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STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
DIVISION OF CAREER TECHNOLOGY AND ADULT LEARNING
BUREAU OF CAREER DEVELOPMENT
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Concord, NH 03301
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March 25, 2013

100% Federal Funds

Her Excellency, Governor Margaret Wood Hassan
and the Honorable Council
State House
Concord, New Hampshire 03301

REQUESTED ACTION

Authorize the Department of Education, Bureau of Career Development to pay the FY 2014 membership renewal fee to the MBA Research and Curriculum Center (dba) MarkED Resource Center (vendor code 168003) in the amount of \$2,768.00. These funds are 100% Federal. Funding for this request is available in:

<u>Account No.</u>	<u>Amount</u>	<u>Fiscal Year</u>
06-56-565010-60320000-026 (500251)	\$2,768.00	2014

EXPLANATION

The MBA Research and Curriculum Center (dba) MarkED Resource Center is the recognized leader in the development programs, strategies, and curricula to prepare students for career-oriented, leadership positions in business and marketing. Their sole mission is to support educators in the preparation of students for careers in business and marketing.

All 27 Career Technical Education (CTE) centers across New Hampshire benefit from New Hampshire's participation in this consortium. Of the 27 CTE centers, 14 programs in business and 14 programs in marketing are offered. All of these programs yield at least six college credits through the Project Running Start program, in part, due to the high caliber of materials from MarkEd. Curriculum materials developed and updated by the consortium membership, assessment tools and instructional materials are made available to state programs at a reduced cost as a result of this membership in this organization.

In the event Federal Funds become no longer available, General Funds will not be requested to support this membership.

Listed below are answers to standard questions required for Governor and Council organization dues and membership approval submissions:

1. How long has the organization been in existence and how long has this agency been a member of this organization?

This organization was established in 1971. The agency has been a member for over 20 years.

2. Is there any other organization which provides the same or similar benefits which your agency belongs to?

No.

3. How many other state's belonging to this organization and is your agency the sole New Hampshire state agency that is a member?

There are 37 states and other organizations who are members of MBA Research and Curriculum Center (dba) MarkEd Resource Center. The New Hampshire Department of Education, Bureau of Career Development is the only New Hampshire state agency known to be a member.

4. How is the dues structure established? (Standard fee for all states, based on populations, based on other criteria, etc.)

The Fees are based on the total general population (U.S. Census) of the group's geopolitical area (e.g., state, county, school district), per the following fee structure:

<u>Population (mil)</u>	<u>Base \$</u>	<u>Plus \$/.1 Million</u>
0.0-1.0	1,000	100
>1.0-2.5	2,000	95
>2.5-5.0	3,425	90
>5.0-10.0	5,675	85
>10.0	9,925	80

5. What benefits does the state receive from participating in this membership?
- Active role in the design and positioning of programs in business and marketing
 - Forum for dialogue addressing contemporary issues in these areas
 - Opportunities for professional development
 - Voice in establishing Consortium priorities and action plans
 - Access to shared and jointly funded initiatives, reducing local costs
 - Significant pricing discounts to member constituencies
 - Participation in the governance structure, if desired
 - Expenses off sets for participation in annual membership meeting
 - Complementary materials which can be used in the classroom
 - Priority access to and reduced costs for consulting
 - Communication linkages and services to benefit leadership and practitioner
 - Influence on other service providers (e.g. publishers, CTSO)

6. Are training or educational/research materials included in the membership? If so, is the cost included? Explain in detail.

Yes, the consortium continuously develops and updates: curriculum, standards, assessment tools, instructional supports and processes to support sustainable and focused programs to improve teaching strategies for the delivery of integrated academic and career technical curriculum. Significant pricing discounts are available to CTE Centers as a result of membership in this consortium.

7. Is the membership required to receive any federal grants or required in order to receive or participate in licensing or certification exams? Explain

No, membership is not required to receive any grant fund or participate in licensing or certification exams.

8. Is there any travel included with this membership fee? Explain in detail any travel to include the number of employees involved, the number of trips, destinations if known and purposes of membership supported trips.

Travel to national conferences is not included in the membership fee, however members do receive reduced registration fee when participating in MarkED sponsored professional development. Those members serving on the national board do receive travel stipends that cover 75% of these expenses.

