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Frank Edelblut
Commissioner

Paul K. Leather
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
101 Pleasant Street
Concord, N.H. 03301
TEL. (603) 271-3495
FAX (603) 271-1953

March 6, 2017

His Excellency, Governor Christopher T. Sununu
and the Honorable Council
State House
Concord, New Hampshire 03301

REQUESTED ACTION

Authorize the New Hampshire Department of Education to amend a cooperative project agreement (PO# 1044839) on a **sole source** basis with Plymouth State University (PSU), Plymouth, NH (vendor code 177866), by increasing the price limitation by \$15,243.00 from \$52,000.00 to \$67,243.00 and extending the completion date from June 30, 2017 to June 30, 2018 to continue to develop secondary transition curriculum focused on transition planning, family engagement, and Extended Learning Opportunities (ELOs), in their special education teacher preparation program and to promote full implementation and sustainability of the grant initiatives, effective upon Governor and Council approval through June 30, 2018. This is an amendment to the original cooperative project agreement approved by Governor and Council on June 24, 2015 (Item #155). (100% Federal funds)

Funds to support this request are anticipated to be available in account titled State Program Implementation as follows, contingent upon legislative approval of the next biennial budget:

FY2018

06-056-56-562510-41070000-072-502625 Grants –Federal

\$15,243.00

EXPLANATION

The New Hampshire Department of Education received a \$3.85 million (\$770,000.00 per year for 5 years) State Personnel Development Grant from the U.S. Department of Education, Office of Special Education Programs, through September 30, 2017. The Office of Special Education Programs approved a no-cost extension through September 30, 2018 to continue the work of the grant and promote full implementation and project sustainability. This amendment is **sole source** because it exceeds 10% of the original contract.

The Department of Education would like to amend this agreement with Plymouth State University in order to build on the current Next Steps New Hampshire State Personnel Development Grant initiative to work cooperatively with Keene State College (KSC) and the New Hampshire Department of Education (NH DOE) to develop secondary transition curriculum focused on transition planning, family engagement, and Extended Learning Opportunities (ELOs), in their special education teacher training program and to promote full implementation and sustainability of the grant initiatives. The intent is for students to leave the Special Education Teacher Preparation Program with knowledge of secondary transition practices and strategies they will need to prepare students to be college and career ready.

The SPDG proposal is targeted to increase the number of students with disabilities graduating from high school who are college and career ready, through the implementation of evidence based transition practices. Our

His Excellency, Governor Christopher T. Sununu

and the Honorable Council

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March 6, 2017

ambitious proposal targets four strategies to achieve this goal: (1) increasing student competency through increased use of Extended Learning Opportunities (ELOs), (2) enhanced transition planning and increased transition planning opportunities/practices, (3) greater family – school engagement, and (4) sustaining practices through our state Institutes of Higher Education (IHEs), regional education intermediaries, a transition Community of Practice, and the use of technology. These strategies are aimed at school districts, parents, regional professional development intermediaries, Vocational Rehabilitation, IHEs, and other community members.

Plymouth State University will be evaluated by the Department of Education Bureau of Special Education, through the monitoring of the services provided. In addition, they will submit reports to the Department of Education Bureau of Special Education on the progress in meeting the objectives of the contract.

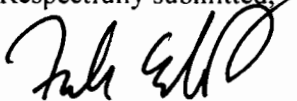
Plymouth State University will bring to this grant the research, knowledge and expertise to conduct the follow grant activities in addition to those activities already contracted to provided:

- Implementation of Action Plan for the 2017-2018 academic year – to scale-up from an initial implementation stage toward full implementation with a focus on sustainability.
- Disseminate information – Share resources and findings on a state and national level. Network with IHE faculty interested in improving their special education programs in the area of transition.

The Office of Special Education Programs requires a comprehensive evaluation detailed within the grant that measures the short-term, intermediate and long-term outcomes and impacts of the grant initiatives. The Evaluation assesses the degree to which the NH SPDG meets its goals and objectives, as well as the established federal performance goals and objectives. The evaluation will be ongoing and formative to provide for data-based decision making and planning mid-course corrections.

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

Respectfully submitted,



Frank Edelblut
Commissioner of Education

FE:PFD

Enclosures

AMENDMENT #1 to
COOPERATIVE PROJECT AGREEMENT
between the
STATE OF NEW HAMPSHIRE, Department of Education
and the
Plymouth State University of the UNIVERSITY SYSTEM OF NEW HAMPSHIRE

The Cooperative Project Agreement, approved by the State of New Hampshire Governor and Executive Council on 6/24/15, item # 155, for the Project titled "Next Steps NH : Implementing Secondary Transition Practices in Special Education Teacher Preparation Programs," Campus Project Director, Ann Berry, is and all subsequent properly approved amendments are hereby modified by mutual consent of both parties for the reason(s) described below:

Purpose of Amendment (Choose all applicable items):

- Extend the Project Agreement and Project Period end date, at no additional cost to the State.
- Provide additional funding from the State for expansion of the Scope of Work under the Cooperative Project Agreement.
- Other:

Therefore, the Cooperative Project Agreement is and/or its subsequent properly approved amendments are amended as follows (Complete only the applicable items):

- Article A. is revised to replace the State Department name of _____ with _____ and/or USNH campus from _____ to _____.
- Article B. is revised to replace the Project End Date of **June 30, 2017** with the revised Project End Date of **June 30, 2018**, and Exhibit A, article B is revised to replace the Project Period of **July 1, 2015 – June 30, 2017** with **July 1, 2015 – June 30, 2018**.
- Article C. is amended to expand Exhibit A by including the proposal titled, " _____ ," dated _____.
- Article D. is amended to change the State Project Administrator to _____ and/or the Campus Project Administrator to _____.
- Article E. is amended to change the State Project Director to _____ and/or the Campus Project Director to _____.
- Article F. is amended to add funds in the amount of **\$15,243.00** and will read:

Total State funds in the amount of **\$67,243.00** have been allotted and are available for payment of allowable costs incurred under this Project Agreement. State will not reimburse Campus for costs exceeding the amount specified in this paragraph.
- Article F. is amended to change the cost share requirement and will read:

Campus will cost-share _____ % of total costs during the amended term of this Project Agreement.
- Article F. is amended to change the source of Federal funds paid to Campus and will read:

Federal funds paid to Campus under this Project Agreement as amended are from Grant/Contract/Cooperative Agreement No. _____ from _____ under CFDA# _____. Federal regulations required to be passed through to Campus as part of this Project Agreement, and in accordance with the Master Agreement for Cooperative Projects between the State of New

Hampshire and the University System of New Hampshire dated November 13, 2002, are attached to this document as **revised** Exhibit B, the content of which is incorporated herein as a part of this Project Agreement.

- Article G. is exercised to amend Article(s) _____ of the Master Agreement for Cooperative Projects between the State of New Hampshire and the University System of New Hampshire dated November 13, 2002, as follows:

Article is amended in its entirety to read as follows:

Article is amended in its entirety to read as follows:

- Article H. is amended such that:

- State has chosen **not to take** possession of equipment purchased under this Project Agreement.
- State has chosen **to take** possession of equipment purchased under this Project Agreement and will issue instructions for the disposition of such equipment within 90 days of the Project Agreement's end-date. Any expenses incurred by Campus in carrying out State's requested disposition will be fully reimbursed by State.

- Exhibit A is amended as attached.

- Exhibit B is amended as attached.

All other terms and conditions of the Cooperative Project Agreement remain unchanged.

This Amendment, all previous Amendments, the Cooperative Project Agreement, and the Master Agreement constitute the entire agreement between State and Campus regarding the Cooperative Project Agreement, and supersede and replace any previously existing arrangements, oral and written; further changes herein must be made by written amendment and executed for the parties by their authorized officials.

This Amendment and all obligations of the parties hereunder shall become effective on the date the Governor and Executive Council of the State of New Hampshire or other authorized officials approve this Amendment to the Cooperative Project Agreement.

IN WITNESS WHEREOF, the following parties agree to this Amendment # _____ to the Cooperative Project Agreement.

