, Chief Academic Officer. Amy was formerly the Innovation Principal at Florida Virtual School.

- Cecilia Lopez, Chief Business Development Officer. Cecilia was formerly the Chief Business Development Officer at Florida Virtual School overseeing all activity outside the state of Florida.

GPA content was built using Marzano Instructional Strategies, Understanding by Design and Habits of Mind. GPA designs courses with a consistent pedagogy, layout and set of instructional tools to improve efficiency for students and teachers. Courses contain:

- Customizable Scope and Sequence
- Customizable Lessons
- Customizable Grading
- Assessment Variety- Diagnostic pre-test, Formative assessments, summative assessments.
- Course Challenge- An independent problem solving activity that can be used as a capstone project or an ongoing experience. Students work through steps to research and defend solutions to a real-world problem related to their learning.
- Collaboration Opportunities to build Twenty-First Century Skills
- Unit Project

The bid must list accreditations, dates of accreditation, and academic partners.

GPA offers a complete K through 12 program that has NCAA and College Board approvals and is currently one year into the accreditation process for its Academy using GPA teachers. In addition, GPA will have temporary accreditation through a partnership with a private school within the next 60 days. Accreditation, just like NCAA and College Board approvals, does not apply when course content is licensed for use with local teachers and this is true for content from any vendor. The school of record applies the credit to the student's transcript using their accreditation, and also needs to apply for their own NCAA and College Board approval. GPA is able to supply you with the AP syllabi and audit codes to assist in College Board approval.

The bid should allow multiple content reviewers access to courses and/or modules offered in this ITB, including assessments and all sample ancillary materials. All related links, log in, and demonstration information and instructions for ACCESS/SDE staff should be included in the bidder's responses and/or supporting documents.

Demo accounts have been created and the users have been enrolled as teachers in both middle and high school courses. To access these courses, please visit:
https://blendedschools.blackboard.com/
The users have the ability to switch to "Student View" at any time, by clicking the icon in the top right hand corner of the course.

Username	Password
gpa00.AL1demo	gpaed.com
gpa00.AL2demo	gpaed.com
gpa00.AL3demo	gpaed.com
gpa00.AL4demo	gpaed.com
gpa00.AL5demo	gpaed.com

A great place to start is the "Student Information" or the "Teacher Information" area, which will assist users as they explore and navigate our courses. These resources can be found directly using the following links, or accessed via the course in the top left-hand side of the page.

Students: https://help.blendedschools.net/portal/helpcenter/articles/introduction-to-bsn-courses-in-blackboard-for-students
Teachers: https://help.blendedschools.net/portal/helpcenter/articles/introduction-to-bsn-courses-in-blackboard-for-teachers

The bid should include a statement addressing copyright compliance and a statement of policy about intellectual property rights to course and/or module materials.

This is the copyright compliance that we offer for all our courses -
Copyright 2016 Global Personalized Academics. All rights reserved. The contents of this course may not be published, broadcast, rewritten, or redistributed without written consent except in the case of quotations from external sources and links to external websites.

The bid should include a statement relating to content conformance with the Americans with Disabilities Act and the provisions made to ensure that course and/or module materials are universally designed for accessibility by diverse learners (VPAT preferred).

GPA courses comply with the ADA in that our lessons contain audio, visual and written formats. We offer a variety of assessment types throughout each course, and the material can be differentiated to accommodate any style of learner. Additionally, GPA courses are compatible with a variety of technical assistance programs including screen readers.

The bid must describe the technical support (broken links, upgrades, response methods, content issues, tracking/ticketing system, etc.) and course management assistance to be provided to the SDE, students, course instructor, and school coordinators.

Level 1 and Level 2 technical support is provided during business hours. GPA has 24/7 on-call support for critical issues and in the event there is unexpected system downtime. Support requests are entered in the support portal or emailed to the Help Desk. Additionally, comprehensive, online reference material is available via self-service support portal 24/7. GPA strives proactively communicates system maintenance and planned outages to customers.

GPA prides itself on providing effective Professional Development experiences prior to program launch. These sessions, available live and on-demand, will help acclimate users to the GPA courses and teach them how to submit help tickets for additional assistance.

The bid must permit SDE to migrate vendor courses/content to the LMS of an Alabama school district/school participating in an SDE franchise agreement for blended learning.

All our courses are authored and maintained in a content management system called Soft Chalk. All courses can be exported as Sharable Content Object Reference Model (SCORM) objects and can be imported into a learning management system. Additionally, we provide a full catalog of LTI links to all the units and lessons in each course. Learning Tools Interoperability (**LTI**) is a standard created by the IMS Global Learning Consortium. SDE will have full access to our courses to export and use these across LMS's for participating schools.

The bid should include courses/content that do not require textbooks, e-books, software, equipment, etc. Necessary learning resources and materials should be imbedded in the course, if possible.

All courses are designed to be textbook free. AP courses may require an additional textbook by nature of the rigor of the course design. Some literature units (stand alone and within LA courses) require additional reading materials, because it is important to get the printed literature experience. A reading list is provided. Science courses may require additional materials for lab experiments, as hands-on experiences are an important part of learning. A Materials list and/or course syllabus will have these additional resources listed.

This is an example of the Reading list – you will see that we offer the link for purchase, whether eBook is available, and cost.

Primary Column	ISBN #	Order link	Cost	eBook/Kindle Available?	Course
Catcher in the Rye	316769487	http://www.amazon.con	6.74	yes	Language Arts 12 A
Cry The Beloved Country	743262174	http://www.amazon.con	11.71	yes	Language Arts 12 A
Jane Eyre	Various ISBN/Free Ebo	http://www.gutenberg.o	0	yes	Language Arts 12 A
The Five People You Meet in Heaven	1401308589	http://www.amazon.con	9.81	yes	Language Arts 12 A
The Kite Runner	159463193X	http://www.amazon.con	9.08	yes	Language Arts 12 A
Things They Carried	618706410	http://www.amazon.con	10	yes	Language Arts 12 A
Hamlet	Various ISBN/Free Ebo	http://www.gutenberg.o	0	yes	Language Arts 12 B
Nectar in a Sieve	1481927388	http://www.amazon.con	4.47	yes	Language Arts 12 B
Persepolis	037571457X	http://www.amazon.con	9.38	no	Language Arts 12 B
Siddhartha	553208845	http://www.amazon.con	3.81	yes	Language Arts 12 B
The Alchemist	61122416	http://www.amazon.con	8.59	yes	Language Arts 12 B
The Grapes of Wrath	143039431	http://www.amazon.con	10.36	yes	Language Arts 12 B
The Metamorphosis	1557427666	http://www.amazon.con	3.92	yes	Language Arts 12 B
The 20th Century Children's Poetry Treasury (	679893148	http://www.amazon.con	15.15	no	Language Arts 2 A
The 20th-Century Children's Book Treasury: F	679886478	http://www.amazon.con	24.98	no	Language Arts 2 A
Tops and Bottoms	590864963	http://www.amazon.con	13.95	yes	Language Arts 2 A

This is an example of the Materials List – each course Syllabus contains specific list.