9. Which state agency employees are directly involved with this organization? (Indicate if they are members, voting members, committee members, and/or officers of the organization.

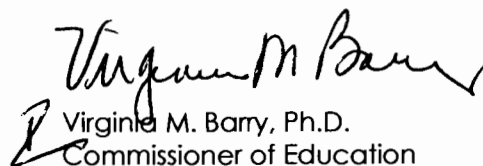
Constance Manchester-Bonenfant, member

10. Explain in detail any negative impact to the State if the Agency did not belong to this organization.

Negative impact includes:

- 1) Local costs for curricular materials in Business and Marketing programs would increase at least 70% without discounts from MarkED
- 2) Curriculum support to these programs would not be consistent causing inequities in program delivery around the state
- 3) Loss of professional development opportunities at the local level
- 4) Forfeiture of guidance at a national level on standards governing the industry to ensure students are college-ready in Business and Marketing programs.

Respectfully submitted,



Virginia M. Barry, Ph.D.
Commissioner of Education

Invoice 73356

Customer 0330AA

(dba MarkED Resource Center)

MBAResearch and Curriculum Center

F.E.I.N.: 31-0870337

1375 King Ave.; PO BOX 12279

Columbus, OH 43212-0279

Telephone: 614/486-6708

Questions regarding this Invoice?

E-mail to Billing@MBAResearch.org

Bill To:

NH Dept. of Education

Constance M. Bonenfant

21 S FRUIT ST SUITE 20

CONCORD, NH 03301

Ship To:

CONSTANCE MANCHESTER-BONENFANT

RR 2 BOX 1629

WARNER, NH 03278

Date		Ship Via		F.O.B.		Terms		
03/12/13		UPS		ORIGIN		Net 30 Days		
Purchase Order Number			Order Date	Salesperson		Our Order Number		
JRG/CMB			03/12/13	SF				
Req.	Quantity	B.O.	Item Number	Description	Tax	Unit Price	Amount	
	Ship							
1	1	0	19-06	Annual Basic Consortium Membership Renewal	N	2768.00	2768.00	
						NonTaxable Subtotal	2768.00	
						Taxable Subtotal	0.00	
						Tax	0.00	
						Total Invoice	2768.00	



Return on Investment: Work of the not-for-profit Consortium benefits members both individually and collectively through research and development initiatives that support the growth and overall strength of the profession. Specific ROI depends on state utilization of the organization's services and work artifacts. The annual **program of work** is based on the identified needs of the membership and reviewed annually by the membership itself and its elected Board. The work plan addresses specific needs of business/marketing education through:

1. **Standards Research:** *Continuing pathway-level* industry validation identifies key skill sets and a knowledge base not generally defined by broadly-based advisory groups. (Appendix 2)

Return on Investment: Member states have full access to the data and incur no additional costs. Local (state) validation processes require substantive professional and support staff time, meeting costs, honoraria, etc.

2. **Assessment:** Standards-based program-of-study assessments and industry-based certification provide valid and reliable documentation of student learning. (Appendix 3)

Return on Investment: Pricing for member states begins at less than \$3/student, including reporting data.

3. **Professional Development:** Substantive, outcomes-based programs address curriculum, pedagogy, and program leadership with programming for member-state leaders and teachers, including support for teacher education students. (Appendix 4)

Return on Investment: The continuing professional development program for state-level program leaders is free, with travel costs underwritten in part.

4. **Instructional Support:** Research-based curricula and instructional materials provide guidance and tools to support competency-level curriculum alignment, in-depth instruction, and higher-order learning relevant to industry requirements. (Appendix 5)

Return on Investment: Research-based program-of-study models and abbreviated course profiles are available in member states at no cost. Comprehensive course guides are available to members at nominal cost \$2,500+ (full statewide dissemination).

5. **Delivery Strategies:** Contemporary program models and initiatives based on best-practice across all educational disciplines are designed to ensure best positioning of business/marketing programs in today's educational environment. (Appendix 6)

Return on Investment: Best practice sessions are offered via professional development activities (appendix 3) and are the focus of various no-cost conference calls and webinars available to state-level program leaders. Models such as *High School of Business™* are implemented at significant cost savings in member states.

6. **Clearinghouse:** Identification and procurement of quality non-text resources provide assistance to local schools that want better alignment with standards.

