

# Moving Forward Together

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Supporting statewide change through...

## Microgrants to Families

CARES Act funding encourages states to create a system for providing microgrants to families to ensure they have access to the technology and educational services they need to advance their learning. This funding creates the opportunity to shift some of the most basic power dynamics, and address some of the persistent infrastructure constraints that have held the



education system static for a generation. It is also fraught with risk, including the potential to exacerbate the very inequities it seeks to address. There are specific steps leaders can take to maximize the likelihood of success.<sup>1</sup>

### Direct access and full transparency

In many places, the pandemic has exposed the extent to which access to resources limits learner and community engagement. After one of the largest-scale forced experiments in public education history, few SEAs and LEAs are satisfied with their first pass at a digital-first education system. The vision for this priority is to create a system that facilitates parent educational choice while also expanding access to the basic technology infrastructure families need to effectively access current and future virtual learning options.

### Envisioning an online microgrant system

The end result would be a system that creates a state-level market for parents to select and spend their microgrant funds across a variety of options, suitable to their children and their own technology needs. It would empower rural communities to greatly improve connectivity, and provide students and families more agency and ability to access the education options that work best for them.

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<sup>1</sup>Image from GettingSmart, [gettingsmart.com](https://gettingsmart.com), [Bringing Home and School Together](#)

In our vision, it would also expand access to programming that is *learner-centered*. This means that it would elevate and expand access to learning that is personalized, authentic, competency-based, and open-walled.<sup>2</sup>

To achieve this, a statewide microgrant system would have to function at three levels. First, it would need to include a platform accessible to parents and responsive to known and immediate needs. Within this platform it would need to provide options that fit community technology and learning demands. Finally, it would need to monitor usage, troubleshoot access challenges, and seek to inform the evolution of the network by linking this learning system into other state infrastructures like course credits, grading systems, and public matriculation.

## Risk of unintended consequences

Clearly, this vision is a dramatic departure from the status quo. But poorly designed or shoddily implemented, a statewide microgrant system risks worsening some of the most troubling elements of the system students and families have experienced over the past four to six months. Most important is the risk of widening existing gaps in access and outcomes.

### **Towards a learner-centered system**

While a microgrant system may seem like an operational intervention, it represents a potential shift in power and agency within a system that has been institution and adult-centered. This shift only goes so far if the options available to families simply recreate the institutional / adult-centered experience in a new format. Consider how the design and implementation of the microgrant system can promote access to options that are learner-centered and facilitate programming that was designed to work in a virtual-first environment.

### **A new vision for student outcomes**

Also consider how the success of the microgrant system will be measured. Defining this impact framework up front will go a long way towards preventing simply reshuffling access to traditional programming in a new format. Ultimately the public will view the success of the system in relation to the outcomes communicated from the beginning. The microgrant program can be a step towards shifting an entire system towards a more learner-centered and complete view of student success.

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<sup>2</sup> Education Reimagined, [A transformational vision for education in the US](#).

## Getting microgrants right

Especially given the urgent, ambitious timeline the microgrant system leaders benefit from practicing the principles of learner-centered leadership, placing student and parent voices, experiences, and aspirations at the center of the design. Leaders should also pinpoint where to innovate, being clear up front about which elements of the current system they are seeking to change through the microgrant process, and which they are comfortable holding constant. Beyond these basics, here are four specific steps to incorporate into SEA plans:

### **Think differently about community and customer engagement.**

This funding is targeting populations who have not been effectively served by the traditional education system. Engaging “the most disadvantaged students, and parents” will require new ways of bringing learners and parents into the work. Instead of traditional task forces and stakeholder committees, focus on more modern, technology-enabled methods of understanding user needs, allowing the user to define value. This includes investing in user experience research and design, leveraging mobile tools like text and social media, and releasing minimum viable products to get direct feedback from users.

### **Create the future direct-to-parent infrastructure.**

Focus relentlessly on the target users during design and implementation. Keep this focus narrow, and design something that meets their needs. Needs may include baseline communication about what might be possible within the microgrants and how families may use this type of savings account for their children. Once they are engaged and successful it will be easier to expand to meet the needs of others. Along the way, optimize for mobile technology. The majority of users will be filling out forms and engaging from their mobile devices. Get the basics right, and be careful with assumptions. For example, many students may not have their own email addresses so a system that requires that would be problematic.

