

The Complete **K-12** *Newsletter*

The Convergence of Traditional and Electronic Media in the School Market

October 2011

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McGraw-Hill To Split In Two: M-H Education & M-H Markets

The McGraw-Hill Companies said its board has approved a growth and value plan to streamline operations and cut costs by separating into two public companies: McGraw-Hill Education, concentrating on education services and digital learning, and McGraw-Hill Markets, focusing on capital and commodities markets. Spin-off of the education business is expected to be complete by the end of next year.

The plan, said M-H, aims to boost growth and shareholder value by:
—forming two “pure-play” companies with the scale, capital and cost structures to fully leverage franchises, brands and leading market positions;
—cutting costs significantly to make operations more efficient; and
—speeding the pace of share repurchases to \$1 billion for all of 2011.

Under the plan, the two new companies are expected to have “deeper customer engagement, right-sized cost structures, and increased management focus and accountability.” The transformation, said chairman, president and CEO Harold McGraw III, will result in two companies with “highly focused strategies, aligned customer bases and interconnected markets.” In addition, investors will be able to better assess the “value, performance and potential” of each company.

McGraw-Hill Education, which expects revenues of about \$2.4 billion in 2011, will be headed by current education segment president Robert Bahash until a new CEO has been named. As an independent entity, it will be better able to pursue accelerated growth strategies and augment organic growth with digital services and/or through acquisitions and strategic partnerships, said M-H. “For example, it will have greater flexibility to develop and deploy new products and

services to address secular trends toward digital education platforms and to pursue higher-margin opportunities in educational services such as online instructional and school digital services.” In its international business, it will be better able to capitalize on education spending and adult skills training in China, India, Brazil and other emerging markets growing at double-digit rates.

McGraw-Hill Markets will be led by Harold McGraw and will include, among other businesses, J.D. Power and Standard & Poor’s.

McGraw-Hill noted that the plan to split the company was the upshot of a comprehensive review of businesses that started in the second half of 2010. It was carried out by management and the board with assistance from external advisors.

EMR RESEARCH CORNER

MATHEMATICS MARKET: 2011

EMR's 2011 survey of the K-12 Mathematics segment polled a sample of 18,000 Curriculum Supervisors at the district level, Classroom Teachers (grades K-5), Math Teachers (grades 6-8 and 9-12), and Math Department Chairs (grades 6-8 and 9-12). Previous articles looked at the most popular textbooks currently in use, at Math program features teachers say they really need, and at the recent shift in K-12 schools to digital resources. This month's article focuses on popular Mathematics web sites and new Internet technologies.

The Shift To Digital In The Mathematics Market Segment - Part II

Web Sites for Student and Teacher Use

The respondents were asked both for the names of web sites they use or recommend for student use, and for teacher use. About 66% of the sample wrote in at least one site. The result was an eclectic mix of free and commercial sites. The following two tables show the top fifteen sites identified by the Math educators who responded.

Web Sites Used/Recommended For Student Use

| SITE NAME OR ADDRESS | % OF RESPONSES |
|--|-----------------------|
| Publisher sites (various) | 15.4% |
| CoolMath.com/CoolMath4Kids.com | 12.5% |
| StudyIsland.com | 9.8% |
| Funbrain.com | 5.3% |
| KhanAcademy.com | 4.9% |
| AAAMath.com | 4.5% |
| NLVM.USU.EDU/National Library of Virtual Manipulatives | 4.5% |
| BrainPop.com | 4.1% |
| PurpleMath.com | 3.7% |
| NCTM.org | 3.5% |
| EducationCity.com | 3.3% |
| Google/YouTube | 3.1% |
| ClassZone.com | 3.1% |
| IXL.com/IXL Math | 3.1% |
| MathPlayground.com | 2.5% |

Web Sites Used/Recommended For Teacher Resources

| SITE NAME OR ADDRESS | % OF RESPONSES |
|--|----------------|
| NCTM.org | 16.1% |
| KutaSoftware.com | 13.5% |
| Publisher sites (various) | 8.2% |
| EdHelper.com | 5.4% |
| SMARTTech.com/SMART Exchange/SMART Software | 4.4% |
| NLVM.USU.EDU/National Library of Virtual Manipulatives | 3.3% |
| StudyIsland.com | 3.3% |
| DiscoveryEducation.com | 3.0% |
| SuperTeacherWorksheets.com | 3.0% |
| Google/YouTube | 2.6% |
| BrainPop.com | 2.6% |
| JMAP.org/Jefferson Math Project | 2.6% |
| TI.com | 2.3% |
| APCentral.com/College Board | 2.1% |
| Math.com | 1.9% |

New Internet Technologies

As a culminating question in the survey section focusing on the shift to digital, the educators were asked which of the new Internet technologies were of greatest immediate interest (have used or have near-term plans to purchase) to them and to their schools. The clear number one choice was “online learning games” (48.5%). The following table shows the distribution of educator responses.