By An Authorized Official of:

Plymouth State University

Name: Andrew Ines

Title: Interim Director, ORSP

Signature and Date: [Signature] 4/14/17

By An Authorized Official of: the New Hampshire Office of the Attorney General

Name: Erin Melatyre

Title: Attorney

Signature and Date: [Signature] 5/22/17

By An Authorized Official of:

NH Department of Education

Name: [Signature]

Title: Commissioner of Education

Signature and Date: [Signature] 5-2-17

By An Authorized Official of: the New Hampshire Governor & Executive Council

Name: _____

Title: _____

Signature and Date: _____

EXHIBIT A

A. Project Title: Next Steps NH : Implementing Secondary Transition Practices in Special Education Teacher Preparation Programs

B. Project Period: 7/1/15 - 6/30/18

C. Objectives: Build on the current Next Steps New Hampshire State Personnel Development Grant initiative to work cooperatively with Keene State College (KSC) and the New Hampshire Department of Education (NH DOE) to develop secondary transition curriculum focused on transition planning, family engagement, and Extended Learning Opportunities (ELOs), in their special education teacher training program and to promote full implementation and sustainability of the grant initiatives.

D. Scope of Work:

- 1) The applicant will conduct an initial transition competency needs assessment (program review) of their special education teacher training curriculum (NH General Special Education K-12 Certification Program).
 - a: The Next Steps NH Transition Competencies for Pre-Service Special Education Programs will be provided to the applicant and will frame the needs assessment.
 - b: The applicant will complete the needs assessment and report out by September 30, 2015.
 - 2) Action Planning - the applicant will develop an action plan for improving program curriculum related to transition competencies through identified learning outcomes, assignments, and assessment evidence. The action planning process and reporting out will be completed by December 15, 2015.
 - 3) Implement Action Plan - the applicant will implement program improvements beginning January 1, 2016. Preliminary data collection and reporting on progress, including syllabi changes, assignments created, challenges faced, and other evidence of improvement must be submitted by August 1, 2016. Implementation will continue in the 2016-2017 academic year with final data collection and reporting on progress submitted by June 30, 2017.
 - 4) Reflection and Refinement - the applicant will review progress on the action plan implementation. Reflections and evidence of program improvements including an updated action plan will be submitted after the initial semester of implementation due by August 1, 2016 and after the 2016-2017 academic year due by June 30, 2017.
 - 5) The applicant will attend quarterly collaboration meetings with Keene State College, the NH Department of Education and the project evaluators.
 - 6) Implementation of Action Plan for the 2017-2018 academic year – to scale-up from an initial implementation stage toward full implementation with a focus on sustainability.
 - 7) Disseminate information – Share resources and findings on a state and national level. Network with IHE faculty interested in improving their special education programs in the area of transition.
- PSU shall provide the NHDOE, Bureau of Special Education with the following reports:
1. Needs Assessment Tool: Conduct a Transition Competency Needs Assessment provided by the NHDOE, Bureau of Special Education and Keene State College as a baseline measure at the beginning of the contract period. A second administration of this instrument will be conducted prior to completion of funding.
 2. Action Plan Reporting: The applicant will develop an action plan for improving curriculum related to transition competencies and report progress on their action plan after the initial semester of implementation due by August 1, 2016 and after the 2016-2017 academic year due by June 30, 2017.
 3. Monthly Reporting: Submittal of monthly invoices using the NHDOE, Bureau of Special Education invoice by the 10th of each month, supported by a report that reflects a summary of activities that have taken place in accordance with the terms of the contract.

4. Annual Report: Report detailing the accomplishments and challenges of the project, based on the evaluation of the project, within 30 days of the end of each fiscal year.

E. Deliverables Schedule: PSU will continue to review progress and implementation of the action plan during the 2017-2018 academic year with final data collection and reporting by June 30, 2018.

F. Budget and Invoicing Instructions: PSU will submit monthly invoices using the NHDOE, Bureau of Special Education invoice by the 10th of each month, supported by a report that reflects a summary of activities that have taken place in accordance with the terms of the contract.

	Original Approved Budget	Requested Action	Amended Budget
1. Program Faculty Salaries & Wages	\$23,834.15	\$ 6,261.00	\$30,095.15
2. Other Personnel	\$11,450.00	\$ 2,600.00	\$14,050.00
3. Faculty Fringe Benefits	\$ 6,164.00	\$ 1,903.00	\$ 8,067.00
4. Travel	\$ 500.00	\$ 250.00	\$ 750.00
5. Supplies	\$ 200.00	\$ 100.00	\$ 300.00
6. Pre-approved Resources for PD for Faculty	\$ 6,000.00	\$ 3,000.00	\$ 9,000.00
7. Indirect Costs @ 8%	\$ 3,851.85	\$ 1,129.00	\$ 4,980.85
Subtotals	\$52,000.00	\$15,243.00	\$67,243.00

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Virginia M. Barry, Ph.D.
Commissioner of Education
Tel. 603-271-3144

Paul K. Leather
Deputy Commissioner of Education
Tel. 603-271-3801

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
101 Pleasant Street
Concord, N.H. 03301
FAX 603-271-1953
Citizens Services Line 1-800-339-9900

May 4, 2015

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

REQUESTED ACTION

Authorize the Department of Education to enter into a Cooperative Agreement with Plymouth State University (PSU), Plymouth, NH (vendor code 177866) to develop secondary transition curriculum focused on transition planning, family engagement, and Extended Learning Opportunities (ELOs), in their special education teacher preparation programs. This contract will be in effect from July 1, 2015 through June 30, 2017 or upon Governor & Council approval, whichever is later. The cost for the contract shall not exceed \$52,000.00 100% Federal funds.

Funding for this request is available in the account titled State Improvement Plan, pending legislative approval of the next biennium budget.

	<u>FY'16</u>	<u>FY'17</u>
06-056-56-562510-41070000-072-502625	\$28,858.00	\$23,142.00
Contracts for Program Services		

EXPLANATION

The New Hampshire Department of Education received a \$3.85 million (\$770,000.00 per year for 5 years) State Personnel Development Grant from the U.S. Department of Education, Office of Special Education Programs. The SPDG proposal is targeted to increase the number of students with disabilities graduating from high school who are college and career ready, through the implementation of evidence based transition practices. Our ambitious proposal targets four strategies to achieve this goal: (1) increasing student competency through increased use of Extended Learning Opportunities (ELOs), (2) enhanced transition planning and increased transition planning opportunities/practices, (3) greater family – school engagement, and (4) sustaining practices through our state Institutions of Higher Education (IHEs), regional education intermediaries, a transition Community of Practice, and the use of technology.

Her Excellency, Governor Margaret Wood Hassan
and the Honorable Council

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These strategies are aimed at school districts, parents, regional professional development intermediaries, Vocational Rehabilitation, IHEs, and other community members.

The intent is for students to leave the Special Education Teacher Preparation Program with knowledge of secondary transition practices and strategies they will need to prepare students to be college and career ready.

The purpose of this Cooperative agreement is to work with New Hampshire Institutions of Higher Education (IHE) with Special Education Teacher Preparation Programs to develop secondary transition curriculum focused on transition planning, family engagement, and Extended Learning Opportunities (ELOs), in their teacher preparation programs. The intent is for students to leave the Special Education Teacher Preparation Program with knowledge of secondary transition practices and strategies they will need to prepare students to be college and career ready.

The Cooperative Agreement will include, but is not limited to, the following:

- PSU will conduct an initial transition competency needs assessment (program review) of their special education teacher training curriculum (NH General Special Education K-12 Certification Program).
 - The Next Steps NH Transition Competencies for Pre-Service Special Education Programs will be provided to PSU and will frame the needs assessment.
 - PSU will complete the needs assessment and report out by September 30, 2015.
- Action Planning – PSU will develop an action plan for improving program curriculum related to transition competencies through identified learning outcomes, assignments, and assessment evidence. The action planning process and reporting out will be completed by December 15, 2015.
- Implement Action Plan – PSU will implement program improvements beginning January 1, 2016. Preliminary data collection and reporting on progress, including syllabi changes, assignments created, challenges faced, and other evidence of improvement must be submitted by August 1, 2016. Implementation will continue in the 2016-2017 academic year with final data collection and reporting on progress submitted by June 30, 2017.
- Reflection and Refinement – PSU will review progress on the action plan implementation. Reflections and evidence of program improvements including an updated action plan will be submitted after the initial semester of implementation due by August 1, 2016 and after the 2016-2017 academic year due by June 30, 2017.
- PSU will attend quarterly collaboration meetings with Keene State College, the NH Department of Education and the project evaluators.