### **Include effective adult learning from day 1**

Getting ahead of the capacity building it takes to effectively deliver and sustain systems change is always one of the most challenging parts. Build in feedback loops, incentives, and high quality self-guided learning into the system design so that users are able to learn quickly and effectively

at the moment they need it. Implementing these local spending accounts will need to change over time as usage increases. Parents may start by accessing computer hardware and hotspots early on and then move towards other services. Staying in consistent conversations with users will support successful innovation and adult capacity building.

### **Modernize approach to assessment and progress monitoring**

Take advantage of this moment to move beyond the traditional, summative, and narrowly focused assessment system to one that monitors competency, interests, and learning patterns. For the microgrant system, this means staying engaged with learners and families, understanding partner offerings and learning trajectories, and possible gaps of what might be missing across your microgrant learner portfolio. Depending on the focus of your microgrants and how your state adopts this network, you may also want to consider how student learning translates into changes within your course credit and promotion systems.

## **Operationalizing this strategy**

The above points seek to clarify the vision for what a successful microgrant system might look like, how to avoid getting it wrong, and what needs to be included in order to get it right. But how should SEAs approach implementation? How should they be thinking about the process of delivering this kind of system on an extremely rapid timeline?

## Virtual Course Access Models

CARES Act funding encourages states to develop or expand statewide virtual learning and course access programs, opening up options for students to access high-quality learning experiences never offered in physical buildings. This priority enables states to expand access to all students, while ensuring learners and parents have a say in what the offerings might be.

This opportunity comes at a time when the limitations of virtual learning are clearer than ever. Through this priority, states have the chance to apply lessons learned from the past six months to take a leap forward in the quality and reach of virtual programming.

### A leapfrog moment

Most statewide virtual learning systems were developed in a way that transferred the current learning paradigm online through traditional courses and grading models. This approach may work well for some learners, but it fails to leverage the potential of technology to recenter our education system around the learner, and create a system that works for all children.

### Towards a learner-centered future<sup>3</sup>

States wishing to pursue this strategy should think about how opening this portal can catalyze positive change across the entire system. There are always bright spots in our schools. This has been no different during the pandemic. But the decentralized



nature of the system, coupled with the practical constraints like schedules, buildings, and transportation make scaling these success stories exceedingly difficult. Statewide virtual programming has the potential to avoid both of these barriers to scale and impact, serving as the catalyst for the shift to a new, learner-centered model for learning and school.

### Meeting the needs of every family

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<sup>3</sup> Image from Getting Smart: [Tips to Inform Future Distance Learning](#)

To achieve this potential, states should embrace the opportunity to develop a more direct relationship with students and families through this virtual infrastructure. Combining effective user research and engagement with the data and analytics potential of the technology, there is an opportunity not only to understand unmet learning demands, but to actually shift the relationship from a transactional back and forth, to a productive partnership in support of the learning needs and goals of each child.

## Know the risks

While the potential upside is compelling, there is also significant risk. One of the most significant, we believe, is underestimating or underinvesting in the human dimension of this virtual system. Another is over anchoring on traditional features such as courses, units, and outcomes, in a way that misses some of the biggest opportunities.

### **Don't forget the educator**

The most powerful virtual learning programming amplifies, not replaces, the best that educators bring. Engage educators early and often, and consider ways to expand access to extraordinary teaching. Seek ways to bring new educators into the system through flexible, technology-enabled logistics. Creating an educator-centered experience is a necessary aspect of creating a learner-centered one.

### **Think in recipes, not ingredients**

Too many school experiences already end up a hodgepodge of ingredients that we hope adds up to a decent recipe in the end. Just adding more course offerings to the mix is only so helpful. Think in meaningful sequences. Combine skill-building through adaptive learning technologies with authentic learning that requires deep thinking. Create pathways that enable students to move at flexible paces based on mastery, and enable students to engage deeply in areas of interest while becoming experts and learning how to learn.

### **Prioritize learners and learning**

Most learners are motivated by relationships. Virtual learning opens up new opportunities for relationship building in ways that were sometimes pursued but extremely difficult to scale in

traditional physical environments. Instead of building in advisory and peer relationships as an afterthought, incorporate them into the design from the beginning. Similarly, learners are motivated by authentic work and audiences. New models can combine asynchronous knowledge acquisition strategies with real-world learning and public products in a way that is almost impossible in an analog system when designed intentionally.

## Getting started

States wishing to pursue this priority should plan a nuanced approach to stakeholder engagement, define high-quality virtual learning, and take steps early on to ensure system interoperability while taking advantage of the opportunity to think PK-16.