		Unit 1, Lesson 3	Cardboard tube from a paper towel roll
Health 3	Yes	Unit 1, Lesson 4	Plastic zipper bag, a couple of crackers, a little orange juice or coke, different types of food - i.e. apples, celery, nuts, raisins, cereal, pudding, cheese cubes, fruit leathers, peanut butter, gelatin squares
Health 4	Yes	Unit 3, Lesson 3	Glue or tape, construction paper, cereal box
		Unit 4, Lesson 2	Fruits and vegetables (recommended)
Health 5	Yes	Unit 3, Lesson 3	Cardboard tube from a paper towel roll
		Unit 3, Lesson 4	Different types of food - i.e. apples, celery, nuts, raisins, cereal, pudding, cheese cubes, fruit leathers, peanut butter, gelatin squares
		Unit 4, Lesson 2	three small clear jars, yellow blue and red food coloring, container, water, antacid tablet
Health 6	Yes	Unit 4, Project	Video - Camera/phone?
Health 9	Yes	Unit 1, Lesson 2	Cooking oil, cinnamon or nutmeg, soap, sink with cold and warm water, towels, stopwatch
		Unit 4, Project	Video - Camera/phone

The bid should describe the pedagogical models addressed and incorporated into the design to ensure that the content is age, developmentally, and grade-level appropriate.

GPA's web-based curriculum is designed utilizing the Understanding by Design (UBD) framework to ensure a program that is standards-based and results-driven. This framework lays the foundation that guides a learner through an experience in which expectations are set at the beginning of each unit/lesson and a learning plan is established. This approach supports the student as he/she "owns" the process to acquire knowledge, make meaning and transfer understanding in an evidentiary manner.

The UBD framework is complimented by the highly-effective Marzano strategies. These strategies foster an experience for an engaged learner to receive real-time, meaningful feedback. Additionally, the content is supplemented with multiple opportunities for interaction such as simulations, videos, journals, and game/puzzle-styled assessments. To further optimize learning, the curriculum team also creates learning situations that play to the *Habits of Mind*. The *Habits of Mind* are mental resources used to effectively and successfully solve problems. Learners will become more persistent, creative and flexible in the work they do.

Our course design process is thorough and deliberate to deliver curriculum that addresses students where they are, regardless of age and grade level. Should instructors need additional opportunities to diversify and personalize instruction, each course comes with supplemental teacher materials to enhance the student experience and maximize success.

The bid should describe how the content is organized effectively to facilitate student learning.

Each GPA course is consistently organized and designed with the end-user in mind to create an intuitive learning environment. Upon signing in and entering a course, students are presented with a Course Information area, which provides them with important information for navigating the course and the course expectations. Then students are presented with a course summary and syllabus along with a list of the course's enduring understandings. This section also describes the expectations for attendance, safety, and lists any needed materials. Expectations for academic integrity, use of copyrighted materials, plagiarism and etiquette are also stated in the Course Information section.

The course has a menu on the left to aid navigation, providing easy access to unit content and the tools frequently used in the course. The course content is organized in a variety of ways. It is broken down into units with lessons inside each unit. As students open each

unit, the first item on each page is the unit goals or enduring understandings. The students are also given an introduction to the authentic project they will complete at the end of the unit, followed by a link to the concept vocabulary. Next, students are presented with individual lesson folders that chunk the content into one to two hours of instruction and activities. At the bottom of each unit, there is a link to the curriculum map, which lists the aligned standards, including Common Core academic standards along with additional information.

The course has a menu on the left to aid navigation, providing easy access to unit content and the tools frequently used in the course. Each unit has a consistent structure of Unit Overview, Unit Vocabulary, Project Introduction, Lesson Folders, Assessment Folder (Unit Test and Unit Project) and a link to the Curriculum Map.

The bid should describe how higher levels of understanding, thinking, problem-solving, and meta-cognition are incorporated into the courses and/or modules.

GPA courses use a variety of methods to develop and assess communication, creativity, collaboration, and critical thinking as well as individual content outcomes. Each unit of study ends with an authentic unit project designed to promote transfer of learning and allow the learner's performance to connect with real world applications. The teacher is provided with analytic project rubrics that provide students with clear expectations for success and facilitate objective grading by the teacher. Project based assessments will push students to apply critical thinking and problem solving skills while being creative and innovative with their solutions. Additionally, students must complete a capstone course challenge project. The course challenge is a problem based learning experience that requires students to propose a solution to an authentic life problem that relates directly to the content they are studying.

The bid should describe initiatives in typical course and/or module design that support and enhance student engagement and student motivation.

GPA lessons are segmented into a process that optimizes knowledge mastery: Getting Started, Concept Vocabulary, Direct Instruction, Collaborative Writing, Guided Practice, Checks for Understanding and Reflective Writing. These components guide the learner through a logical path to build and demonstrate understanding of the answer to the lesson's essential question.

- The Getting Started page provides students with the essential question to facilitate engagement and activate prior knowledge. This is followed by a getting started activity to "hook and hold" the student's attention.
- The Vocabulary page provides a set of new concept terms with definitions for students to explore as they begin the new topic of study.
- The Learn page provides direct instruction through advanced organizers, reading assignments and video instruction to engage and equip students with the new content.
- The Collaboration page offers a discussion prompt for students to post

a response and then respond to classmates' posts.