Her Excellency, Governor Margaret Wood Hassan
and the Honorable Council

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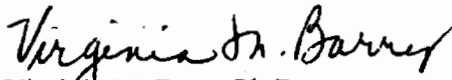
May 4, 2015

A Request for Proposals (RFP) was sent to the Bureau of Special Education Distribution/Inform lists, and was posted on the Department's website. There were two (2) respondents to the Request for Proposal: The University of New Hampshire and Plymouth State University. Of the two applicants, Plymouth State University was the successful candidate based on their proposal submitted. (Rubric attached).

Plymouth State University will be evaluated by the Department of Education Bureau of Special Education, through the monitoring of the services provided. In addition, they will submit reports to the Department of Education Bureau of Special Education on the progress in meeting the objectives of the contract.

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

Respectfully submitted,



Virginia M. Barry Ph.D.
Commissioner of Education

VMB:BJR
Enclosures

Rating Sheet
Next Steps NH: Implementing Secondary Transition Practices in Special Education Teacher
Preparation Programs

Criteria from RFP #SPED-2015-1	Possible points	University of New Hampshire				Plymouth State University			
		AJ	ML	SB	SM	AJ	ML	SB	SM
5.2.1 Significance of Project Description of bidder's organization capabilities to deliver the services. Your description should also indicate why your IHE wishes to improve secondary transition curriculum in your existing Special Education Teacher Preparation program.	10	5	5	9	7	10	9	10	10
5.2.2 Quality of Services Describe how you will accomplish the Services to be Provided in 1.0 of this RFP. Identify roles, responsibilities and partners to be involved. Also, describe your plan to review your existing Special Education Teacher Preparation curriculum and incorporate secondary transition competencies as well as your sustainability plan.	60	30	40	46	35	50	55	56	55
5.2.3 Content knowledge including but not limited to, knowledge in secondary transition Expertise or working knowledge to promote partnerships between IHEs and schools/districts, parents and family members, and State and community agencies that have the potential to promote the Next Steps NH framework.	10	3	5	6	7	8	7	8	5

Criteria from RFP #SPED-2015-1	Possible points	University of New Hampshire				Plymouth State University			
		AJ	ML	SB	SM	AJ	ML	SB	SM
<p>5.2.4 Provide a detailed budget</p> <p>Provide a detailed budget, including budget notes/justification, which clearly explains the relationship between proposed activities and expenditures. The budget should be broken down as follows: FY 16 (July 1, 2015-June 30, 2016) and FY 17 (July 1, 2016-June 30, 2017) and not exceed \$52,000.00 for the total contract period. Included in this total contract period is a \$6,000.00 allocation of funds to be used to purchase pre-approved, evidence-based resources that directly support secondary transition and/or attend related professional development events. Indirect costs may not exceed 8%.</p>	20	6	10	12	10	15	15	16	18
TOTAL SCORE	100 PTS	59				86.75			

The Review Team Members Included:

- Amy Jenks, Bureau of Special Education
- Steve Bigaj, Keene State College
- Sheila Mahon Monadnock Center for Successful Transitions
- Mary Lane, Education Consultant, Bureau of Special Education

COOPERATIVE PROJECT AGREEMENT
STATE OF NEW HAMPSHIRE and
Plymouth State University
of the
UNIVERSITY SYSTEM OF NEW HAMPSHIRE

- A. This Cooperative Project Agreement (hereinafter "Project Agreement") is entered into by the State of New Hampshire, **Department of Education**, (hereinafter "State"), and the University System of New Hampshire, acting through **Plymouth State University**, (hereinafter "Campus"), for the purpose of undertaking a project of mutual interest. This Cooperative Project shall be carried out under the terms and conditions of the Master Agreement for Cooperative Projects between the State of New Hampshire and the University System of New Hampshire dated November 13, 2002, except as may be modified herein.
- B. This Project Agreement and all obligations of the parties hereunder shall become effective on the date the Governor and Executive Council of the State of New Hampshire approve this Project Agreement ("Effective date") and shall end on **June 30, 2017**. If the provision of services by Campus precedes the Effective date, all services performed by Campus shall be performed at the sole risk of Campus and in the event that this Project Agreement does not become effective, State shall be under no obligation to pay Campus for costs incurred or services performed; however, if this Project Agreement becomes effective, all costs incurred prior to the Effective date that would otherwise be allowable shall be paid under the terms of this Project Agreement.
- C. The work to be performed under the terms of this Project Agreement is described in the proposal identified below and attached to this document as Exhibit A, the content of which is incorporated herein as a part of this Project Agreement.

Project Title: Next Steps NH: Implementing Secondary Transition Practices in Special Education Teacher Preparation Programs

- D. The Following Individuals are designated as Project Administrators. These Project Administrators shall be responsible for the business aspects of this Project Agreement and all invoices, payments, project amendments and related correspondence shall be directed to the individuals so designated.

State Project Administrator

Name: Santina Thibedeau
Address: Department of Education
101 Pleasant Street
Concord, NH 03301

Phone: 603-271-6693

Campus Project Administrator

Name: Jahnay Pickett
Address: 17 High Street, MSC #51
Plymouth, NH 03264

Phone: 603-535-3233

- E. The Following Individuals are designated as Project Directors. These Project Directors shall be responsible for the technical leadership and conduct of the project. All progress reports, completion reports and related correspondence shall be directed to the individuals so designated.

State Project Director

Name: Amy Aiello
Address: Department of Education
101 Pleasant Street
Concord, NH 03301

Phone: 603-271-1536

Campus Project Director

Name: Ann Berry
17 High Street, MSC #38
Plymouth, NH 03264

Phone: 603-535-2913

F. Total State funds in the amount of **\$52,000.00** have been allotted and are available for payment of allowable costs incurred under this Project Agreement. State will not reimburse Campus for costs exceeding the amount specified in this paragraph.

Check if applicable

Campus will cost-share **X** of total costs during the term of this Project Agreement.

Federal funds paid to Campus under this Project Agreement are from Grant **H323A120003-13** from the **U.S. Department of Education, Office of Special Education Programs** under CFDA# **84.323A**. Federal regulations required to be passed through to Campus as part of this Project Agreement, and in accordance with the Master Agreement for Cooperative Projects between the State of New Hampshire and the University System of New Hampshire dated November 13, 2002, are attached to this document as Exhibit B, the content of which is incorporated herein as a part of this Project Agreement.

G. Check if applicable

If amended by mutual agreement of the parties, Article(s) of the Master Agreement for Cooperative Projects between the State of New Hampshire and the University System of New Hampshire dated November 13, 2002 are hereby amended to read:

H. State has chosen to **not take** possession of equipment purchased under this Project Agreement.

This Project Agreement and the Master Agreement constitute the entire agreement between State and Campus regarding this Cooperative Project, and supersede and replace any previously existing arrangements, oral or written; all changes herein must be made by written amendment and executed for the parties by their authorized officials.

IN WITNESS WHEREOF, the University System of New Hampshire, acting through the **University of New Hampshire** and the State of New Hampshire, **Department of Education**, have executed this Project Agreement.

By An Authorized Official of:

Name: Jahnay Pickett

Title: AOR, Program Manager, OSP-PSU

Signature and Date:

Jahnay Pickett 4/7/15

By An Authorized Official of: the New Hampshire Office of the Attorney General

Name:

AAG

Title:

Signature and Date:

[Signature] 6/9/15
Brian Burrows

By An Authorized Official of:

Name: Virginia M. Barry, Ph.D.