### Understand the options

There are important design differences in online options, with different benefits. Taking some time up front to understand them is a smart way to get started. For example, in a teacher-delivered online class, the teacher delivers content, facilitates discussion, assigns tasks, provides feedback, and modulates pacing. A cohort of students enrolls over a semester or school year. In an asynchronous course there are rolling or frequent enrollment dates, and the learner progresses through assignments at their own pace with some teacher support and monitoring. Advising, support, and tutoring may be unified or disassembled.

### Define what success looks like

This priority asks states to decide on their approach to developing their portfolio of virtual learning options. States need to analyze and determine their expectations for quality up front, and be prepared to stop any offerings that fail to meet this standard. States should lean heavily on their instructional leaders and master educators to define the vision, while aligning with national efforts underway to expand how we think about student success. States should be transparent how they will decide what options make it out of the gate.

### Think PK-16

States are uniquely positioned to create connections between higher ed and high school, an opportunity enhanced by virtual learning opportunities at both levels. States should consider this feature from the beginning, and take steps to increase alignment. At the same time, there is

the need to improve virtual offerings in younger grades since previous efforts have been heavily high-school focused. Much has been learned about effective virtual learning at lower grades, and again, there is the opportunity to create a system that is more coherent, not less.

### **Build the conditions for partnership**

Rethinking K-12 systems involves bringing in voices and opinions of those often uninvited, and establishing multi-directional communication. By involving parents and parent organizations at the front end, states will gain fresh perspective. Parent liaisons can support and organize these conversations. States need to show that this co-construction approach benefits all parties while substantively responding to the community's ideas. This will require understanding how to connect with rural communities and those who do not normally feel welcome or included.

### **Ensure system interoperability**

Whatever approach you take, you need to make sure this new system is able to talk with both district and state data systems. Course coding, matching student identification information, and tracking attendance, should all be part of early conversations to make sure your tech teams and systems can move forward with this priority. Along the way, you are sure to find areas to update. A future-ready student information system has options for competency-based grading, communicating with students, and viewing progress in relation to your definition of success.

## **Operationalizing this strategy**

The above points seek to clarify the vision for what a successful virtual course access program might look like, how to avoid getting it wrong, and what needs to be included in order to get it right. But how should SEAs approach implementation? How should they be thinking about the process of delivering this kind of system on an extremely rapid timeline.

Supporting statewide change through...

## New Models for Remote Education

CARES Act funding encourages states to create new, field-initiated models for providing remote education not yet imagined, to ensure that every child is learning and preparing for successful careers and lives. In many places, the pandemic has exposed the limitations of remote education. This federal priority challenges us to not settle for the remote learning models we know today, or to give up on remote learning altogether, waiting out the crisis to return to the flawed but familiar system we knew before. It charges us instead, to draw on our collective creativity, and seize the moment to introduce entirely new models for learning that are capable of achieving the equity and outcomes our modern world demands.

### New models: Not widely adopted, not yet imagined

This is an explicit call for innovation, and a unique opportunity to reimagine education. So where should you start? We believe that the place to start is with the learner. As you begin to build out your logic model for change keep the learner at the center and identify key competencies learners need to thrive – try removing the frames you have placed on grade and content outcomes and consider the roles of dispositions, skills, and cross-content experiences.

#### Start with the learner

Schooling models should be, above all, learner-centered. This means providing experiences that are personalized, relevant and contextualized, socially embedded, competency-based, open-walled, and characterized by high levels of learner agency.<sup>4</sup> Achieving this vision requires understanding the needs and aspirations of families and communities in a new way.

#### Design with the end in mind

Constructing a competency-based system for your community will require creativity and a malleability to your approach to teaching and learning. This priority seeks to address unique unmet needs within your state. What gaps might you tackle through this work? What models show promise and how might you take them to scale?

#### New models should have updated outcome frameworks

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<sup>4</sup>Image credit: Education Reimagined, [A transformational vision for education in the US](#).

Traditional outcome measures will beget traditional design features. New models require new thinking about the outcomes they are trying to achieve, and these outcomes in turn influence program design.

## Know the risks

Envisioning new models for learning is exciting. But poorly

designed or shoddily implemented, they risk worsening some of the most troubling elements of the system students and families have experienced over the past four months (or past four decades). Most obvious and important is the risk of widening existing gaps in access and outcomes.