New Internet Technologies Of Greatest Interest

| INTERNET TECHNOLOGY | % “GREATEST INTEREST” |
|---|-----------------------|
| Online learning games | 48.5% |
| Internet enabled mobile & handheld devices (ipads, tablets, iphones, etc.) | 27.6% |
| Collaborative software enabling students to learn together | 27.0% |
| Social media (videos, blogs, wikis, social networks, etc.) | 11.9% |

Looking at the different sub-groups of respondents, it is evident that “Online Learning Games” is primarily an elementary school thing, although interest was relatively high at all grade levels. By the same token, “Mobile Devices” is the number one item of interest to Curriculum supervisors, and the optimum grade levels are grades 3-5 and grades 6-8. With both “Collaborative Software” and “Social Media” the high-interest sub-groups appear to cluster around the high school grade levels.

For more information, or to purchase a copy of *Mathematics Market, Grades K-12: Teaching Methods, Traditional and Digital Materials Used and Needed, and Market Size* (Education Market Research, June 2011, 275 pages, \$1,500), contact Bob Resnick at Education Market Research, 718-474-0133, or bob-resnick@ed-market.com. If you don’t feel you want or need the full 275 page report, you can now order, for \$350, a condensed “HIGHLIGHTS” version of this report which consists of 17 pages and includes an extensive overview of all key EMR survey findings, as well as a Summary & Conclusions section which synthesizes all of the survey data. And, if you subsequently decide to purchase the full report, you will receive credit for the \$350 you’ve already spent on the HIGHLIGHTS report.

EMR DISCOUNT OFFERS

**DON'T NEED THE FULL EMR REPORT?
ORDER NEW "HIGHLIGHTS" REPORTS FROM EMR FOR \$350 EACH**

Let's say you are interested in the information in EMR's new "Mathematics Market: 2011" report, but the price is more than your market research budget can absorb. Or perhaps you feel you don't want or really need the full 275 page report.

We now have for you a condensed "HIGHLIGHTS" version of this and other recent EMR reports. In the case of the Mathematics report, the "HIGHLIGHTS" version consists of 17 pages and includes an extensive overview of all key EMR survey findings. In addition, there is a Summary & Conclusions section which synthesizes all of the survey data. [And if you subsequently decide to purchase the full report, you will receive a credit for the \$350 you've already spent on the HIGHLIGHTS version.]

In addition to the Mathematics area, HIGHLIGHTS reports are now available for EMR's most recent Interactive Whiteboard, Social Studies, Professional Development, Early Childhood, and Science survey reports.

If you are interested you can use this page as an order form, and e-mail it to bob-resnick@ed-market.com, or fax it to 718-474-0133.

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K-12 INTERVIEW

This month K-12 Newsletter talks with Shawn Bay, founder and CEO of eScholar, a provider of data warehousing solutions for the education market.

K-12: *You were involved in warehousing in other areas like consumer goods. What compelled you to take a stab at the education market?*

Bay: We had been building data warehouses from scratch. I did this for Proctor & Gamble back in 1985 and also for Unilever. I started my own company in 1992, and we built warehouses for just about any industry. Then a school district asked us to build one, and we saw that the data provided insights teachers might never see because they cross time and were derived from outside the classroom. So we started in pre-K-12 about 14 years ago and put together what we called longitudinal data systems (data warehouses). Our offerings expanded to cover the management of identifiers for students and staff. We created an ID management product called eScholar Uniq-ID. Our eScholar Complete Data Warehouse has become the primary data warehouse product for statewide implementations, but we do districts as well.

K-12: *How was it received?*

Bay: We didn't anticipate the strong state demand. States came to us asking if we could do, for example, 700 districts at a time. We found a lot of challenges to scale that big, but we started that process eight or nine years ago and are well into it. We also expanded into post-secondary about five years ago, and now our customers are pushing us to include workforce applications.