Title: Commissioner

Signature and Date:

Virginia M Barry 4/14/15

By An Authorized Official of: the New Hampshire Governor & Executive Council

Name:

Title:

Signature and Date:

EXHIBIT A

- A. **Project Title:** Next Steps NH: Implementing Secondary Transition Practices in Special Education Teacher Preparation Programs
- B. **Project Period:** The Department of Education (NHDOE) expects to award a contract, effective July 1, 2015 through June 30, 2017 or upon Governor & Council approval, whichever is later.
- C. **Objectives:** Build on the current *Next Steps New Hampshire College, Career and Life Readiness Project* to work cooperatively with Keene State College and the New Hampshire Department of Education to develop secondary transition curriculum focused on transition planning, family engagement, and Extended Learning Opportunities (ELOs), in their special education teacher training program.
- D. **Scope of Work & Deliverables Schedule:**
1. The Applicant will conduct an initial transition competency needs assessment (program review) of their special education teacher training curriculum (NH General Special Education K-12 Certification Program).
 - a. The *Next Steps NH Transition Competencies for Pre-Service Special Education Programs* will be provided to the applicant and will frame the needs assessment.
 - b. The applicant will complete the needs assessment and report out by September 30, 2015.
 2. Action Planning – the applicant will develop an action plan for improving program curriculum related to transition competencies through identified learning outcomes, assignments, and assessment evidence. The action planning process and reporting out will be completed by December 15, 2015.
 3. Implement Action Plan – the applicant will implement program improvements beginning January 1, 2016. Preliminary data collection and reporting on progress, including syllabi changes, assignments created, challenges faced, and other evidence of improvement must be submitted by August 1, 2016. Implementation will continue in the 2016-2017 academic year with final data collection and reporting on progress submitted by June 30, 2017.
 4. Reflection and Refinement – the applicant will review progress on the action plan implementation. Reflections and evidence of program improvements including an updated action plan will be submitted after the initial semester of implementation due by August 1, 2016 and after the 2016-2017 academic year due by June 30, 2017.
 5. The applicant will attend quarterly collaboration meetings with Keene State College, the NH Department of Education and the project evaluators.

PSU shall provide the NHDOE, Bureau of Special Education with the following reports:

1. **Needs Assessment Tool:** Conduct a Transition Competency Needs Assessment provided by the NHDOE, Bureau of Special Education and Keene State College as a baseline measure at the beginning of the contract period. A second administration of this instrument will be conducted prior to completion of funding.
2. **Action Plan Reporting:** The applicant will develop an action plan for improving curriculum related to transition competencies and report progress on their action plan after the initial semester of implementation due by August 1, 2016 and after the 2016-2017 academic year due by June 30, 2017.
3. **Monthly Reporting:** Submittal of monthly invoices using the NHDOE, Bureau of Special Education invoice by the 10th of each month, supported by a report that reflects a summary of activities that have taken place in accordance with the terms of the contract.
4. **Annual Report:** Report detailing the accomplishments and challenges of the project, based on the evaluation of the project, within 30 days of the end of each fiscal year.

E. Budget and Invoicing Instructions:

PSU will submit monthly invoices using the NHDOE, Bureau of Special Education invoice by the 10th of each month, supported by a report that reflects a summary of activities that have taken place in accordance with the terms of the contract.

Budget items

1. Program Faculty Salaries & Wages	\$ 23,834.15
2. Other Personnel	\$ 11,450.00
3. Faculty Fringe Benefits	\$ 6,164.00
4. Travel	\$ 500.00
5. Supplies	\$ 200.00
6. Pre-approved resources or PD for Faculty	\$ 6,000.00
7. Indirect Costs @ 8%	\$ 3,851.85
	\$ 52,000.00

EXHIBIT B

All applicable requirements, regulations, provisions terms and conditions of the referenced Federal Grant are adopted in full force and effect by the State and Campus, except that Campus shall comply with OMB Circulars A-21 and A-110 rather than OMB Circulars A-87 and A-102. References to Contractor or Recipient in the Federal language shall be taken to mean Campus; references to the Government or Federal Awarding Agency shall be taken to mean Government/Federal Awarding Agency or State or both, as appropriate.

CURRICULUM VITAE

Name: Ann Bassett Berry

Position: Assistant Professor Special Education and Coordinator for MEd in Special Education Programs

EDUCATION: Degree: Doctor of Philosophy Year: 2010
Institution: Pennsylvania State University Area of: Special Education
Dissertation: Sources of work-related support for rural special education teachers and their relationship to teacher satisfaction and commitment.
Cognate: Effective Instruction

Degree: Masters of Science Year: 1985
Institution: Southern Illinois University Area of: Special Education

Degree: Bachelors of Arts Year: 1977
Institution: Skidmore College Area of: Creative Writing

WORK EXPERIENCE:

Higher Education Teaching and Administrative Experience

2010 – present, Department of Education, Leadership, Learning and Curriculum, Plymouth State University, Plymouth NH.

- Teaching courses at the graduate level within the EdD in Educational Leadership, Higher Education, MEd in Special Education and certification in special education programs
- Developed on-line learning modules to correspond with the coursework and extend student learning for hybrid course delivery. Coursework includes: Language and Learning Disabilities; Curriculum Development in Special Education; Working With Families: Legal and Ethical Issues; Collaborative Action Research In Special Education; Internship in Special Education; Program Evaluation: Theory and Practice; and Practicum in Higher Education Instruction
- Advisor for students in the MEd and certification in special education programs
- Coordinator for the MEd special education programs
- Coordinator for NCATE/CAPE and NH State accreditation process for both the MEd program (2010 – present) and the Special Education Administrator program (2010 – 2014)
- Developed on-line sections for several special education graduate courses: Working With Families: Legal and Ethical Issues; Language and Learning Disabilities; Curriculum Development in Special Education. Revised online delivery according to student feedback and input from online instructional designers
- Supervision of students in their special education Internship placements
- Developed certification program in learning disabilities based on regional demand
- Co-developed a dual certification program for Special Education and Elementary Education
- Co-coordinate the EdD and CAGS program in Higher Education
- Instructor for Practicum in Higher Education Instruction as part of a CAGS leading into the EdD in Education program

- Supervise several Capstone projects a year for students completing their Masters degree in the Curriculum and Instruction or Special Education

2010 - 2013 Elementary Education/Childhood Studies, Plymouth State University, Plymouth NH.

- Instructor for Children With Disabilities, an undergraduate introductory course on different types of disabilities.
- Instructor of First Year Seminar for incoming freshmen in 2012
- Developed/taught an online section of the Children with Disabilities course

PUBLIC SCHOOL TEACHING EXPERIENCE

2005 – 2006 Adult Literacy Cooperative, CSIU, Montandon, PA. Tutored adults in reading and written expression skills.

2000 – 2005 Plainfield Elementary School, Meriden, NH.

- Resource room special education teacher, 4-6th grade students. Coordinated services between general educators, paraprofessionals, and related service providers. Assessed student's progress using standardized and informal evaluation measures and prepared initial evaluation, annual IEP, and three-year re-evaluation reports.
- Support in the general education inclusion classroom for 5th and 6th grade students with a variety of high incidence disabilities.
- Co-taught 5th grade general education language arts class in written expression.

1993-1994 Marion Cross Elementary, Norwich, VT. Resource room teacher, 5th and 6th grade students with learning disabilities

1985 – 1989 Lebanon Junior High School, Lebanon, NH.

- Resource room teacher, 7th and 8th grade students with learning disabilities
- Team-taught 7th grade general education language arts class

RESEARCH AREAS/INTERESTS

Effective Instruction

Special Education Teacher Retention

- 2013 – present, Center For Rural Partnerships, Plymouth State University, Plymouth NH: Rural Education Initiative grant funding research investigating special education teacher professional development needs and factors that pertain to teacher satisfaction and teacher retention
- 2013 – present, Site co-coordinator for international research project in seven countries funded by the Higher Education Academy. Researchers are investigating issues related to student diversity and the necessary supports for student success in higher education.
- 2007 – 2009 Research Assistant, National Research Center for Rural Education Support. University of North Carolina, Chapel Hill, research investigating special education teacher professional development needs and teacher retention.
- 2005 – 2006 Research Assistant, Department of Special Education, Pennsylvania State University, State College

- 1983 – 1984 Research Assistant, Department of Special Education Southern Illinois University, Edwardsville

REFEREED PUBLICATIONS:

Berry, A. (2014). Meeting standards and engaging all learners using an evidence-based practice in writing. *New Hampshire Journal of Education*, 17, 24 – 28.