### Avoid going “back to basics”

It may be tempting when shifting to a remote paradigm to “get the basics right first”, then move to more authentic learning. We encourage leaders to avoid this kind of thinking. From the beginning, adopt or develop an impact framework aligned with the new, learner-system we want to create, and design accordingly. Otherwise, we will undertake tremendous effort to simply recreate a new version of the teaching and learning process we already know.

### Don't equate screen time and remote learning

This is an opportunity to think creatively about what school looks like. Open-walled, community embedded, student-driven learning does not equate to seat or screen time. There are many different ways to leverage technology to facilitate rich, authentic learning, and to make the school experience mobile. The same way we want to move beyond traditional “sit and get” learning in-person, we need to do so with our remote models. Consider how students can choose to engage, problem-solve, and steer their learning time off the screen.

## Getting the logic model right



Leaders should build out a values-driven logic model for their reimagined systems. Components of this work may include strategies, activities, processes, products, or practices. This priority may be leveraged to scale ongoing work, so leaders should both consider active in-state innovation as well as new areas to innovate. Here are four specific features worth incorporating into your SEA theory of change.

### **Diversity and inclusion**

When we envision online learning we often bring along our own lived experiences. We need to identify ways of fully integrating the range of households learners live in, and the full range of learners our systems serve. As we consider new, remote models, consider how to best use mobile technology, support families that may be experiencing trauma, support students with special education needs, and provide access to all families.

### **User-centered design**

The best way to ensure that new models are designed for diversity and inclusion is to deeply engage and understand the needs and experiences of users throughout the design process. This is about direct engagement with the end users to understand their needs and design aligned solutions. It is more akin to design processes employed in technology industries than traditional public engagement practices, often employing research and data analysis to understand the behavior of users and respond to their actions. Engage with the most directly connected stakeholders to understand their pain points, hopes, and current challenges. Use this information to build out personas, use cases, and appropriate analytics. In addition to learners and families, include educators here, leveraging information gained to create and incorporate effective adult learning from day 1, another important piece of delivering a successful solution.

### **Knots and ladders**

Some learning is linear. This learning, like a ladder, follows a clear progression of steps that naturally follow each other. This kind of learning, such as multiplication or division, is conducive to certain learning technologies such as cognitive tutors and other adaptive learning technologies scaffold students effectively from one component of the skill to the next.

Other learning is messy. There is more than one way to solve a problem. No right or wrong answers, interdisciplinary elements. This kind of learning is much more similar to the kind of learning the modern workplace demands. But it is much more difficult to measure outcomes, or teach through traditional software solutions. New remote models must incorporate both of these types of learning, technologies capable of supporting each, and impact frameworks that value both. Consider how you can build out components of your logic model to include both types of learning and how you might support your educators in guiding this type of approach.

### **Scheduling and logistics**

Leverage technology not only to deliver diverse types of learning, but to break free of traditional constraints of the “master schedule”. New models of remote learning have the opportunity to connect the teacher, learner, parent, learning space, other community assets in much more sophisticated ways than the traditional academic schedule. Learning can be chunked, and made mobile in exciting ways.

## **Operationalizing this strategy**

The above points seek to clarify the vision for what a successful locally sourced or field-initiated model might look like, how to avoid getting it wrong, and what needs to be included in order to get it right. But how should SEAs approach implementation? How should they be thinking about the process of delivering this kind of system on an extremely rapid timeline.

Supporting district change through...

## Learner-Centered Leadership

The job of a school superintendent is challenging enough in normal times. The COVID-19 pandemic has added new and unprecedented complexity. [Moving Forward Together](#) is a groundbreaking coalition of leading organizations in education innovation. Led by two former superintendents, Devin Vodicka and Tom Vander Ark, the coalition has come together to help district leaders quickly put in place the new system required by this moment. Here, we share perspective on where to start, what steps to consider, and how we can help.

### Where to Start

As Superintendents, we all understand the compliance requirements that surround us. Sometimes this web of policies, rules and requirements is a frustrating hindrance to the change we want to deliver for our communities. Other times it can be a catalyst. In any case, it provides guidance and establishes the boundaries in which we live our day-to-day.

What happens when it suddenly falls away? When no one is telling us clearly what to do? When some of the requirements that have seemed as certain as the sunrise (like state tests) suddenly aren't requirements anymore?

In times like this, it is more critical than ever that we lead with our values, are clear and transparent about the outcomes we are working to achieve, and that we use these values and outcomes to make decisions, and create the conditions in which our teams can succeed.