Return on Investment: Through negotiated purchase agreements with commercial vendors, schools purchase various commercial resources at less than catalog price.

7. **Advocacy:** Development and identification of data, tools, and networks to support state/local initiatives.

Return on Investment: Support for local program development, student recruiting, and information clearinghouse at no cost to schools in member states.



8. **Operational:** effective, efficient, equitable, fiscally responsible, and service-oriented (Appendix 7)

Return on Investment: Very limited overhead, closely monitored budgets, and continuing oversight by Trustees ensures a continuing focus on membership ROI.

Summary

Membership and participation in the MBA Research Consortium offers a variety of specific benefits that can lead to very substantial return on investment, with saving accruing in direct relation to the degree of utilization of the organizations research and product/service mix.

The organization is operated by its membership for the benefit of the membership. Leadership, policy, and guidance are provided by the full Consortium of 37 individuals each representing a member state, and by a Board of Trustees elected and appointed by the full Consortium. The leadership includes a broad mix of individuals with various backgrounds and professional experiences. (Appendix 1)

Both the state and local school districts accrue both direct and indirect benefits as outlined above. All products/services are offered free or at significant discount to all schools and programs within a member state. (Appendices 2 – 7)

Overall return on Investment for a moderately active state should average not less than 200%, with active states accruing far greater returns.

Contact

James R. Gleason, Ph.D., President/CEO
Gleason@MBAResearch.org



Appendix 1 About the Consortium

Organizational: Organized as a not-for-profit 501 (c)(3) foundation, MBA Research is the only curriculum center in the nation dedicated solely to the support of business and marketing education. It is managed by a Board of recognized leaders that bring a broad perspective to the policymaking that drives organizational decision-making. The Board (Appendix 7) includes representation from:

- Nine states
- Two state-level curriculum specialists
- Two senior-level state CTE managers (director and associate director)
- Two program leaders with business education background
- Two program leaders with marketing education background
- One postsecondary representative (VP Instruction)

Career Foci: The Consortium's program of work addresses traditional program areas of business education and marketing education through research and development in the following career fields (i.e., Career Clusters plus entrepreneurship):

- Business Management and Administration
- Entrepreneurship
- Finance
- Hospitality and Tourism
- Marketing

MBA Research was the lead partner with the NASDCTE Foundation in the development of pathways and knowledge/skill statements for the four Career Clusters above and the original developer of the national entrepreneurship standards promulgated by the (national) Consortium for Entrepreneurship Education.

Tools/Initiatives of Note: Along with specific examples of work artifacts identified in the following program-of-work appendices, major initiatives of note include:

- **Program-of-Study Assessments:** online exams based on MBA POS models, 100% aligned with national Business Administration Standards. Cost-based pricing to local schools with member discounts averaging 25%. Additional discounts for member-state purchases.
- **MBA Executive Advisory Network (ExecNet):** network of business leaders organized by pathway who provide continuing validation of standards and assessments. Standards and development data free to member states. (Appendix 2)



- **MBAeducator:** online support for teacher training designed to support teacher education and state professional development initiatives. Access free to state-level administrators and teacher educators in member states. (Appendix 4)
- **High School of Business:**TM turn-key project-based curriculum and program model for college-bound business administration students. (Appendix 6)
- **LAP modules:** in-depth instructional modules anchored by specific performance indicators used to define national Business Administration standards. Cost-based pricing to local schools with member discount averaging 30 – 40%. (Appendix 5)
- **MBA Learning Center:** comprehensive online learning management system for both students and teachers, 100% aligned to national standards. Cost-based pricing to local schools, with member discount averaging 37%. Member state purchase discounts averaging 50%. (Appendix 5)
- **National accreditation program** (in development): structured accreditation process to recognize high school business administration programs (including both business education and marketing education) that meet specific, research-based criteria. Member state participation is free and strongly encouraged. (Fee for local school accreditation.)

Measures of ROI: Required membership contributions are established by the Board of Trustees on the basis of potential return on the membership investment. Measures of potential benefits include:

- State-level utilization of services and costs of similar work when done independently. Resources for states include industry validation, standards and supporting performance indicators, professional development of program leaders, support for teacher education, leadership network and web-based resources, and assessment services, and consulting.
- School-based utilization of services including free resources and member discounts. Resources for schools include *State's Connection* (free in member states) providing a variety of tools and support, program-of-study models, reviewed web links, standards and supporting performance indicators, recognition via national accreditation (forthcoming), resource and support center (web and phone-based), deep discounts on all MBA Research products and services, discounts on many non-text commercial resources.