Berry, A., & Gravelle, M. (2013). The benefits and challenges of special education positions in rural settings: Listening to the teachers. *Rural Educator*, 34(2), 25 – 37.

Berry, A. (2012). The relationship of perceived support to satisfaction and commitment for special education teachers in rural areas. *Rural Special Education Quarterly*, 31 (1) 3 – 14.

Berry, A. (2012). Factors related to the retention of special educators in rural areas: What administrators need to know. *New Hampshire Journal of Education*, 15, 25 – 27.

Berry, A., & Mason, L. (2012). The effects of self-regulated strategy development on the writing of expository essays for adults with written expression difficulties: Preparing for the GED. *Remedial and Special Education*, 33(2) 124-136.

Berry, A., Petrin, R., Gravelle, M., Farmer, T. (2011). Issues in special education teacher recruitment, retention, and professional development: Considerations in supporting rural teachers. *Rural Special Education Quarterly*, 30(4) 3-11.

Berry, A. (2011). Sources of work-related support for rural special education teachers and their relationship to teacher satisfaction and commitment. *eTD*, <https://etda.libraries.psu.edu/paper/11052/>

REFEREED PRESENTATIONS:

Berry, A. & Evans K. (April, 2015). *Supporting special education teachers: Lessons from research in rural areas*. Presentation at the Council for Exceptional Children National Convention, San Diego, CA.

Berry, A. (March 2015). *Work-related support for rural special education teachers in remote districts: Implications for higher education teacher training programs and rural administrators*. Presentation at the American Council on Rural Education Conference, New Orleans, LA

Berry, A. (October, 2014). *Remote and rural special education teachers: What are their professional development needs?* Presentation at the National Rural Education Association Annual Convention and Research Symposium in San Antonio, TX.

Berry, A. (March, 2013). *The challenges and promise of teaching in rural areas: Listening to the voices of the teachers*. Presentation at the American Council on Rural Education Conference, Orlando, FL.

Berry, A. (March, 2012). *Self-Regulated strategy development in writing: Tools for young writers that work*, Presentation at the New Hampshire Association for the Education of Young Children Conference, Plymouth, NH.

Berry, A. (March, 2011). *Sources of support for special education teachers in rural areas: An empirical validation of the relationship between support and teacher commitment and satisfaction*. Presentation at the American Council on Rural Education Conference, Albuquerque, NM.

Berry, A. (March, 2010). *Issues in teacher retention and professional development: Conceptual and empirical considerations in supporting rural teachers*. Presentation at the American Council on Rural Education Conference, Memphis, TN.

FUNDED PROJECTS:

2015 New Hampshire Behavioral Core Competencies and Crosswalk. Grant from UNH aligning program syllabi to new behavioral standards.

2013 – 2015 Support and Training for Educators in Rural Areas: Center For Rural Partnerships, researching the support and satisfaction of special educators in rural New Hampshire districts, Plymouth State University, Plymouth, NH.

2013 – 2015 Higher Education Academy International Scholarship Research Project Coordinator Dr. Suanne Gibson of Plymouth University UK Principal Investigator. Co-coordinating project with Dr. Kathleen Norris at PSU, one of seven international sites investigating student diversity and university supports for with education majors at the undergraduate level. Plymouth State University, Plymouth, NH.

HONORS AND AWARDS:

2011 Exemplary Education Research Award, The American Council for Rural Special Education

2010 Research Proposal Award, The American Council for Rural Special Education

2000 Excellence Award, National Institute for Staff and Organizational Development

OUTREACH:

Flanders, C., & Berry, A. (March, 2015). *Tools for positive social interactions: Not just for students with ASD*. Workshop for special education teachers in SAU 23. North Haverhill, NH.

Berry, A. (January, 2014) *Collaboration continuum*. Workshop for special education teachers in SAU 23. North Haverhill, NH.

Flanders, C., & Berry, A. (October, 2014). *Strategies for managing behavior*. Workshop for special education teachers in SAU 23. North Haverhill, NH.

Flanders, C., & Berry, A. (August, 2014). *Meeting common core standards using evidence-based practice*. Workshop presented at Faculty Day. White Mountain Community College, Berlin, NH.

December, 2013 Higher Education Academy International Research Project Coordinator: arranged for visiting scholar, Dr. Suanne Gibson to present scholarship to faculty and students.

CURRICULUM VITAE

Marcel Rene Lebrun
Professor

January 2015

EDUCATION:

Ph.D., 1996, University of San Jose, Behavioral Sciences

M.Ed. 1994, University of Manitoba, Special Education and Counseling

P.B.C.E. 1993, University of Manitoba, Educational Psychology

B.A., 1982, University of Manitoba, French and Psychology majors

B.ED., 1979, University of Manitoba, Secondary Education

Teaching Experience

Plymouth State University: Professor of Education, September 2002 to present

Chair of the Education Department Plymouth State University July 2009 - June 30th, 2012

Chair of Educational Leadership, Learning and Curriculum, July 1, 2012 to present

Graduate Coordinator of Special Education, September 2003 to present

Undergraduate Coordinator of Special Education, Chair of the Inclusion Committee September 2005- 2008

Counselor at the College Counseling Center, 2002-2004

University of Manitoba, Instructor: Department of Educational Foundations and Psychology (undergraduate and graduate levels) September 1998-2002

Instructor: Department of Curriculum and Instruction

Instructor: Faculty of Arts University One Program

Transcona-Springfield School Division, Winnipeg

Grades 1-9 Department Head Transcona-Springfield SD, 1984-1995 Middle School

Classroom teacher, guidance counselor, principal, 1983-2002

St. Charles Academy Winnipeg, Classroom teacher, guidance counselor (Grades 6-9), 1979-1983

CERTIFICATIONS

Special Education Coordinator Certificate:	1994	Province of Manitoba
Special Education Certificate	1994	Province of Manitoba
Level 1 Administrator's Certificate	1995	Province of Manitoba
Applied Counseling Certificate,	1996	University of Manitoba
Canadian Counselor Certificate	1996	Ottawa
Family Therapy Certificate	1996	Vancouver
Clinical Supervisor Certificate	1997	Vancouver

Teaching areas/Interests

Special Education, Educational Psychology, Classroom Management, Exceptionalities, At Risk and Behavioral Disorders. Leadership and Ethical Advocacy

Research areas/Interests:

Conduct and Behavior Disorders in children
Emotional and Psychological issues in school students
Teacher Education
Special Education Issues
School Violence

Research Project:

NH state program called Center Effective Behavior Interventions and Support which deals with creating a program for students who exhibit emotional and behavioral problems in the NH school system. I am on the leadership committee and am the Lakes region coordinator for the state. Positive Behavior Intervention Support in NH: Initial Results of Statewide System for Implementing School-Wide Discipline Practices. 2002- to present

NH High School grant proposal with the NH Department of Education Fall 2009-to 2012 was accepted and ended June 30, 2012

PUBLICATIONS/EXHIBITIONS/PERFORMANCES:**BOOKS**

Lebrun, M., & Williams, K. (2014) *Healthy Children Healthy Minds* , Roman Littlefield Publishers 2014

Lebrun, M (2013). *True Colors: Gay and Lesbian Families in the 21st Century* Publish America Maryland Publication 2013

Lebrun, M. (2012). *Books, Blackboards and Bullets 2nd edition*. Lanham, Maryland: Rowman Educational Publishers Publication Release October 2012

Lebrun, M. (2012). *School Shooters: Monsters or Victims* In John Visser's Transforming Troubled Lives University of Birmingham, UK, Summer 2012.