### Lead With Your Values

In times of change, it is critical that we have a philosophical underpinning guiding our decisions. Without it, our leadership will feel haphazard and we will be tempted to change directions with each new development. This philosophy should be transparent, and specific enough that it can offer some clarity to those around us about what decisions are being based on, and why. Ideally, it is so clear, that it enables others to make decisions based on it too. For us, this philosophy is **learner-centered education**. We believe this vision for the future of school and learning can be

the source of this strong set of guiding principles that, if established clearly, can unblock decisions for you, and, as importantly, for others within your system.

### Define the Outcomes

When time is of the essence, a lack of clarity about the outcomes that you are trying to achieve is the quickest path to frustration and confusion. Without it, each decision will feel disconnected from the next, resulting in inefficiency, the inability of groups and leaders to move forward without your permission, and an ultimate lack of ownership by those in the system who are most important to ultimately getting things done. We believe the best place to define these outcomes is in a **learner profile** that makes it clear to everyone, what the system is trying to accomplish and why.

### Create the Conditions

For educators to create a learner-centered experience, leadership has to create an educator-centered system around them. This means that educators must have agency and be empowered to make decisions. But for this to work, they have to internalize the outcomes and values of the system. By aligning system leaders and teams on this shared understanding and providing them space to make decisions, you will enable teams to move quickly and effectively in stressful and uncertain circumstances. You will be better positioned to reap the benefits of distributed leadership, having established the foundation for a learner-centered, values-based and agile culture.

## Steps to Consider

### Clarify Your Learner-Centered Philosophy

It may seem crazy in this moment to try to step back and return all the way to your point of origin. But it is absolutely worth it and will unblock so many other elements of the change process. To accelerate this, we recommend drawing from the principles and vision for learner-centered leadership. Learner-centered leadership frames all system decisions with students as the focal point. A learner-centered system values student agency, and seeks to create authentic, open-walled learning experiences. Conveying this vision clearly to your teams

will help them visualize the road ahead and guide their decision-making as they will need to move quickly as context changes.

### **Create and Elevate Your Learner Profile**

Developing a learner profile or “Impact Framework” will orient your teams and community in the perspectives of your students, and provide educators with a refreshed and clear vision about what matters most. Additionally, it will better align the outcomes your system is seeking to achieve with the actual skills, dispositions, and habits students need for success in the modern world. The ideal framework combines the traditional outcomes and measures we are familiar with, with a new, broader vision for success. Importantly, it incorporates traditional metrics under the high level, essential outcomes we are ultimately striving for: outcomes like collaboration, agency, and real-world problem solving.

### **See Opportunities Emerge**

Once you have these foundational ingredients in place, you may be surprised to see how quickly opportunities emerge. Your team will notice places that seemed like roadblocks are now prospective innovations. For example, utilizing a framework like the one below, that values finding “meaningful ways to contribute to the world”, significant time spent outside of the traditional classroom setting can suddenly become an asset to be leveraged instead of a roadblock to problem-solve. Suddenly your team can spend time figuring out how to support this time in ways that result in authentic learning aligned to this outcome. The result will likely be a day-to-day experience that looks and feels very different, not only from traditional school, but also from our previous attempts at virtual learning. Time and space for learning will expand and pull in students in a way that you did not realize possible.

### **Empower Your Team By Focusing Your Energy on Process**

As your educators and teams start to identify the opportunities within a learner-centered framework, give them the space to build solutions that work for your community. Support educators and teams to align decisions on the key aspects of your impact framework. Fundamental to this step is shifting your focus from owning *content* to owning *process*. You no longer need to be the decider of the details, instead you become the facilitator of a process through which others can make decisions quickly aligned to the values and impact framework.

*This is exactly the kind of shift in power and leadership we want to see in our learner-centered classrooms, and you have the opportunity to model it!*

Teams will need the flexibility and freedom to move quickly as reopening plans become more concrete, and the values and impact framework provide a focus. Establishing team habits to recenter conversations on this framework will guarantee student experience remains central even while circumstances may change. Consider where and how your educators may need support in shifting their vision and skills to match with this revised schooling model.

### **Hold Space for Change and Make Learning Visible**

Moving to a learner-centered impact framework doesn't work if you retreat back to traditional assessment techniques. In this new vision for student success, new approaches are required. Focus efforts on making learning visible. This will happen through competency-based assessment, multimedia evidence, portfolios, and demonstrations of learning.