See specific examples of return on investment based on various state and local initiatives outlined in the following appendices.



Appendix 2 Pathway-based Industry Validation: Standards and Performance Indicators

Industry-based Standards: The Consortium maintains a continuing initiative to validate performance indicators which define curriculum planning standards in the following industry areas:

- Business Management and Administration (5 specialized pathways)
- Entrepreneurship
- Finance (5 specialized pathways)
- Hospitality/Tourism (new work underway; pathways to be determined)
- Marketing (5 specialized pathways)

Participating states utilize the resulting data in a variety of ways. In most, the validated standards and performance indicators form the basis of state standards, assessments, and curriculum tools. Some use various panels or curriculum centers to “personalize” the data to the individual state, although most adaptations are cosmetic in nature or, more significantly, are related to the assignment of performance indicators and standards to specific courses.

Data collected via homogeneous groups across state lines (e.g., administrative assistants, accountants, professional salespeople, or entrepreneurs) ensure that the data reflect actual work and required body of knowledge. By focusing on like-participants, the depth of discussion and resulting data *is significantly greater than is typical of more heterogeneous advisory groups*. This research methodology is cost-prohibitive for most states, but manageable through the pooled resources strategy of the Consortium.

ROI Example: Numerous states utilize the data and incur no additional costs. Costs of a local (state) validation process would require substantive staff time to support extensive secondary research prior to soliciting industry input, recruiting of industry participants, planning and facilitating focus group discussions, and subsequent reporting.

States and curriculum centers that require local validation activities benefit directly via access to the national standards which encompass both international secondary research and nationwide primary research *by pathway*. In future years, member states will benefit additionally through access to the MBA Executive Advisory Network, a broadly-based national network of qualified business leaders. (<http://MBAExecNet.org>)

It is the position of the MBA Research Board of Trustees that use of the nationally-validated Business Administration standards contributes positively to the positioning of business and marketing education programs in today’s challenging education environment.

Appendix 3 Assessment Services



Program-of-Study Assessments: Designed for use as end-of-program documentation of student learning, each exam is 100% aligned with national standards using blueprints based on model programs of study (free in member states). Each exam is continually evaluated statistically for reliability, discrimination, and other measures, and evaluated annually for alignment with standards and programs of study. Alternative versions are available to facilitate alignment with local priorities. Customized versions are available to facilitate alignment with state standards. Each multiple-choice exam is congruent with performance indicators ensuring measurement of higher-level domains as appropriate to the specific validated skill or knowledge. Pricing is well below market, with schools in member states averaging a savings of 25%.

Formative and pre-tests based on program-of-study exam blueprints are available at nominal cost (some free in member states).

A*S*K Institute Certifications: To address the need for industry-based certifications, MBA Research offers a comprehensive certification exam based on industry-validated standards/performance indicators in each of four “fields:”

- Concepts of finance
- Concepts of entrepreneurship and management
- Fundamental business concepts
- Fundamental marketing concepts

Efforts are presently underway to achieve industry endorsements and sponsorships to increase overall awareness of this challenging certification.

Authentic Assessments: Guidelines and samples for developing true assessment rubrics are available free in member states via *State’s Connection*. Detailed rubrics with authentic scenarios are available at nominal cost.

ROI Example: Missouri uses a combination of the above options to meet various state mandates at costs well below alternative options.

NC uses MBA Research custom exams and item banks to populate its own testing system – again at costs well below alternative options.

Individual school districts in member states utilize all of the above options at costs well below alternative options.

Membership pricing offers assessment opportunities well below commercial options and substantially less expensive than typical state-developed initiatives.



Appendix 4 Professional Development

Leadership Development (state): Program leaders from member states benefit directly from participation in an annual meeting of their peers. Along with extensive professional development (curriculum and instruction, program development, pedagogy), participants have extensive networking opportunities with their counterparts from other member states. Most significantly, program leaders typically serve as the state's Consortium representative and as such are actively involved in the establishment of program-of-work priorities.