Lebrun, M, (2012). *Rebels of Society: The Perils of Adolescence*, Lanham, Maryland: Rowman Educational Publishers: Publication January 2012

Lebrun, M.(2011). *Children in Crisis: Violence, Victims and Victories*, Lanham, Maryland: Rowman November 2011

Lebrun, M. & Williams, K.,(2009). *Keeping Kids Safe, Healthy and Smart*. Lanham, Maryland: Rowman Educational Publishers

Lebrun, M.(2008). *Books, Blackboards and Bullets*. Lanham, Maryland: Rowman Educational Publishers.

Lebrun, M.(2007). *Student Depression: The Silent Crisis in our Schools and Communities*. Lanham, Maryland: Rowman Educational Publishers.

Lebrun, M. (2005). *Reflections on Still Waters: Celebrating Gay Men Lives and Experiences*. Maryland: Publish America.

Lebrun, M., Francis, H. Walker.L., Schonwetter, D. (2003). *Successful Strategies for University students: An Instructor's Manual*; Toronto: Pearson Education Publishers.

Lebrun, M.(2000). *Wellness Moving Toward an Improved Existence*: Published in Power Learning by R.S. Feldman; University of Massachusetts: McGraw-Hill.

PEER-REVIEWED JOURNALS

Lebrun, M. (2012). Children in Crisis, Problems, Solutions and Hope. Athens Institute For Education and Research. Summer Edition August 2012

Lebrun, M. (2007). Functional Behavior Assessment: The Fast Food Model to Behavior Assessment. *Journal of Exceptional Children*, Summer 2007.

Muscott, H., Mann, E., Lebrun, M, (2007). Positive Behavior Interventions and Support in NH: Effects of Large Scale Implementation of School-wide Positive Behavior Support on Student Discipline and Academic Achievement. *Journal of Positive Behavior Intervention*, Spring 2007.

Lebrun, M, (2007). Behavior Support on Student Discipline and Academic Achievement. *Journal of Positive Behavior Intervention*, Spring 2007.

Lebrun, M. (2003). Depression in the Middle School: A Crisis Situation. *New England Journal of Middle Schools*: Number 11, November.

Lebrun, M. (2003). Depression: A Parent's Guide to Effective Interventions. *New England Journal for Middle School Education*: Number 12, December.

REFEREED (JURIED) PRESENTATIONS:

2013 July 10-14 International Association of Special Education Vancouver Canada, Developing the Inner Leader in School Administrators

2012 October 22-28 4th Annual Asian Educational and Research Conference in Osaka Japan.
Topic: Developing the Inner Leader in you. Starts Now

2012 May 21-24 Atiner International Conference in Education Athens Greece, presentation,
Children in Crisis: Troubling Times

2011 September 30-October 1 Northeast Regional Coalition for Juvenile Justice, Manchester, NH: presentation The Changing Face of Juvenile Justice Using Positive Behavior Interventions and Programs

2011 Sept 21-24 International Conference on Behavior Disorders, New Orleans, presentation: Children in Crisis

2011 July 7-14 International Association of Special Education: Windhoek, Namibia, Africa: At Risk Students: The Pathology of Violence

2010 September 14-17 Severe Emotional Behavior Disorders Association, Oxford University, United Kingdom: Transforming Troubled Lives, School Shooters: Monsters or Victims

2010 July 20-24 Economy, Education and Society International Conference: Paris, France: Books Blackboards and Bullets

2010 July 11-15 Division of Special Education Council of Exceptional Children: Riga, Latvia: School Shooters: Violence and Depression

2009 September 23-25 Council of Children with Behavior Disorders National Conference Denver, Colorado: Hidden Dangers children with both depression and behavior disorders

2009 July 12-16 International Association of Special Education Conference Alicante, Spain: Hidden Dangers: Partners in Crime

FUNDED PROJECTS:

New Hampshire Centre Effective Behavior Interventions Supports grant proposal. Awarded \$640,000 to continue the work in maintaining and promoting Positive Behavior Intervention and Supports. NH SUCCEEDS & PBIS_NH I- funded by the NH Department of Education, Bureau of Special Education (PBIS 2002-2009)

Personnel Prep Grant for Behavior and Literacy awarded \$4 million dollars over a 5 year program to integrate PBIS and Literacy. This grant began in Fall 2007. Co-authored with Howard Muscott and Eric Mann. NH RESPONDS - funded by the NH Department of Education, Bureau of Special Education (2007-2012)

Mental Health and Schools Together grant, we were awarded \$225,000 over 18 months, to coordinate mental health services and wraparound services for children with behavior and mental health issues. Co-authored with Howard Muscott and Eric Mann. Schools and Mental Health Together-NH – funded by the U.S. Department of Education, Office of Safe and Drug Free Schools (MAST-NH, Fall 2006-2008)

Secondary Transition Grant \$250,000. I was part of a team that included Laura Daily, Dennise Masalowski. My role was as one of the primary investigators. NH Department of Education : Transition Grant Office

Prep grant: \$200,000. I was one of the 3 primary writers, with Mary Shuh of UNH and Howard Muscott of Rivier College. This grant is a collaboration of the three institutions. Schools and Mental Health Together--Seacoast NH - funded by the U.S. Department of Education, Office of Safe and Drug Free Schools (MAST-SC NH, June 2009-August 2011)

Grant for CEBIS 1.2 million for 4 years for PBIS professional development statewide, I was part of the leadership team that worked on the grant from the Department of Education. This was a collective grant between Rivier, Keene, Plymouth and SERESC. Office of Sponsored Programs Washington DC. (2008-2013)

Grant SERESC 5 million for implementation of RTI and PBS, partnership with Department of Education NH, time frame 5 years. I was part of the leadership team that wrote this grant. My responsibilities are to document and create the technical components of in school services. NH Succeeds and PBIS- NH II- funded by the NH Department of Education, Bureau of Special Education (PBIS 2009-2012)

HONORS AND AWARDS:

Winner of Distinguished Graduate Teaching Award 2008
Gerald Read International Education Scholarship 2004
Right Stuff Award NASA Teacher program 1992

NH DOE GRANTS: Local School Districts

In 2003 I began work with the initiative Positive Behavioral Interventions and Support delivered monthly to two local middle schools in the area, Franklin Middle School and Winnisquam Middle School and five elementary schools Union Sanborn Sanbornton, Andover, Hill and Southwick. I worked with two alternative schools Spaulding Youth Center in Northfield and Tobey High School in Concord.

In 2007 I added Madison Elementary, Lancaster Elementary School, and Easter Seals in Lancaster. Every week I spent a half day helping teachers and staff with programming for students with special needs and behavioral issues. Part of the role was to facilitate the integration of PBIS in the school wide discipline frameworks. I consulted with administrators and individual teachers to provide expertise with behavior issues.

In 2008-2010 I added Barnstead Elementary School, Jefferson Elementary School, Bessie Rowell Elementary School, and Paul Smith Elementary School both schools are in the Franklin District

In 2009-2010 I worked extensively with the Franklin, White Mountain and Barnstead School Districts on developing an Intensive At Risk Policy and Procedure Manual for dealing with children with emotional and behavior problems.