- The Practice page provides guided practice in the form of interactive, simple games with immediate feedback and scoring along with internet resources.
- The Check Your Understanding page is self-evaluation and formative assessment. The students are provided with an assignment, as well as several quiz questions to check their comprehension of the material covered.
- The Reflection page provides students with opportunities that require reflection on their learning for metacognition.

This lesson format fosters instructor-student interaction, including automation when possible, for timely and frequent progress feedback. Our diversity of activities, assignments, assessments, and resources provide multiple learning opportunities for students to master the content. This process ensures that all students are fully engaged and takes into account varying learning styles. Additionally, a blend of visual and auditory elements is included in each lesson such as direct instruction videos, getting started images, interactive puzzles, and writing prompts. Text elements are incorporated in reading assignments, general instructional prompts, and advanced organizers. Interactive media in the form of flashcards, fill-in the blank, matching, drag and drop, crossword puzzles, pick a letter, and many others are used in instructional activities to explicitly introduce and practice new concept vocabulary for each lesson. Direct instruction video(s) are in each lesson that are annotated, narrated, and captioned. The video format allows students to pause or replay any part of the video they need to review. This helps the students connect to the courses through the personality and voice of an instructor. These multimedia experiences equip students with the new knowledge they need to learn during this lesson and prepare them for follow-up activities.

The bid should address the organization's commitment to and requirements used to ensure that content in courses and/or modules is accurate, up-to-date, organized, free of bias, culturally diverse, and sufficient to meet stated learning goals.

GPA is committed to serving all students an effective learning experience that is free of bias and culturally diverse. Our images and videos include multi-cultural imagery and our subject matter experts take great care to provide a wide variety of situations and examples in lesson materials. Our curriculum team employs a process to quality test courses prior to release and since the content utilizes LTI links, users will immediately benefit from real-time updates and changes. Quality is an integral component to the design process and the team uses the Quality Matters rubric as our baseline to ensure courses meet GPA's high standards.

Each GPA course will have a consistent look and feel with a unit/lesson design. Navigation is intuitive and students will take comfort in seeing this organization clearly established in every GPA course they take. Each unit begins with a "big picture" objective and establishes prior knowledge with both a vocabulary and content pretest. Next, the student is shown the Unit Project. This real-life situational project allows the students to create an original

product to demonstrate unit mastery. Each lesson is designed to "chunk" the unit into manageable segments. Every lesson begins with the Essential Question and a high-interest, short video to engage the learner. Then, learners have the ability to learn/practice lesson vocabulary, review content, collaborate with others, practice, self-check and reflect.

The bid should describe how the inclusion of literacy or 21st Century skills is an integral part of the courses and/or modules offered in response to this ITB.

For the development of the GPA courses, we use the Understanding by Design model. This model focuses on the principle of "teaching for understanding" advocated by Jay McTighe and Grant Wiggins in their book Understanding by Design, published by the Association for Supervision and Curriculum Development. We begin by identifying the essential content and standards. Then we align performance assessments before creating the instructional activities, assignments, and resources a student needs to be successful.

GPA courses encourage 21st Century Skills through Communication, Collaboration, Critical Thinking and Creativity. Every lesson requires students to communicate and collaborate with each other about the learning in an instructor-monitored online environment. Additionally, real life situational, problem-based projects at the unit and course level foster opportunities for critical thinking and creativity. Throughout the GPA courses, students are supported with a variety of literacy tools such as graphic organizers, visual representations and interactive flashcards. These literacy tools are proven effective for both struggling and advanced readers. GPA also includes numerous opportunities to include literacy across the content area in the form of internet and interactive activities. Teachers also have a wide variety of extension activities available to them to differentiate instruction and meet all learners "where they are."

The bid should describe any applicable diagnostic assessment opportunities to determine if students have prerequisite skills needed for success in courses and/or modules offered in response to this ITB.

For each unit in a GPA course, the student will take complete a unit introduction assessment (I.e. diagnostic) in both content and vocabulary. The unit pre-test assesses prior knowledge and allows teachers to personalize learning for students. Teachers can either provide remediation or acceleration and are able to modify the scope of content covered in a unit based on student results. It also provides evidence of instructional impact on student learning. Teachers are able to monitor a student's progress within each unit and track their learning gains by comparing a student's pretest with their unit test.

The bid should describe how formative and summative assessments are embedded in the courses and/or modules offered in response to this ITB.

Formative Assessments: guided practice, reflective response, collaborative learning, checks for understanding

Summative Assessments: products to demonstrate understanding, real-world goals set within realistic context, objectives-based assessments with Common Core and state alignment

- Content Pre-Test – If students do well on this diagnostic assessment, it indicates they have mastered the core content introduced in this unit. If the student does not demonstrate mastery, the lesson packages provides instruction and support to build understanding.
- Vocabulary Pre-Test – If students do well on this diagnostic assessment, it indicates they have mastered the concept vocabulary introduced in this unit. If the student does not demonstrate mastery, the lesson packages provides introductory and practice activities focused around building vocabulary.
- Reflective Writing – This is a student response to experiences, opinions, events, or new information (including their thoughts and feelings) to make meaning of what they learned. These are assessed for content rather than prose style.
- Open Ended Assignments – These assignments are designed in the form of guided practice, allowing students to show steps in solving problems or creating products such as essays or reports.
- Lesson Quizzes – There is one quiz after each lesson. A quiz is used to check students' progress and help teachers and students consider the additional learning opportunities needed to ensure success.
- Authentic Project – Every unit has an authentic project to ensure a deeper understanding of the content.
    - G - Real-world Goal - Provide a statement of the task. Establish the goal, problem, challenge, or obstacle for the task.
    - R - Real-world Role - Define the role of the students in the task. State the job of the students for the task.
    - A - Real-world Audience - Identify the target audience within the context of the scenario. Example audiences might include a client or committee.
    - S - Real-world Situation - Set the context of the scenario. Explain the situation.
    - P - Real-world Products or Performances - Clarify what the students will create and why they will create it.
    - S - Standards and Criteria - Provide students with a clear picture of success and identify specific standards for success.
- Unit Test – The unit test is an objective based assessment that provides students with an immediate score and limited feedback upon completion. This assessment will measure the acquisition of knowledge and skills in this unit.
- Course Challenge – Problem-based learning experience is a part of every course and guides students through solving an authentic problem tied to what they are learning in the course while discovering a solution and defending their solution with research and facts.