ROI Example: MBA Research covers most of the cost of the annual meeting (including hotel and air fare) and provides deep discounts for additional professional development during subsequent meeting days.

Webinars focusing on contemporary issues and project initiatives are offered free to state-level leaders in member states.

State-level leaders have no-cost access to a dedicated web site and forthcoming discussion boards. (<http://Leadership.MBAResearch.org>)

Teacher Education: MBAeducator (www.MBATeacherEd.org) is a dedicated web site designed to support teacher preparation programs. Modular in nature, the site focuses on specialized skill sets and the knowledge base unique to teaching business administration courses. Presently under development, the site offers topics such as:

- Academic Integration in Business Administration
- National Business Administration Curriculum Framework
- Allocating Content (Building a Business Administration Course)
- Business-based Career Clusters
- State's Career Cluster Model
- Assessing Student Performance

ROI Example: State-level program leaders and teacher educators in member states access the dedicated web site at no cost.

Teacher Development: MBA staff offer a series of workshops (e.g., *Meeting Needs of the Post-Millennial Student*) on request in member states. Each workshop is designed to help teachers understand the program-of-study model(s), adjust pedagogy to better address today's student, utilize basic technology (e.g., Google tools), and align with national assessments.



ROI Example: Workshops are offered in member states at no cost to the state and at substantively discounted pricing for local school participants.

Additional webinars and networking opportunities are offered to all teachers.



Appendix 5 Curriculum/Instructional Support

Curriculum Development: All curriculum work of the Consortium is based on the nationally-validated standards and performance indicators. To facilitate use of the standards at the local level, the association offers a variety of tools, including:

- Program-of-study models organized to support Perkins and US DOE guidelines. The models address 9th grade through college, with specific course recommendations and standards-based recommendations for each course. Models are available for:
 - Entrepreneurship
 - Finance
 - Management/Administration
 - Marketing

ROI Example: The latest revisions of the program-of-study models are available to state-level leaders and to all individual schools in member states *at no cost*. Estimated investment for the development of a comparable program of study ranges from 750 – 1000 hours of professional staff time, plus clerical and support for managing review processes. Estimate assumes full access to the research-based standards outlined above and available free to member states.

- Course Guides (detailed course plans) provide specific guidance for local teachers to ensure curriculum alignment, recommend sequencing, suggest integration options, and to facilitate project-based pedagogy.

ROI Example: Abbreviated profiles (identifies specific content and sequence recommendations) are available at no cost to all schools in member states. More detailed course guides are available in member states at nominal cost.

In North Carolina, the CTE curriculum specialist estimates that the state will save thousands of dollars annually as it transitions from state-developed curricula to adoption of MBA Research work product.

Instructional Resources: To encourage a more in-depth learning outcome of core business skills, the Consortium supports the development of a wide range of instructional resources. Single-topic, in-depth instructional modules (LAPs) which have been heavily utilized by marketing educators are becoming increasingly popular among business teachers with the exception of those focused solely on computer applications and technology. New in the fall of 2011 is the MBA Learning Center, an online resource for both students and instructors that provides both with full access to all instructional modules and related assessments.



ROI Example: Several, such as online bookmarks, are available at no cost to all schools in member states (via *State's Connection*). Others are available on a cost-recovery basis.

All schools in member states are offered full access to the online Learning Center on a cost-recovery basis with member savings averaging 37% and 100%++ comparable with commercial offerings.

Accrued savings to local schools vary depending on the specific items purchased and are estimated at 30%. Savings include a range of commercial materials that are purchased under contract from various vendors with savings passed along to schools in member states.

Complimentary materials are provided state-level program leaders and teacher preparation institutions in member states to support state-based professional development opportunities for local teachers and future teachers.



Appendix 6 Delivery Strategies

High School of Business™ is a turn-key, project-based curriculum and program model for college-bound business administration students. The program was designed to demonstrate the potential of a contemporary *Business Administration* program of study that integrates both business and marketing education initiatives. It offers a model that is consistent with the more rigorous demands of today's high schools and exemplifies many of the attributes of forward-thinking STEM initiatives.

ROI Example: The *High School of Business™* pilot has identified and addressed many of the challenges schools and states face when with more rigorous curricula. The lessons learned are shared with member state Consortium representatives at no cost via the annual meeting, webinars, and other communications vehicles.