K-12: *How are the systems being used and what is the penetration in K-12?*

Bay: Traditionally, longitudinal data systems have been used for federal reporting and compliance and for making strategic decisions about programs that work and don't work. We're now seeing a movement to leverage many years of education data and long longitudinal stretches of millions of students for use in the classroom and with individual students. We have 3,500+ school districts using our systems, or about 12 or 13 million pre-K-12 students. Since we've been in this industry for a while, everybody works with us. We get data from many sources, and customers use it in many ways. Nearly all the student information systems support eScholar, and we try to be as standards-based as possible to make it easy for vendors to support us. We have the data-collection system for 12 state-wide implementations.

K-12: *Who is qualified to draw insights from the data? Are teachers typically capable of examining data, analyzing it and coming up with insights for use in day-to-day practice?*

Bay: That's a real issue. One way to deal with it is to build some of the insights into the application to make it easier for teachers to make the right decisions. We also see our customers using reports we make available to districts. New York, for example, has data teams for schools and districts that do the professional development to help educate teachers on how to use the data confidently to make decisions. One challenge is having certainty that the right decisions are being made because we often don't really know until afterwards. The data teams try to address the fact that we can't always know what is right with certainty. You may know that what you did before didn't work because the student is falling behind. And what you do today may not work, but we have statistics on how well it worked in the past. Hopefully, such insight will help lead to better decisions, although the likelihood of always making perfect decisions is nil. There's a tremendous amount of data on millions of students and educators can use it to see successful pathways students have taken and interventions that have worked.

K-12: *When do teachers use your programs? Is it in their free time or when students are in front of them?*

Bay: With respect to the goal setting and management aspects, some of our customers do it in class. With anything new, teachers are concerned with finding the time and we've made it easier and more efficient for schools already doing goal-setting. We focus on response-to-intervention (RTI) because it is being done pretty broadly and we integrate the RTI with data that's been collected. We try to go in where there's a process in place and make it easier and more efficient.

K-12: *What about staffing requirements for goal-setting and progress monitoring?*

Bay: You need leadership within the district, but the application can enable the follow-up and administrators can see which students are falling behind. The application, which is data-driven and web-based, has an "alert" feature to provide teachers with the ability to help students be more diligent about fulfilling goals. So we don't need a bunch of compliance officers chasing down students, and the system encourages and enforces good leadership and example-setting.

K-12: *How do you manage parental input on what teachers are doing with students?*

Bay: Teachers want to let parents have access to information because it gives them insight into how they can reinforce what's done in class. We find that teachers want to be effective and are receptive to what helps them improve student performance.

K-12: *How do the new core state standards dovetail with what you do?*

Bay: In our implementations of My Track, for example, the standards become very valuable. It certainly helps to deploy something being done in one state that can be done in others. With My Track, we're focused on North Carolina, which is on the leading edge of embracing the common core as their state academic standards. For applying data directly to the students' own education, the standards are crucial.

K-12: *With respect to assessment systems, how do you interface with the companies that provide testing materials to states and districts?*

Bay: The assessment systems could be anything from Scantron systems still used by a lot of states to online assessments and to the SATs and other College Board resources. We have a whole team to focus on assessments. Generally speaking, assessments are structured differently from vendor to vendor to be as non-comparable as possible. In our model, we integrate them into one data structure to enable analyses across assessments. We work on behalf of our customers to dissect the assessment formats and load them from the source system, which could be a CD, an online assessment system or anything in between. We currently support 170 assessment formats across a bunch of different vendors and state systems, but we do more than just assessments.

K-12: *What else is going on in education besides assessment?*

Bay: Typically, data has been used for compliance purposes and strategic analysis, but we're seeing that the real power is in applying data directly to students getting an education. If we could leverage data and help individual students get a better education, the sum across all those millions of students would have a more dramatic impact than anything else we could do in policy and in large-scale strategic decision-making for districts and states.

We then looked for processes where data can be applied directly to a student's education. We wanted to do this as part of a process and not just a report for somebody to either use or ignore. Teachers are going to measure results and do things to help students, or students are going to do things to help themselves. They're going to set goals and measure results as part of an ongoing cycle. We found that response-to-intervention (RTI) is one cyclical process that should be data-driven but that frequently is not. We found a number of process-based uses of data to drive individual student achievement. Our strategy was to start where people had already accepted the idea of individualizing education and using data to do it. We believe the use of data will expand and our experience bears that out.