The bid should thoroughly describe how lab activities in applicable courses and/or modules are to be conducted, including the name, description, and additional costs of all third-party products or tools embedded or used in the courses and/or modules offered in response to this ITB.

Some courses and lessons use typical household items to complete science investigations while others require the purchase of a kit for safety purposes. These simple investigations develop science process skills through hands-on experiments. Lessons also make use of virtual manipulatives and labs to help students learn basic laboratory techniques and practice methods used by lab technicians and researchers in a variety of careers.

Sample experiment from Biology 1A using household items:

Collaborate

Using the scientific method, conduct your own experiment here with bubblegum! You may fill out the forms by hand, take a digital photograph of them and upload them to your teacher, or you may fill them out as a Word document and submit them that way. When you have finshed, post your observations and results to share your findings with your classmates. Be sure to comment on differences and similarities in outcomes.

2. Materials
2 small pieces of wax paper
1 meter long piece of string
1 meter stick
2 different pieces of bubble gun labeled A and B
A timing device (you can use the timer on your cell phone, if you have one)

Sample experiment from Science 8B using household items:

Check Your Understanding

Hands On Science Investigation: Creating an Acid-Base Reaction at Home

In this hands on science activity you will combine common household items, a fresh lemon and baking soda, to create an acid-base reaction at home.

Click here to open the lab document.

Hands On Science Investigation: Creating an Acid-Base Reaction at Home

(This experiment was adapted from ScienceBob at http://www.sciencebob.com/blog/?p=646.)

Materials:

a) Fresh lemon

b) Knife

c) Measuring cup

d) Measuring spoon

e) Baking soda

f) Clear cup

Learning activity from Anatomy and Physiology using external site and embedded interactive activity:
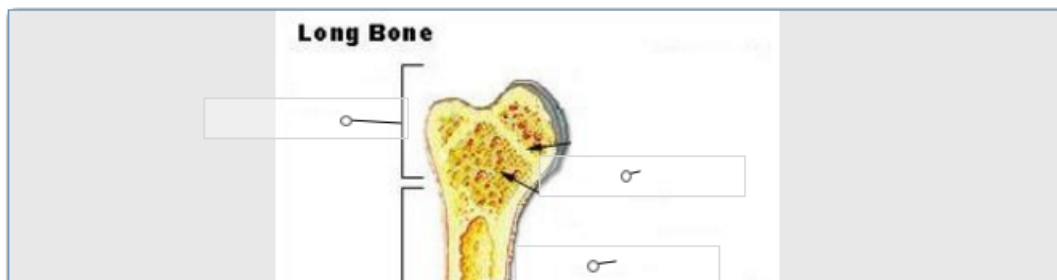
Learning Activities
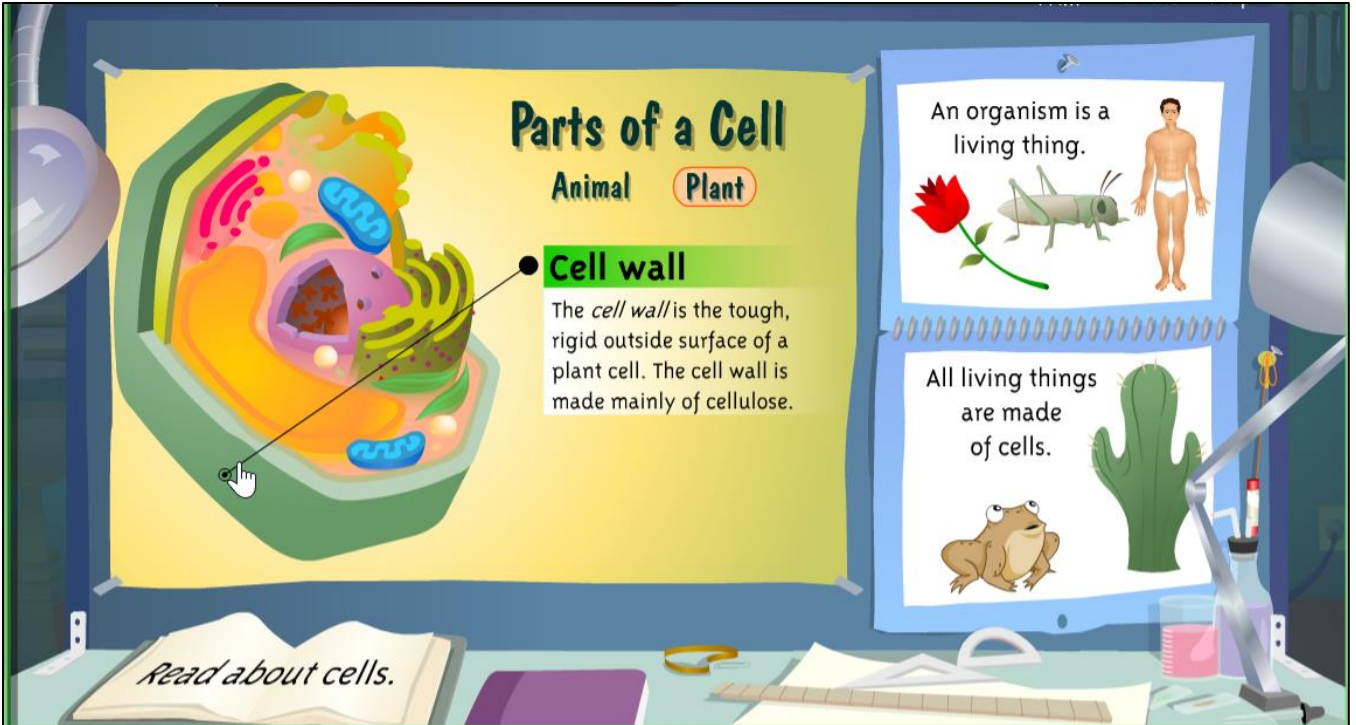
Internet Activity: Animation of Bone Marrow Transplant

Click here to access the Internet activity for this lesson.