These forms of assessment are more aligned to the unique conditions we are experiencing today. But that doesn't mean the change will be easy. Hold the messy space for educators and others within the system to figure it out, and give them space and support to do so.

It is tempting in periods of intense change to grasp for what is familiar. Learner-centered leadership requires resisting this urge, and holding the space for change to unfold. It's one of the hardest parts of effective change leadership.

Believe in the capacity of your educators and learners to rise to the occasion, and trust that if you hold space for people to move through the stages of change a new and better system will be the result on the other side.

## **How We Can Help**

Our team understands the convergence of challenges district leaders are facing. We are ready to stand with you in placing students at the center of your planning and re-opening work. Our organizations have broad and deep experiences to draw from. We are able to provide input and advice, strategy and implementation support, technology, and talent development. We are ready to help you:

- **Define your values.** We can help you understand the learner-centered vision for the future, connect it with your own personal and your team philosophy of education, and establish the philosophical underpinnings of your strategy that will accelerate your work.
- **Build learner profiles.** Understanding past experiences, learner ambition, and pain points will get you to a clear learner profile. We can help you gather this insight quickly and share it with your system to ground decisions.
- **Identify the opportunities for innovation.** Throughout this transition, new spaces and ideas will emerge as possibilities for innovation and practice change. We can help you identify these and support you in building out possible solutions and implementation plans.
- **Partner with and empower educators.** Educator voice and experience is critical to instructional change. We can help you partner with, make space for, and strategize ways to build educator confidence and excitement for this transition to student-centered leadership.
- **Follow through and deliver results.** Even with clarity of vision, effective engagement with teams, a process that creates space for others to decide and lead, there will be many unexpected challenges that arise along the way. We can help navigate implementation and facilitate effective problem-solving.
- **Make learning visible.** Assessment practices will need to evolve to fit with the new system for learning. We can help vision, implement, and support your new approach.
- **Get technology right.** Technology can be a barrier or an enabler for this kind of shift. Having a platform designed according to learner-centered principles will be a big plus to being able to scale and sustain learner-centered practices. We can provide this technology and assist with its implementation.

### About the Moving Forward Together coalition

The Moving Forward Together coalition coalesced around the opportunity to build an agile coalition to support SEAs in responding to the current crisis in a way that helps SEAs create a better, more learner-centered system. Anchoring this coalition are:

- Altitude Learning which provides learner-centered technology solutions to support competency-based, personalized, and authentic learning both through LEAs and direct to

families through Altitude Learning @Home. Leaders in learner-centered technology and practice, Altitude Learning's staff literally wrote the books on [Learner Centered Leadership](#) and [Learner Centered Innovation](#).

- Getting Smart, a prolific thought leadership in learning innovation uniquely situated to help LEAs establish your approach to microgrants, target local communities, and lead this dramatic shift in access and resources across entire states. Getting Smart provides a variety of key implementation supports from program design to communications.

The coalition is led by Devin Vodicka, Chief Impact Officer at Altitude and former CA Superintendent of the Year, and Tom Vander Ark, CEO at Getting Smart, former Superintendent in WA State, and the first Executive Director of Education for the Bill & Melinda Gates Foundation.

Other "Moving Forward Together" partners will be pulled in as needed to bring their unique expertise to bear supporting SEA plans. They include: [Digital Promise](#), [NGLC](#), [Education Reimagined](#), [KnowledgeWorks](#), former superintendents, content and assessment experts, and workforce and higher education consultants.

### **Unique capabilities**

Due to the diversity, depth, and breadth of coalition partners, the Moving Forward Together coalition can help pursue a microgrant strategy that mitigates risk and maximizes upside potential. Specifically, the coalition can provide: Input and advice; Strategy and implementation; Technology; Design; and Talent development.

### **Compliance, convenience and cost**

In addition to bringing lessons from successes and failures from the leading edge of innovation, coalition leaders understand the constraints and pressures facing SEAs and LEAs.

Implementing a microgrant strategy will require significant attention to:

- Meeting state and federal requirements that still apply to this learning ecosystem;
- Bringing together a diverse coalition of experts and service providers; and
- Doing all of this at a lower cost than high-end consulting firms typically charge.

The Moving Forward coalition formed to bring together and apply the best thinking and learning from the field in a way that accounts for compliance-related constraints, provides a convenient, one-stop-shop for SEA leaders, and delivers these services at a competitive rate while engaging experienced practitioners.

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