PROFESSIONAL ASSOCIATION MEMBERSHIP AND PARTICIPATION:

New England Association of Middle Schools
Council for Exceptional Children
Division of International Special Education and Disabilities and Support
Council for Behavior Disorders
Association Supervision Curriculum Development
International Association of Special Education

DEPARTMENT/UNIVERSITY SERVICE:

Department

2012- present Chair of Educational Leadership, Learning and Curriculum Department
2009-2012 Chair Education Department
Monitoring and working collaboratively with accreditation in the two programs Special Education Certification K-12 and Special Education Administrator
Mentor new faculty
Collaboration with Graduate Studies and Doctoral program
Work in partnership with local school districts to find placements for Cluster 2 students
Develop a plan for support and implementation of Professional Development School partnerships
Mentoring and supporting adjunct faculty

State, National and International

Working with Manchester School District at the Middle School level for PBIS
Worked with the Conway school district on NH Responds to Literacy and Behavior programming and staff training till June 2012
Continue being on the board of the Council of Children with Behavior Disorders. Continue being involved in International Association of Special Education as a board member and international conference chair
Continue working with DOE on RTI and PBIS
Worked as PDK board member and treasurer ended December 2011- served a 5 year term as treasurer
Worked on Division of International Special Education within CEC as conference proposal reviewer and possible board member 2012-ongoing

OUTREACH:

State Wide Initiative Positive Behavioral Interventions Support ongoing since 2002
Leadership team member once a month at the DOE as per needed regarding implementation of RTI and PBIS ended June 2012
Technical Behavior Support, one day per week with PBIS in Conway ended June 2012
MAST grant leadership team ended December 2011
NH Responds Grant for PBIS and Literacy ended in June 2012
Boston School District-Inner City At-Risk Initiative began November 2011 and ongoing for 2 years
Nunavik, Quebec, Canada PBIS Implementation over 5 years 2012-2017 time frame

Curriculum Vitae
Christina Flanders, Psy.D., NCSP

EDUCATION

Psy.D. School Psychology, **Dec 2014**
University of Southern Maine, Gorham, ME
Dissertation: *Self-Regulated Strategy Development (SRSD) for Writing: A Tier 2 Intervention for Fifth Grade*
Advisor: Dr. Rachel Brown

M.S. School Psychology, **May 2005**
University of Southern Maine, Gorham, ME
NASP-approved program

B.S. Psychology and Law, **May 2000**
Plymouth State University, Plymouth, NH
Cum Laude
Capstone Research: *Effects of Perpetrator/Victim Attractiveness on Jury Bias* Advisor: Dr. Juanita Field

PROFESSIONAL EXPERIENCE

Faculty, Plymouth State University, **Aug 2014 – present**

- Taught *Educational Assessment & Consultation*
- Taught *Administering Individual Intelligence Tests*
- Taught *Advanced Psychoeducational Testing for Learning Disabilities*
- Taught *Educational Testing*

School Psychologist, Consultant, Franklin School District, Franklin, NH **Sept 2014 – present**

- Conducts psychoeducational evaluations for special education identification
- Provides behavioral consultation for teachers and administrators
- Delivers individual and group counseling for students in grades K-12

Adjunct Instructor, Plymouth State University, **Dec 2013 – Jun 2014**

- Taught *Educational Assessment & Consultation* for Masters Level School Psychology program
- Taught *Educational Testing* for Masters Level Special Education program

Field Supervisor of School Psychology Students, **Nov 2009 – Jun 2014**
University of Southern Maine, Gorham, Maine

- Supervises students for practicum from doctoral program in school psychology

Plymouth State University, Plymouth, New Hampshire

- Supervises and mentors school psychology practicum and internship students as they progress towards a master of science in school psychology at Plymouth State University

School Psychologist, Laconia School District, Laconia, New Hampshire, Jun 2005 – Jul 2014

- Conduct psychoeducational evaluations using cognitive, academic and behavioral tools
- Conduct Functional Behavioral Assessments using direct and indirect methods
- Lead social skills groups using Social Thinking and Skillstreaming curricula, among others
- Conduct individual counseling with students to meet student needs and goals
- Consult with teachers; interviews with parents, teachers and students
- Provide professional development for teachers, administration and support staff
- Behavioral and academic consultant for classroom teachers and administrators
- Co-teacher in summer program for special education elementary students needing remedial services in social skill development and behavioral self-regulation skills

SCHOLARSHIP

Grant Work

Sept 2014 – Sept 2017.

Co-Principal Investigator for a \$932,000 Health Resources and Service Administration (HRSA) Grant to increase Behavioral Health Workforce Education and Training for Professionals.

Research

Dissertation

Nov 2014

Self-Regulated Strategy Development (SRSD) for writing: A Tier 2 Intervention for Fifth Grade

Publications

Flanders, C. A. (2013). NASP's public policy institute: My hike up "the hill." *NHASP Protocol*, 31(3).

Workshops/Trainings Provided

Haverhill School District Professional Development Presentation

Oct 2014

- *Understanding Behavioral Principles and Implementation of Behavioral Strategies with Children Identified with Special Education Needs*

Franklin School District Professional Development Presentations

Oct 2014

- *The ABCs of Behavior Management: A Brief Overview of Behavioral Principles for Use in Everyday Practice*
- *Why Do We Test? Understanding Intelligence and Academic Assessment Tests and Their Results*

White Mountains Community College Professional Development Presentation

Aug 2014

- Co-presenter: *Meeting Common Core Standards Using Evidence-based Practice. An example: Self-Regulated Strategy Development (SRSD) in Writing*

New Hampshire National Alliance on Mental Illness Conference

Oct 2013

- Co-presenter: *Promoting Generalization of Social Skills in the Classroom for Students with*

Autism Spectrum Disorders

- Over 70 participants attended

Laconia School District Professional Development Presentations

2009 – 2014

- *Welcome to Your Special Education Adventure: Understanding the Special Education Process in Schools* ○ Presented to district paraprofessionals from Pre-K through Grade 12
- *The ABCs of Behavior Management: A Brief Overview of Behavioral Principles for Use in Everyday Practice*
 - Presented to district classroom and special education teachers from Pre-K through Grade 5
- *Filling Your Strategy Toolbox: Accommodations and Modifications for Students with Disabilities*
 - Presented to district paraprofessionals from PreK – 12

PROFESSIONAL SERVICE

- President-Elect for NHASP 2014-2015
- NH DOE School Psychology Standards Committee, member 2013-2014
- Ethics Committee for NHASP, member Nov 2012 – present
- Regional Representative for NHASP Aug 2008 – present
- Secretary for NHASP Aug 2008 – Jul 2012

CREDENTIALS AND CERTIFICATES

Nationally Certified School Psychologist (NCSP)
Certification # 34809
Jan 2006-present

New Hampshire Certified School Psychologist
License # 82992
Jul 2005-present

National Association of School Psychologists PREPaRE Crisis Prevention & Preparedness and Crisis Intervention & Recovery workshop trainer

AWARDS

Awarded School of Education Wall of Honor as a School Psychology Alumna (USM) 2014
Awarded 2014 New Hampshire School Psychologist of the Year 2014
New Hampshire Association of School Psychologists Student Scholarship Award 2012

Kelly A. Swindlehurst
Curriculum Vitae

ACADEMIC APPOINTMENTS

Assistant Professor of Special Education August 2014-present
Elementary Education and Childhood Studies
Plymouth State University, Plymouth, NH

EDUCATION

Ph.D., Education Leadership and Policy Studies May 2014
University of Vermont, Burlington, VT
Dissertation: "Meeting the needs of all learners: Perceptions of teacher preparation"
Advisor: Dr. Katharine Shepherd

M.Ed., Educational Policy Studies May 2010
University of Massachusetts, Amherst, MA
Concentration in Education Policy
Advisor: Dr. Kathryn McDermott

B.A., American Studies and Education May 2007
Smith College, Northampton, MA
Academic Honors: High Honors in American Studies
Thesis: Gloria Steinem and the Generation of *Ms* Readers

SCHOLARLY ACTIVITIES

Papers

Swindlehurst, K.A., Shepherd, K., & Salembier, G. (2014). *Promises and challenges of schoolwide implementation of response to instruction (RtI): Principal's perspectives*. *Journal of Ethical Educational Leadership*, 1(11), 1-16.

Swindlehurst, K., Shepherd, K., Salembier, G. and Hurley, S. *Implementing Response to Instruction: Results of a Survey of School Principals*. Manuscript accepted for publication.

Swindlehurst, K. and Salembier, G. *Impact of an Undergraduate Course on Pre-Service Teachers' Attitudes about Students with Disabilities*. Manuscript in preparation for publication.

Presentations

Swindlehurst, K. and Shepherd, K. (2013, April 18). *A Statewide Survey of Response to Instruction*. New England Educational Research Organization Annual Meeting.

Swindlehurst, K. and Salembier, G. (2013, April 18). *The Impact of an Undergraduate Course on Pre-service Teacher Attitudes about Students with Disabilities*. New England Educational Research Organization Annual Meeting.

Swindlehurst, K. (2012, May 3). *Levels of Implementation of the Response to Instruction Approach: A Statewide Perspective*. New England Educational Research Organization Annual Meeting.

Swindlehurst, K. (2012, April 19). *A Statewide Survey of Response to Instruction*. Student Research Conference, University of Vermont.