In this activity, you will watch the process of a bone marrow transplant, and the science behind it for both the donor and receiver.

Interactive Activity: Parts of the Long Bone

Drag the labels from the bottom to the correct slots.

Long Bone

The bid should list and describe all pre-learning activities that will be available to students in all courses and/or modules offered in response to this ITB (e.g., self- assessments, checklists, orientations, tutorials).

Students have the opportunity to take both a vocabulary and a content pretest at the beginning of each unit of study in the courses. They can then use this information as confirmation of their current knowledge base, or as a basis for further study in the unit. Collaborative activities begin as expository essays with asynchronous group work to create reports, compilations, questions, responses and critiques. Guided practice activities, in the form of simple interactive games, provide students with immediate feedback and unlimited attempts to earn the best possible score and master the content.

The bid should describe how the courses and/or modules will establish a learning community among course participants in all courses and/or modules offered in response to this ITB.
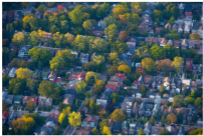
Students are encouraged to participate in a learning community by collaborating using at least one Web 2.0 tool, such as discussion boards, Wikis, or Blogs to answer collaborative prompts in each lesson. During implementation, teachers have the flexibility to choose the tool that best meets the needs of their students.

The bid should list all assessment types (multiple choice, open-ended, etc.) that will be supported in the courses and/or modules.

Students will encounter several types of assessments that are supported within GPA course content. The vocabulary pretest, content pretest, lesson checks for understanding, and end of unit assessments will contain a variety of question types including multiple choice, matching, short answer, ordering, multiple answer and true/false. The unit projects are open-ended activities that require students to produce some type of final product that is scored using a provided rubric. The course challenge is also an open-ended assignment that walks students through seven process steps to guide their thinking and their research. Graphic organizers and a rubric are provided as well.

The bid should list the approximate percentage of assessments that 1) pull from a test bank of at least 3:1; 2) have at least some randomized sections; and 3) contain only question items that can be automatically graded (MC, TF, MAT).

All assessment content is set to display randomly, and include Multiple Choice, True/False, Matching, Multiple Answer, Short Answer and Ordering style questions. All questions are automatically graded by system, but instructor has ability to view responses and adjust scores accordingly. 1) we don't have a test bank; 2) 100% random in viewing order – but questions are set at development; 3) 100% question types listed previously.

All our assessments are currently integrated within our courses. Developing test banks is under discussions. GPA can discuss this upon being one of the selected providers.

Initials JR

The bid should describe how the organization ensures that instructional strategies vary according to the desired type of learning outcomes.

Our courses have diagnostic pre-assessments, multiple opportunities to provide evidence of learning in each lesson, and summative assessments in each unit. Depending on the LMS in which the course is delivered, adaptive functionality based on student mastery can be implemented. This would allow for items to be removed from student learning paths when mastered as well as adaptive release which would expose new learning assets needed to continue learning based on data.

The bid should discuss the organization's requirements for assessment measures to include both objective and subjective formats.

GPA courses allow for multiple opportunities for objective and subjective assessments. Students are assessed at both the lesson and unit level to ensure mastery of standards. Objective pre-tests for vocabulary and content give both student and teacher immediate feedback. Additionally, at the lesson level, there are a variety of objective, practice opportunities to help the student self-assess his/her progress. The collaborative and reflective assessments require students to interact with both peers and the instructor about the content. At the unit level, the unit project assesses student's understanding of content by applying knowledge to a real life situation. This project has a clearly defined rubric attached and students understand the expectations ahead of time.

Each course also presents a Course Challenge. The Course Challenge is a project-based learning experience which provides the students the opportunity to solve an authentic real-world problem, directly relating to the content they are studying. These Course Challenges also begin with the end in mind as students have a clearly defined rubric upon which they can build their responses.

The bid should discuss how the course and/or module materials provide opportunities for instructors to offer student feedback.

Teachers have multiple opportunities to provide student feedback throughout the instructional process. The teacher can offer feedback at the Unit level, the Lesson level, and on individual components throughout the lesson. They can provide direct feedback to all open-ended activities including the reflective and collaborative prompts in each lesson, the authentic project in each Unit, and the problem-based assessment that is the capstone project for each class. For all open-ended activities, rubrics are included to communicate the performance expectations to students and provide a baseline for grading. Teachers can also supplement the immediate feedback on automatically graded quizzes and tests.

The bid should list and/or discuss alternative evaluation methods that are available (e.g., performance-based, portfolio) and the extent to which they are used in applicable courses and/or modules.

Each unit in a course has an end of unit project based assessment, which will promote the transfer of learning and allow the learner's performance to connect with real world applications. The project is an authentic problem that measures the student's ability to organize information, evaluate solutions and create a product or performance representing their understanding of content in the unit. Students have access to analytical rubrics that provide them with clear expectations for success and have voice and choice in what product or performance they use to complete the projects.

Sample unit project from AP United Stated History A:

Each course contains a course challenge as an integral part of the course experience for student. The challenge is designed as a project based learning experience where students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge.

Sample course challenge from Language Arts 9A:

Course Challenge: Literature and Art

The Problem

On average American's spend 5 hours a day watching television. Many of the shows being viewed claim that the story lines are ripped from the headlines. This leads one to question does life imitate art or does art imitate life? Do writers get their ideas from what they see on television or do the television producers get their ideas from the literature they read? How can drama reflect real life?

Click here to read the article, Does Television Reflect Society or Does Society Represent Television. Read more about how literature mirrors society here.

How does literature reflect and impact the cultural values of society? What makes American literature American? How do characters reflect real people? How can literature both depict and influence society? Does literature affect contemporary values?

The bid should note whether multiple versions of the same assessment will be available.

Our courses contain both a unit pre-test and a unit assessment (or final test). These are different exams, testing the same content and can be used interchangeably if desired by the instructor. The questions in all exams are set to generate and display randomly, so should students be sitting side by side, they would not see the same questions at the same time.

The bid should list examples of videos, animations, audios, simulations, and graphics typically used in course and/or module design and describe how these directly support and enhance student learning in the courses and/or modules offered in response to this ITB.