K-12: *How are funding prospects?*

Bay: There is money to support this effort. The longitudinal data system grants are out there, and there's a lot of money for the things we're doing, including putting these systems to work in the classroom. Not a great deal of that money has actually been spent. There are mandates to do it in Race to the Top funding and in fiscal stabilization funding. So not only is it a good idea, but there's the means to make it happen.

K-12: *Could you give an idea of your costs for a district? Who does the selling?*

Bay: Typically, the price is scaled based on the number of students. Prices can range from as low as \$1 per student for something not really that functional to \$10+ per student per year for the more functional and specialized. We're targeting the lower end of the pricing scale and the higher end of the function scale. We offer an annual license with service, support and upgrade pricing, and we have a sales force to focus on larger districts and state implementations.

K-12: *How has the data market evolved?*

Bay: A few years ago the focus was on reporting for administrators and on projects driven by the technical staff in districts or the state. Now there is more interest in best practices for teaching and in quantifying how, why and how well they work. The users have expanded from the administrative staff and their strategic concerns to teachers and their use of data in instruction.

For information on eScholar, contact Daysie Kratz at 914-989-2937; dkratz@escholar.com.

NEWS

Pearson Acquires Virtual School Provider

Pearson said it has taken a leading place in the virtual school segment with the purchase of Connections Education from investors led by Apollo Management. The price was not given. Connections is based in Baltimore, Maryland, and is headed by co-founder Barbara Dreyer, who will continue as CEO and as a senior executive at Pearson.

Connections, which Pearson called "highly complementary to our own business," is an accredited provider of virtual education for K-12 students and of online learning solutions to educational institutions worldwide. Through its Connections Academy business, it operates online ("virtual") public schools in 21 states in the U.S., serving 40,000+ students in the current school year. These charter schools are accredited and funded by the states and are free to parents and students who choose a virtual school over traditional public schools or other alternatives.

Virtual schools typically serve a diverse population of students who need scheduling flexibility or who have chosen home schooling. "Virtual schooling is an attractive choice for a growing group of American parents and in the next decade it will take off in other countries," said Pearson chief executive Marjorie Scardino. "Beyond that, Connections Education has developed a broad array of highly effective learning tools that we intend to make available to all kinds of schools and all kinds of students." Pearson said 48 states and Washington, D.C. had virtual school programs in 2010, and 27 states permitted virtual charter schools. About 200,000 students attended full-time online courses and about 1.5 million took one or more courses online.

Founded in 2001, Connections Academy has built a virtual system that includes certified teachers, training for learning coaches (often parents), digital and print curriculum materials (often published by Pearson), computers, assessment and reporting tools, social events and learning technologies. Connections has developed a proprietary management system (Connexus) that features on-demand access to schedules, lessons, gradebooks, resources and teachers. Its LiveLesson technology enables teacher to conduct real-time interactive and adaptive classes online and with a range of multimedia curriculum tools and games. Connection Education has realized sales growth of more than 30% in each of the last three years.

Connections recently launched a new Connections Learning division to make its courses and technologies available to educational institutions and other organizations. It supports the development of blended learning environments that combine classroom and online instruction. Pearson said this division is expected to help broaden its range of school services across curriculum materials, assessment and learning technologies.

In other news, Connections Education will supply its 22 Connections Academy virtual public schools with access to Math-Whizz Tutoring Plus, an online tutoring program developed by Whizz Education Inc. The web-based program will assess the skill levels of students and enable teachers and parents to monitor student progress.

HMH Expands Fuse With Mobile Applications

Houghton Mifflin Harcourt has released new offerings for its HMH Fuse series: Algebra 1, Algebra 2 and Geometry Common Core Editions. The new applications, available in the Apple App store, combine mobile technology with the Holt McDougal curriculum, and are targeted at school districts hoping to cut expenses while sustaining a commitment to new technology. The Fuse series launched with HMH Fuse: Algebra 1 with four one-year pilots in California in summer 2010.

“By offering our curricula on the iPad and in the Apple App store, we hope to reach even more students and administrators looking for a new approach to math education,” said Bethlam Forsa, executive vice president of content development and publishing operations. By using the iPad, students can view tutorial videos, swipe through pages, and practice complex problems. The platform encourages the use of personalized lesson plans by combining direct instruction, assessment and intervention, and students have anytime, anywhere access, with or without the Internet. The lessons concentrate on critical thinking, problem solving, communication and collaboration.