Swindlehurst, K. (2011, April 26). *Survey of response to instruction implementation in Vermont middle and high schools*. Student Research Conference, University of Vermont.

Swindlehurst, K. (2011, April 29). *Survey of response to instruction implementation in Vermont middle and high schools*. College of Education and Social Services Annual Scholarship Symposium, University of Vermont.

Grants

Swindlehurst, K. (2012, June). *Case Study Approaches to Preparing Educational Professionals*. Instructional Incentive Grant. University of Vermont.

Swindlehurst, K. (2011, June). *Redesign of the Introduction to Persons with Disabilities Courses*. Instructional Incentive Grant. University of Vermont.

TEACHING EXPERIENCE

Part Time Faculty, Education Department August 2013-present
Johnson State College, Johnson, VT

- Teach EDU 2365: The Ecology of Human Experience: Development, Culture and Identity
- Teach in the External Degree Program for adult learners returning to college to earn an education degree

Teaching Fellow, Special Education September 2010-present
University of Vermont, Burlington, VT

- Co-instruct EDSP 005: Introduction to Issues Affecting Persons with Disabilities
- Co-instruct EDSP 280: Assessment in Special Education

Practicum Supervisor, Special Education Fall 2010-present
University of Vermont, Burlington, VT

- Coordinate and oversee placements in schools
- Supervise students enrolled in Special Education Practicum
- Evaluate and assess student work

Learning Specialist, Disability Services August 2009-June 2010
University of Massachusetts, Amherst, MA

- Teach a skills course for college students with learning disabilities
- Supervise and work with students with disabilities on learning goals and academic progress
- Work with staff to ensure academic progress of all students

Educational Assistant, Student Academic Services September 2008-June 2010
University of Massachusetts, Amherst, MA

- Work with students with learning disabilities on study skills and academic material from all disciplines
- Ensure academic progress of undergraduate students with learning disabilities
- Work with students to ensure that they have access to necessary resources to be successful
- Work with incoming freshman on adjustment to college work

Curriculum Coordinator, Northampton, MA September 2007-January 2008
Hampshire Regional YMCA, Northampton, MA

- Design and implement curriculum for school aged childcare program
- Supervise staff working in childcare program
- Facilitate training of childcare staff

PROFESSIONAL EXPERIENCE

Analyst

National Parent Assistance Centers 2011, 2012, 2013

- Conduct yearly evaluation of National Parent Assistance Centers
- Provide written reports and recommendations

Analyst

May 2013-September 2013

Vermont Childcare Industries and Career Council, Shelburne, VT

- Conduct program evaluation of Vermont Childcare Apprentice Program
- Write a series of reports detailing evaluation and providing recommendations

Jeffords Fellow

October 2010-May 2013

University of Vermont, Burlington, VT

- Work with the Response to Instruction (RtI) signature award
- Principal Investigators: George Salembier and Katharine Shepherd

Research Assistant

January 2009-August 2009

Donahue Institute, Amherst, MA

- Work with the Technology Enhancement Grant
- Assist with all aspects of research and evaluation of the Technology Enhancement Grant awarded to public schools

AWARDS

John Schmitt Award for outstanding research at the graduate level. Award winner. New England Educational Research Organization Annual Meeting. April 2013.

Edith D Hendley Award for excellence in research, scholarship and teaching. Award nominee. University of Vermont Women's Center. March 2013.

SARAH PARSONS, M.Ed.

DEGREES

- Ed.D. Plymouth State University. Expected Degree Conferral August 2017 – May 2018
Higher Ed. – Curriculum and Instruction
Dissertation title: *The Lived Experience of Adolescents and Young Adults on the Autism Spectrum.*
Advisor: Dr. Kathleen Norris
- M.Ed. Plymouth State University, March 2014
Curriculum and Instruction
Capstone Project: *Executive Function Skills and Postsecondary Success in Students with Autism Spectrum Disorders.*
Advisor: Dr. Ann Berry
- Special Education Teaching Credential Granite State University, Post Baccalaureate Teaching Degree
March, 2012
- B.A. Mills College, January 1984
Psychology

TEACHING/COACHING EXPERIENCE

Assessment and Learning Theory in Social Studies Education, Plymouth State University	1/15 --present
Postsecondary Transition and ELO Coordinator, North Country Education Services, Gorham, NH,	3/13- present
Head Teacher, North Country Learning Center, North Conway, NH,	8/12-3/13
Special Education teacher, Conway School District, Conway, NH	7/12-8/12
Special Education teacher, Jackson Grammar School, Jackson, NH	1/11-8/12
Parent and Family Educator, Children Unlimited, Conway, NH	9/05-6/10
Graduate Assistant, San Francisco State University, San Francisco, CA	1985-1987

CONFERENCE AND TRAINING PRESENTATIONS

- "Postsecondary Transition and Your Child." North Country Transition Summit. April, 2014
- "Assessment of Learning, As Learning, For Learning." Extended Learning Opportunity Professional Development Training. May, 2014
- "Using the Framework for Transition Focused Education to Improve Postsecondary Outcomes For All Students." 2014 New Hampshire Postsecondary Transition Summit.
- "What are you talking about? Postsecondary Planning With a Student with Asperger Syndrome."

PUBLICATIONS

2014 New Hampshire Postsecondary Transition Summit.

Media:

- Extended Learning Opportunity Assessment. View at: www.beyondclassroom.org/assess
Transition IEP tool. View at: www.nextsteps-nh.org/#
Qualitative Research. View at: www.libguides/plymouth.edu/qualitative
-

RELEVANT COURSEWORK/PROFESSIONAL DEVELOPMENT

Adult Learning Theory	Plymouth State University
PALS Adult Learning Model	State of New Hampshire Department of Education
RENEW	University of New Hampshire Institute on Disability
Writing IEPs	Granite State College
Framework for Transition Focused Education	State of New Hampshire Department of Education
Developing ELOs	State of New Hampshire Department of Education

PROFESSIONAL EXPERIENCE

Teaching Lecturer-- Plymouth State University 2015 – present

Teach undergraduate course in learning theory and assessment to pre-service teaching candidates in the Social Studies Education Program.

Graduate Assistant, Doctoral Program, Plymouth State University 2014 – present

Responsible for maintaining records for doctoral candidates, literature reviews as needed for research, creating resource material for Qualitative Research Design, reviewing student work.

Postsecondary Transition/ELO Coordinator, North Country Education Services, Gorham, NH 3/13 – present

Responsible for developing and sustaining the skills of regional school district personnel and families to increase the number of students with disabilities graduating from high school that are college and career ready. Intensive focus on the development of competency-based Extended Learning Opportunity programs which provide students with the opportunity to demonstrate mastery of core subject content in a variety of ways.

Special Education Teacher/Case Manager, North Country Learning Center, North Conway, NH 8/12 –3/13

NCLC is a NHDOE approved special education school for students ages 8 – 21. The special education teacher's responsibilities included the development of lesson plans and assessments to measure mastery of core subject matter for each student. Assessments were tied to mastery rubrics and individually implemented to insure student success. Case management responsibilities included development and implementation of student IEP. Assessments, progress reports, and transition planning activities, FBAs, and social skills groups, were also the responsibility of the case manager.

ASSOCIATIONS AND GROUPS

New Hampshire Department of Education Networks -- Competency Education

New Hampshire Department of Education Networks --Innovation Network

New Hampshire Department of Education Networks -- Standards, Assessment, and Instruction

Extended Learning Opportunities Work Group

Center for Exceptional Children

Center for Exceptional Children – Autism Group

Center for Exceptional Children – Learning Disabilities Group

COMMUNITY SERVICE

- North Country Postsecondary Transition Community of Practice
- New Hampshire Postsecondary Transition Community of Practice

- New Hampshire Transition Community of Practice Transition Summit Planning Committee
- Robert Frost Charter School Foundation – Development Committee
- Chairman, SAU 9 Special Education Advisory Committee
- Madison Elementary School RTI Task Force
- Madison School Board
- Madison Mustang Academy Advisory Board
- Children Unlimited Development Committee