Our courses strive to engage all students and appeal to varying learning styles. Additionally, a blend of visual and auditory elements is included in each lesson such as direct instruction videos, getting started images, interactive puzzles, and writing prompts. Text elements are incorporated in reading assignments, general instructional prompts, and advanced organizers. Interactive media in the form of flashcards, fill-in the blank, matching, drag and drop, crossword puzzles, pick a letter, and many others are used in instructional activities to explicitly introduce and practice new concept vocabulary for each lesson. Direct instruction video(s) are in each lesson that are annotated, narrated, and captioned. The video format allows students to pause or replay any part of the video they need to review. This helps the students connect to the courses through the personality and voice of an instructor. These multimedia experiences equip students with the new knowledge they need to learn during this lesson and prepare them for follow-up activities.
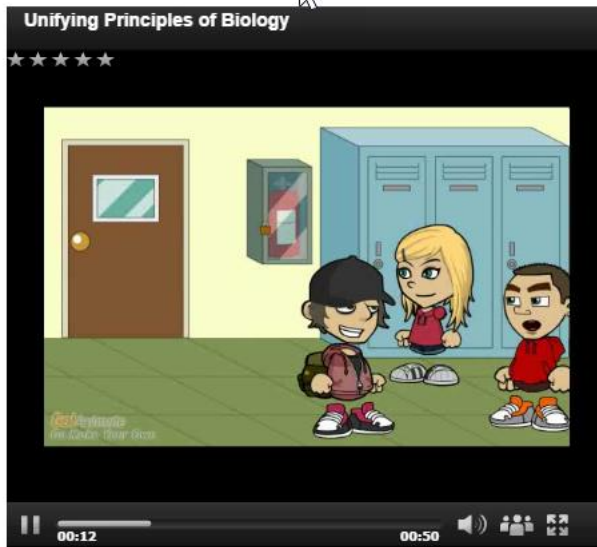
Lesson Presentation: Exchanging Phone Numbers

Download a text version of the lesson here.

Do You Know?

How can we use the study of biology to understand our world?

Getting Started

Unifying Principles of Biology
★ ★ ★ ★ ★

00:12   00:50

Interactive Activity: Matter, Atoms, Elements, and Bonding

Click the card deck to view a card. Drag the card from the bottom to the correct category.

Ionic Bonds	Covalent Bonds	Hydrogen Bonds
"Opposites" attract with this bond type	Carbon dioxide has this bond type	

VERY strong bonds

4/7

Score 2.6/6   Press SPACE to show next card, ENTER to drop   Re-start

Drag the items from the bottom to the slots on the right.

1. Glucose, fructose, galactose, deoxyribose and ribose are examples of _____ — a. Monosaccharides

2. Two monosaccharides are joined together by dehydration synthesis to form a _____ — a. Disaccharide molecule

3. _____ include starch, cellulose, and glycogen. These long, chain-like —

4. Organic molecules that are insoluble in water are called _____ — a. Lipids

5. This lipid helps to stabilize all animal cell membranes. —

6. Proteins are built from 20 building blocks called _____. —

8. A _____ forms between the phosphate group of one nucleotide a —

a. Cho
a. Pho
a. Am
a. Polysaccharides

Press SPACE to switch between labels, ENTER to drop   Re-start

The bid should describe typical efforts to include resources that extend the scope of the course and/or module content and describe how students are made aware of these resources.

Our courses include Teacher Guides at the unit level which provide additional resources to extend the scope of the content based on the needs of students. In each Teacher Guide, suggestions are shared for best-practices in implementing the lessons, strategies for remediation and enrichment, and project alternatives.

UNIT 1: LEARNING ADDITION STRATEGIES - TEACHER GUIDE

If you are teaching this unit online

- Encourage learner to re-wind, re-watch and be active listeners as they watch lesson presentation
- Hold students accountable for the collaborative activities so they to generate student to student collaboration and build a community of learners.
- Create a screencast or audio recording of yourself introducing the unit, reminding student of the pacing guide, due dates and other requirements.
- Review all the lessons components before the students
- At the beginning of the unit, set up a voice board or live classroom to discuss why addition is important and how it is useful in our everyday lives.

If you are teaching this unit blended

- Use the vocabulary notebook as a collaborative group project
- View the video as a class and take notes as a collaborative effort on a white board or projector as you watch. Pause the video to ask probing questions.
- Assign the video and note-taking activities as homework assignments
- Use the collaborative prompt as a classroom discussion or small group activity in the classroom
- Give students manipulatives (bears, counters, etc.) to use as you teach the lesson.
- Use dominos to help create addition sentences.

Remediation Strategies:

- In lesson #2, try holding a live meeting with your online conferencing tool and re-teach the content in the video lessons live as students can ask questions and for clarification.
- In lesson #3, have the student choose a domino and write an addition sentence using that domino. Then have the student flip the domino and write the addition sentence. Repeat as many time as necessary using different dominos.
- In lesson #4, use this website to give student extra practice with counting on addition.
- If student's struggle answering the problems in lesson #5, ask them to use Jing or Screencast-o-matic to show the steps they are using and "think aloud" as they complete the problem so you can see where they are making the mistakes.
- In lesson #6, try holding a live meeting with your online conferencing tool and re-teach the content in the video lessons live as students can ask questions and for clarification.
- If student's struggle answering the problems in lesson #10, ask them to use Jing or Screencast-o-matic to show the steps they are using and "think aloud" as they complete the problem so you can see where they are making the mistakes.

Enrichment Strategies:

- Require student to develop their own authentic project idea and rubric to evaluate it, then complete the project
- To enrich lesson #3, use this alternate prompt for the reflection: In this lesson you learned about how the order of the addends does not matter when you are adding. Is the same true for subtraction? Why or why not?

The bid should explain how student learning styles and interests are taken into consideration in course and/or module design.

As mentioned, GPA uses the Understanding by Design model for course development. This model focuses on the principle of "teaching for understanding" advocated by Jay McTighe and Grant Wiggins in their book Understanding by Design, published by the Association for Supervision and Curriculum Development. The process begins with establishing the Desired Results. The results are determined by identifying the long-term transfer goals, the meanings students should make, the essential questions to explore and the skills the students will acquire. With the end result in mind, we determine what Evidence (performance and products) will be used to showcase these desired results and develop a Learning Plan to guide the student toward success. This Learning Plan outlines the activities, experiences and lessons to help students acquire to knowledge to make meaning and transfer information. We then decide how the unit will be sequenced and differentiated to optimize achievement for all learners.