HMH said the new Common Core Editions feature a student response system allowing instant in-class interaction between teachers and students. Students can turn in their work digitally and a glossary with both English and Spanish definitions supports ESL students.

In other HMH news, a research-based integrated curriculum for early learners called Splash into Pre-K/Un Salto was introduced. The program uses intentional play and other high-interest activities to engage children while pursuing learning objectives. It features both English and Spanish versions and integrated support for ELL.

Separately, HMH said it was chosen by the University of Oregon’s College of Education, Behavioral Research & Testing group as the exclusive distributor of the easyCBM solution. Authored by the BRT group and distributed by HMH’s Riverside imprint, easyCBM is a computer-based benchmark and progress monitoring tool for Response to Intervention to be used at classroom, school and district levels.

The program features multi-level reporting to provide actionable data to enable teachers to differentiate instruction and monitor intervention effectiveness. “It is not simply an output of raw numbers and figures, but actionable information that teachers and administrators can use for data driven decisions,” said HMH. It said 6.5 million+ easyCBM tests are administered each year, with more than 163,000 teachers relying on the data for their instruction. easyCBM is approved by the National Center for Response to Intervention.

Scholastic Sells \$50 Million READ 180 Next Gen; Strong First Quarter

Scholastic’s reading intervention program READ 180 Next Generation has registered \$50 million in sales since it launch in May, the company said. The most recent upgrade of READ 180 is the result of five years of research and development and includes new technology instruction and content to help make teachers more effective and students more engaged, and state-of-the-art supports for the Common Core State Standards, according to Scholastic.

Nearly 20% of all school districts using *READ 180* have upgraded to its “next generation” and as they return to school this fall will be using them, Scholastic said. These districts include the Clark County (Las Vegas) School District, the Phoenix Union High School District, and the East Baton Rouge Parish School System.

Meanwhile, Scholastic reported 10% overall revenue growth in its first quarter of 2012, ended August 31, 2011. Sales for the first quarter rose 9.5% to \$318 million compared to \$290.4 million in the prior year period. Scholastic’s operating loss was reduced to \$33.2 million, compared with \$45.3 million for the comparable first quarter last year. Breaking out the various divisions, sales of Children’s Book Publishing and Distribution rose 6% to \$72.8 million from \$72.8 million. Trade Revenue increased by 10% driven by the continued sales of *The Hunger Games* trilogy in print and ebooks as well as the *Harry Potter*.

Educational Technology and Services revenues rose 18% in the first quarter led by READ 180 Next Generation, and continued strength in math, early learning and services. Operating profit for the segment rose to \$38.8 million from \$30.2 million for the prior year.

Classroom and Supplemental Materials Publishing saw revenue increase 25% to \$ 45.7 million from \$36.5 million in the prior year period, reflecting, Scholastic said significant contracts for summer reading and custom book collections as well as the launch of *Text Types*, a new guided reading program. Segment operating income rose to \$2.1 million from a loss of \$1.7 million the previous year.

International also registered a rise in revenue to \$87.7 million, up from \$81.9 million in the prior comparative quarter, reflecting in part the benefit of a \$9.8 million foreign exchange benefit. The segments operating loss was \$0.1 million compared to a loss of \$2.2 million in last year's first quarter.

The Media, Licensing and Advertising segment showed a revenue decrease to \$10.7 million compared to \$17.1 million in the prior year quarter, as a result of a planned decrease in custom marketing programs for third-party sponsors as well as higher, non-recurring production revenue in the prior year period. Operating loss for the segment was \$5 million compared to a loss of \$2.2 million last year, as a result of lower sales.

Scholastic In Deals With Sourcebooks, Ruckus

Scholastic has partnered with Sourcebooks to offer the latter's children's titles through Scholastic's proprietary distribution channels as ebooks on a new Scholastic e-reading application launching this fall. Under the agreement, Scholastic will carry Sourcebook's bestselling frontlist and backlist children's titles published on its e-reading app, which, according to Scholastic, is especially designed to interest children and help them become better readers.

Picture books, elementary series, middle grade chapter books and young adult novels will be available for download onto the new e-reading app through Scholastic's Book Clubs. Among the titles will be Sourcebook's bestselling titles, *Horrid Harry*, *Dream Big*, *Little Pig*, and *I Love You More*.