Local schools participating in the *High School of Business™* program accrue savings estimated at 30% for various resources and materials typically utilized to deliver the curricula.

National Accreditation of comprehensive high school Business Administration *programs* (including business education and marketing education) is in the early development stages. Research-based criteria will form the basis of a nationally recognized, branded program that will enable brand positioning parallel to, but much broader than, those of CTSOs, STEM, CTE, and other educationally-based initiatives.

ROI Example: At little or no cost, member states will have access to a model for the recognition of high-quality local programs. Research-based criteria will be available to member states for their own use in program evaluation, program development, professional development, and other state-based activities.

CTSO Support for BPA, DECA, and FBLA includes sharing of research data and support for the development of valid and reliable assessments.

ROI Example: Standards and supporting performance indicators are made available to all three student organizations at no cost. DECA has made extensive use of the data; FBLA has incorporated MBA Research work into its own competency listings. MBA Research provides all R&D work for the exam component of DECA's competitive event program. Identical offerings are available to BPA and FBLA although to date neither has chosen to use MBA Research assessments.



Appendix 7 Operations

All budgets, programs of work, strategic plans, and other substantive activities are managed by a CEO appointed by the Board of Trustees. Budgets and programs of work are approved annually and reviewed semi-annually. A detailed annual report is provided all Consortium members and reviewed as part of the annual meeting agenda.

The Consortium operates as a not-for-profit (501(c)(3)) foundation. All gross and net revenues are, by law, used only in support of the mission and goals approved by the membership. Other than normal compensation (considerably below market) and expenses, no membership or other revenue accrues to the benefit of any staff member or Trustee.

Detailed program of work reports and all financial data (budgets, annual financials, tax returns, etc.) are available at any time to all members as well as to the general public.

The Consortium is based in Columbus, Ohio and the current Chair of the Board of Trustees is Kevin Reisenauer (ND). President/CEO is James R. Gleason, Ph.D. (Gleason@MBAResearch.org). The governing Board of Trustees includes:

Acuff, Sharon (VA): Program Leader (marketing)
Baird, Sara (WI): Career Pathways Consultant (CTE)
Barnett, Ralph (TN): Assistant Commissioner/ State CTE Director (retired, 2011)
Coulson, Gene (WV): Executive Director (Secondary Programs)
Hegeman, Diane (CO): VP Instruction, Arapahoe Community College
Kerns, Leslie (MO): Program Leader (business)
Michael, Atkins (NC): CTE Curriculum Specialist
Reisenauer, Kevin (ND): Program Leader (marketing)
Scott, Melissa (NV): Program Leader (business)

ROI Example: All aspects of operations, including budgets, strategic planning, and program of work, are focused on meeting the needs of the membership. State member representatives are polled frequently and strongly encouraged to participate in various conference calls, webinars, and annual meeting to ensure that the mission, goals, and initiatives of the organization are consistent with the needs of the membership.



For additional information, including detailed program-of-work and budget reports, contact James R. Gleason, Ph.D., President/CEO: Gleason@MBAResearch.org
MBAResearch 1375 King Ave Columbus Ohio 43212 PH: 800.448.0398
www.MBAResearch.org

MBAResearch and Curriculum Center
Return on Membership Investment
Executive Summary

MBAResearch is a not-for-profit association (consortium) of 37 state education departments. It was established in 1971, with a membership of 11 states, for the specific purpose of maximizing the use of limited state resources. Through pooled resources member states are able to provide substantially more support for their business/marketing programs than would otherwise be possible. (About the Consortium: Appendix 1)

Membership is specifically designed to:

- *save money through sharing of research and development activities* centered on:
 - standards validation
 - program-of-study and curriculum design
 - instructional support
 - assessment
 - program development
 - professional development
- support state efforts for program improvement, including initiatives to address:
 - industry requirements including curriculum alignment
 - economic development (workforce education)
 - high school graduation rates
 - alignment with college and other postsecondary education
 - common core standards and assessments
 - technical skill assessments
 - teacher development
- provide continuing professional development opportunities for state- and local-level program leaders and CTE administrators responsible for business/marketing.
- develop national voluntary standards, benchmarks, and program models to support state-based program-improvement initiatives.
- aggregate data and develop networks to support advocacy for business and marketing programs, particularly at the secondary level.