The bid should list any applicable e-learning standards to which content adheres (e.g., SCORM, IMS)

All our courses are authored and maintained in a content management system called Soft Chalk. All courses can be exported as Sharable Content Object Reference Model (SCORM) objects and can be imported into a learning management system. Additionally, we provide a full catalog of LTI links to all the units and lessons in each course.

Learning Tools Interoperability (**LTI**) is a standard created by the IMS Global Learning Consortium. Its primary purpose is to connect learning systems such as a learning management system (LMS) with external service tools in a standard way across learning systems. All of our courses adhere to LTI standards and can be supported within any LMS that supports these. The
GPA team has several customers who are actively using all our courses across various learning management systems. Our content management system has been tested and supports content with following LMS's:

- Blackboard
- Agilix Buzz and Brain Honey
- Angel
- Desire To Learn
- Moodle

- Canvas
- Jenzabar
- Schoology
- Sakai
- eCollege

The bid should describe how the organization ensures that supplemental materials will be adaptable and flexible to meet the individual needs of students.

Any supplemental materials, such as reading materials that are outside the LMS, are listed in a materials document. GPA lists multiple formats of the same materials when available, such as a hard-copy and a digital copy. This can meet the individual needs of students by allowing students to have the benefit of features built into the digital resource, such as screen reading, built in dictionary, and highlighting.

The bid should clearly list any software, hardware, texts, or other supplemental materials and costs, which are required for courses.

Please see the link below for any supplemental materials and costs for each across all our courses:
http://publish.smartsheet.com/baa68688933e480cb26db1d5a745ad8d

The bid should list any affiliations or partnerships with publishers, electronic libraries, etc., and discuss how these partnerships contribute to student learning in the courses and/or modules offered in response to this ITB.

GPA partners with ATLAS Rubicon to align our content with different state standards. We use Curriculum Templates to match our design approach and align to various state requirements

The bid should describe how external Web links are selected and how the organization will ensure that the links are reliable, valid, and functional.

Web links are selected by certified subject matter experts and reviewed by curriculum team. All web links are checked on a routine basis for functionality. Web links are selected by state certified subject matter experts. The curriculum team reviews content for validity within the context of the course material, as well as reliability of website being used. All web links are checked for functionality on a routine basis and replaced with appropriate links should functionality fail. Subject matter experts and curriculum team members work together to ensure the most valid and reliable resources are used and available for all courses.

The bid should include a narrative of the content development process used by the organization, including any applicable internal and external reviews by content specialists. The narrative should include the titles and credentials of members of content development teams for any courses and/or modules offered in this ITB (e.g., instructional designers, content experts, graphic artists, and media designers). The bid should also describe the organization's requirements and criteria for content developers.

GPA courses are developed using the previously mentioned Understanding by Design model. Once courses are developed by content experts, the curriculum team will review for accuracy and correctness, as well as add any enhancements (images, graphic organizers, etc.). The Curriculum Director hires Subject Matter Experts to develop the content of the courses, as well as Curriculum Support Staff to review and enhance the overall appearance of the course material. The Curriculum Director, Curriculum Support and Subject Matter Experts must: have a BA/BS degree in Education; 3-5 years of experience in the Education industry, preferably as a teacher, curriculum planner or content developer; knowledge in Common Core, NGSS, state and national standards; the ability to define problems, collect data, draw valid conclusions, and pay close attention to detail; excellent communication and organizational skills and meet deadlines; be a quick learner who is comfortable learning new applications; be self-motivated; experience with taxonomies, analyzing content, and categorizing in a database; natural organizer and pattern finder; and possess an understanding of problem-based and cognitive theory of multimedia learning. Many of our instructional course videos are animated and produced by award-winning digital content production company, Coolfire Studios.

The bid should describe how the content of courses and/or modules offered in response to this ITB meets or exceeds the rigor, depth, and breadth of traditionally delivered courses and/or modules

GPA courses are aligned to the same standards as traditionally delivered courses and promote content mastery and skill development consistent with a traditional offering. Based on the depth/rigor and course design, we were awarded the "Blackboard Exemplary Course" Global Award. This award not only recognizes strong instructional design, but also alignment to iNACOL standards for quality online courses. A third party review of the content in our courses is underway with Quality Matters and all courses that have been reviewed at this time have been certified.

The bid should describe the procedures and processes used in content development and review to ensure that the content included in all courses and/or modules contains a clear and explicit alignment between objectives, activities, assessments, instructional strategies, and technology.

Subject matter experts will outline standards to be addressed, essential questions, vocabulary terms and learning objectives in our curriculum management system – Rubicon Atlas. Once the main ideas have been determined, the units and lessons will be developed. Each course is organized sequentially into 4 to 5 units each containing 8 to 14 lessons. Each lesson follows a seven-part scaffold-style structure. Lessons are chunked into a page for Getting Started, Concept Vocabulary, Direct Instruction, Collaborative Writing, Guided Practice, Check for Understanding, and Reflective Writing. These break up the learning into chunks through a logical, research path to build understanding and the ability to answer the lesson's essential question. This lesson format fosters instructor-student interaction, including automation when possible, for timely and frequent feedback about progress. Our diversity of activities, assignments, assessments, and resources provide multiple learning opportunities for students to master the content. The Curriculum Team will then review lessons and units to ensure alignment to appropriate standards and logical, sequential order is maintained throughout the lessons and units.

The bid should provide references in the form of a current list of clients and a contact with information (e-mail or telephone number) for each reference listed.

1. **Lammersville Unified School District**
   111 S. DeAnza Blvd, Mountain House, CA 95391
   Ben Fobert, Principal
   Ph: 209-836-7460
   Email: bfobert@sjcoe.net

   NOTE – Lammersville School District built a brand new high school for blended learning and specifically chose the GPA team and content to help create this new school.