In another recent deal, Scholastic teamed with Wilton, Connecticut-based digital book and games publisher, Ruckus Media Group to create a new imprint, Scholastic Ruckus. The imprint will publish top children's authors across all platforms, including print, e-books and enhanced e-books, with Ruckus Media publishing interactive story apps. More than a dozen projects are in development under the new imprint, with the first releases planned for 2012.

Scholastic said it plans to publish, market and distribute titles for infants through teens developed under the Ruckus imprint through Scholastic's School-based book clubs and book fairs channels and through retail and libraries, and will manage publishing rights for the print and e-books worldwide. In addition to intellectual property from titles in the Ruckus library and new projects developed for both digital and print, Ruckus Media is acquiring rights to out-of-print backlist titles to publish in print and in e-book formats to be distributed under the Ruckus imprint, Scholastic said.

Ruckus Media is the brainchild of Rick Richter, former president and publisher of Simon & Schuster Children's publishing.

SIIA, DOE Join In Launch Of Digital Promise Initiative

The Software & Information Association said it has joined Secretary of Education Arne Duncan and other government, education and technology leaders to launch the Digital Promise initiative. It is a public/private research and development collaborative to advance learning technologies that are critical to students and educators and is authorized under the Education Opportunity Act of 2008 as the National Center for Research in Advanced Information & Digital Technologies.

“SIIA pledges our continued leadership as a liaison between the research center and SIIA’s more than 180 educational technology member companies,” said SIIA President Ken Wasch. “These companies are investing in the research, creation, and delivery of innovative learning applications and will play an important role in making this initiative a success.”

SIIA outlined the ways in which it will work with the Obama Administration and the Digital Promise Board to:

- bring together a technical advisory group of leading scientists, engineers, and educators from its members to provide ongoing council on an R&D agenda and undertakings;
- promote industry and investor involvement and funding in order to create a critical mass of financial, human and other resources;
- disseminate research findings and other deliverables to SIIA members to inform their development and delivery of innovative learning technologies. In addition, SIIA said it supports the Center’s authorized use of funds to:
 - support research that is in the public interest but that is not expected to be undertaken entirely with private funds;
 - support pre-competitive research, development and demonstrations; and
 - encourage the adoption and use of digital approaches to improve education.

For information, contact Laura Greenback at 410-533-1943; lgreenback@siia.net.

McGraw-Hill Names Education Prize Winners

McGraw-Hill said winners of its 2011 Prize in Education are Robert Beichner, Mitchel Resnick and Julie Young. The Prize this year was given to honor those who have pioneered digital education approaches and who embody “the transformative impact of technology on improving education.”

Dr. Robert Beichner is professor of physics at North Carolina State University and is receiving the Prize for work at the post-secondary level. He is involved with changing how students learn in the science classroom.

Dr. Mitchel Resnick is professor of learning research at the MIT Media Lab and develops new technologies and activities to engage children in creative learning experiences and in collaborative thinking and systematic reasoning.

Julie Young is president/CEO of the Florida Virtual School, which M-H called the nation's largest and most influential virtual program. She is being honored for her work in secondary education.

At M-H's request, Beichner, Resnick and Young were asked to collaborate on a white paper drawing on their perspectives on e-learning and post-secondary education. It focuses on the benefits of technology in enhancing and strengthening the human connections that facilitate learning.

Established in 1988, the Prize annually recognizes those dedicated to education innovation, with honorees receiving a gift of \$50,000.

BRIEFS

—**Discovery Education** said Christina Scripps was named manager of publicity for Discovery Communications. She is involved in overseeing the strategy and execution of publicity campaigns for Discovery Education.

—**Scientific Learning Corp.** said David Myers, senior vice president of sales and services, is leaving the company. He was hired in 2009 and is credited with providing stability for the company's sales organizations during its technology transitions. CEO Andy Myers will now directly oversee the field sales organization. "We are continuing to shift and streamline our sales processes to better fit our new on-demand platform and pricing structure," he said.

—**Curriculum Advantage** appointed Dr. Stanley DeJarnett to the new position of chief academic officer. He was most recently superintendent of Morgan County Schools, a K-12 district in Madison, Georgia. He also served on the National Governing Board of the American Association of School Administrators and is a member of the Southern Association of Colleges & Schools.