2. **Quakertown Community School District**
   100 Commerce Drive, Quakertown, PA 18951
   Anthony Carty, Director of Online and Blended Learning K-12
   Ph: 215-529-2045
   Email: acarty@qcsd.org
   Enrollment Size: 5,300

   Note: Quakertown Community School District began an online program for secondary students in 2009. They were the recipient of the iNacol "**Innovative Online Learning Practice Award"** and have been highlighted in Forbes, EdWeek, THE Journal, the Alliance for Excellent Education and others for their self-blend model which provides choice and flexibility for students. They also increased accessibility to blended learning by implementing a 1:1 Initiative in 2009 at the secondary level and expanding that K-12 within 5 years. A key to their success was providing teachers self-directed professional development in both online and blended learning.

B. Pricing Structure

The bid should provide various pricing models or options, including a perpetual state license and/or a tiered perpetual license (based on enrollment). Please provide pricing models for the following:

- 0 to 20,000 users
- 20,001 to 30,000 users
- 30,001 to 50,000 users
- More than 50,000 users

Identify all additional fees that may be associated with providing technical support to SDE, students, and staff.

Identify all fees that may be applicable to the utilization of the content and services including integration with the SDE LMS. State in the pricing options whether the courses are to be uploaded by the vendor or by SDE, and disclose any pricing differences or savings.

GPA is pleased to offer a Statewide Perpetual License to ACCESS that offers the purchase of a course for a one-time fee and provides unlimited enrollments for students within the state of Alabama. The price includes loading the course on to Desire2Learn and support, course updates and course rewrites in the first year. Please note: GPA full credit courses are labeled A and B (semester 1, semester 2). When a full credit course is purchased ACCESS would receive both A and B for the one price.

Core, elective, AP, World Languages $20,000.00 per course

Additionally, GPA is offering ACCESS the ability to bundle any group of courses for additional savings.

Any 20 courses $17,500.00 per course
Any 40 courses $15,000.00 per course
60 or more courses $13,000.00 per course

GPA has 54 Credit Recovery courses that are truncated versions of the full courses. All are available in a Statewide Perpetual model.

Full credit $10,000.00 per course
Half credit $7,000.00 per course

All support is included in year one. Starting in year two ACCESS can purchase a subscription that continues support, course updates and course rewrites. All perpetual courses must be covered to subscribe.

Support and course updates $250.00 per course (optional)

All course loading would be the responsibility of the GPA technical team and is included in the pricing listed.

NOTE: 1% NET 15 for all orders placed in 2016.

GPA will allow ACCESS to migrate courses to a local district LMS and the following is a list of supported Learning Management Systems.

- Blackboard
- Canvas
- BrainHoney/Buzz
- Desire2Learn
- Moodle
- Schoology
- Angel
- eCollege
- Jenzabar
- Sakai

For districts that might want to license GPA content for use with their teachers, GPA can offer Per Enrollment and Per Seat models where GPA can host for the district or load the content on to their LMS.

Per Enrollment
- Access to online courses for 12 months
- Choice of over 250 online courses K through 12
- Your teachers
- No minimum enrollments
- Course materials are not included. Up to the organization to obtain if necessary
- Content may be hidden, added to, and rearranged
- Teacher's Guides included when available (v3.3)
- Product orientation training included

Per Seat
- Access to online courses for 12 months
- A *seat* is defined as a student who is enrolled in at least one course. A student who is enrolled in a seat may enroll in multiple courses. If a student is in enrolled in a course(s) and vacates the seat before the license expires, then a new student can occupy the available seat. There is no additional charge for utilizing the seat multiple times, as long as the seat is available.
- Choice of over 250 online courses K through 12
- Your teachers
- Teacher's Guides included, when available (v.3.3)
- Product orientation training included
- Course materials are not included. Up to the organization to obtain if necessary
- Content may be hidden, added to, rearranged

Hosted by GPA for use with local teachers. No setup fees and Includes choice of Learning Management System (LMS) between Agilix Buzz, Canvas and Blackboard.

Per Enrollment	$50.00 per student per course
Per Seat	$75.00 per student

Hosted on the district LMS.
One-time load fee	$50.00 per course

Initials JR

Per Enrollment $30.00 per student per course
Per Seat $60.00 per student

GPA also provides professional development and training to its customers. We have a variety of ways to teach instructors how to use the latest digital tools and techniques for both blended learning and virtual instruction:

Self-Directed Resources

GPA customers can access a library of professional development resources on our website. They will find instructional tips for both blended learning in a traditional classroom and virtual school instruction.

Teacher-Led Online Training

GPA offers both standard and client customized online courses led by master blended learning teachers. It's the perfect solution for getting your staff up to speed quickly and efficiently.

Face-to-Face Training

GPA will customize professional development solutions to meet the needs of your district.

Self-Directed

Web Resources & Webinars

Access a library of professional development resources on our website.

Or, attend webinars for tips on blended learning and virtual school instruction.

http://www.gpaed.com/teachers/

Facilitated by GPA

Online Courses

GPA offers standard and client-customized online courses led by master teachers.

Take a full course or just a module.

Register for an online PD course or module

Online or Onsite Training

GPA will customize live online or onsite training led by PD specialists with expertise in blended and online learning.

Request a live online or onsite training

GPA Orientation

If you are teaching using a GPA course, attend a live orientation for a guided tour.

Register for a teacher or admin orientation

Not sure where to start? Contact us to set up a consultation.
GPA will then design a customized PD plan with you, based on your needs.

Initials JR

These are optional but highly recommended service offerings that will smooth out the transition and implementation process. Professional Development and training costs are as follows:

- **Hosted and Facilitated Webinars**: $250/hour
- **Professional Development Courses**: $325 per enrollment per course
- **Customized face to face trainings**: $3,500/day (2 or more consecutive days 20% discount)
  - Includes 1 trainer at 6 hours for one site (2 when necessary – as long as training is in one site)
  - Up to 25 participants

Identify all additional fees that may be associated with providing technical support to SDE, students, and staff.

There are no additional support fees in year one. Starting in year two there is a $250/course subscription fee for all perpetual courses.

Identify all fees that may be applicable to the utilization of the content and services including integration with the SDE LMS. State in the pricing options whether the courses are to be uploaded by the vendor or by SDE, and disclose any pricing differences or savings.

A materials list is available at the link below:

http://publish.smartsheet.com/baa68688933e480cb26db1d5a745ad8d