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[Signature]



Frank Edelblut
Commissioner

Christine Brennan
Deputy Commissioner

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

January 22, 2018

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

REQUESTED ACTION

Authorize the Department of Education to enter into a contract with Nancy Brigham Associates, (Vendor Code #271913), in an amount not to exceed \$27,636.24, to assist the department's E3 Teen Fatherhood Program in the area of program evaluation, for the period effective upon Governor and Council approval through June 30, 2018. 100% Federal Funds

Funding is available in the account titled Teen E3 Grant as follows:

06-56-56-562010-25250000-102-500731 Contracts for Program Services FY 18 \$27,636.24

EXPLANATION

An RFP was posted on the Department website on April 26, 2017 and in the Manchester Union Leader on April 30, 2017 and May 1-2, 2017. The Department was seeking an organization or individual to assist the New Hampshire Department of Education's (NH DOE) E3 Fatherhood Program in the area of program evaluation. A successful applicant would provide a narrative and work plan detailing their expertise and approach to meeting the following priorities:

- Design a research plan for examining the internal functioning of the program.
- Collect and Analyze data, in a manner that adheres to state and federal privacy laws and regulations, obtained from plan for internal and external distribution.
- Submit findings to the Office of Adolescent Health.
- Design and execute a research plan for examining the desired outcomes of the program participants.
- Analyze data, in a manner that adheres to state and federal privacy laws and regulations, obtained from research plan for internal and external distribution, as well as for federal grant requirements.

His Excellence, Governor Christopher T. Sununu
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January 22, 2018
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Four proposals were received. They were reviewed and rated using the attached scoring rubrics by two Education Consultants and the Teen E3 Project Director (see Attachment A). They recommended this organization be brought forward for approval. Negotiations with the federal government to update the scope of services of this program grant delayed the contracting process for several months. Given the delay, Nancy Brigham Associates provided an updated budget of \$27,636.24, reflecting a shorter timeframe to complete services.

The Department would like to contract with Nancy Brigham Associates (NBA) in order to provide evaluation services for the program. The grant program is required to submit detailed performance assessment data that can be aggregated to assess the success of the program overall. This contract will enable the Department to utilize NBA's extensive experience in program evaluation and to meet the stringent accountability requirements of the grant.

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

Respectfully submitted,



Frank Edelblut
Commissioner of Education

FE:pd:emr

Attachment A

SCORING FOR REVIEW OF THE E3 TEEN FATHERHOOD PROGRAM EVALUATION CONSULTANT PROPOSALS

Proposal Criteria in the RFP

Significance of Proposal – Description of applicant's approach to assist the NH Department of Education in implementing the Priority Areas (2). 50 Points

Quality of Services to be Provided – The applicant's ability to meet or exceed the Minimum Requirements (5) as evidenced through the documentation submitted, including a description of work experience and educational background in providing technical assistance and professional learning opportunities in the priority area selected.

- Technical Skill, including, but not limited to, data analysis, facilitation, collaboration, presentations, report writing, and product development 25 Points
- Content knowledge in the Priority Areas (2) 25 Points
100 Points

<u>Proposal</u>	<u>Amount</u>	<u>Peer Review</u>
Dugan Bassett Consulting	\$45,900.00	75.6
Mission 360 Consulting, Inc.	\$49,460.00	75.6
Educational Policy Institute	\$50,000.00	68.6
Nancy Brigham Associates	\$49,418.00	95.6

	Jane Waterhouse	Peter Durso	Mary Bubnis	Average
Dugan Bassett	75	65	87	75.6
Mission 360	80	65	82	75.6
Ed Policy Institute	75	60	71	68.6
Nancy Brigham	100	100	87	95.6

Reviewer Qualifications

Jane Waterhouse – Grant Reviews, Educational Research, Proposal Creation, Program Plan Review

Peter Durso – Project Director of the E3 Grant

Mary Bubnis – experience at Dept of Education in health and education, including CDC principal investigator and educational consultant

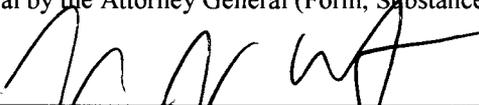
Notice: This agreement and all of its attachments shall become public upon submission to Governor and Executive Council for approval. Any information that is private, confidential or proprietary must be clearly identified to the agency and agreed to in writing prior to signing the contract.

AGREEMENT

The State of New Hampshire and the Contractor hereby mutually agree as follows:

GENERAL PROVISIONS

1. IDENTIFICATION.

1.1 State Agency Name NH Department of Education		1.2 State Agency Address 101 Pleasant Street, Concord, NH 03301	
1.3 Contractor Name Nancy Brigham Associates		1.4 Contractor Address 663 Lowell Street #21, Lexington, MA 02420	
1.5 Contractor Phone Number (781) 652-8972	1.6 Account Number See Exhibit B	1.7 Completion Date June 30, 2018	1.8 Price Limitation \$27,636.24
1.9 Contracting Officer for State Agency Peter Durso, Education Consultant, Bureau of Integrated Programs		1.10 State Agency Telephone Number 603-271-6050	
1.11 Contractor Signature 		1.12 Name and Title of Contractor Signatory Nancy Brigham, NBA Sole Proprietor	
1.13 Acknowledgement: State of <u>Massachusetts</u> , County of <u>Middlesex</u> On <u>01/19/2018</u> , before the undersigned officer, personally appeared the person identified in block 1.12, or satisfactorily proven to be the person whose name is signed in block 1.11, and acknowledged that s/he executed this document in the capacity indicated in block 1.12.			
1.13.1 Signature of Notary Public or Justice of the Peace  			
1.13.2 Name and Title of Notary or Justice of the Peace <u>Michael J. Damon, Notary Public</u>			
1.14 State Agency Signature 		1.15 Name and Title of State Agency Signatory Date: <u>1-27-18</u> <u>FRANK EDELBLUT, Commissioner of Education</u>	
1.16 Approval by the N.H. Department of Administration, Division of Personnel (if applicable) By: <u>Sana Julliphan</u> Director, On: <u>1-29-18</u>			
1.17 Approval by the Attorney General (Form, Substance and Execution) (if applicable) By:  On: <u>1/30/2018</u>			
1.18 Approval by the Governor and Executive Council (if applicable) By: _____ On: _____			

2. EMPLOYMENT OF CONTRACTOR/SERVICES TO BE PERFORMED. The State of New Hampshire, acting through the agency identified in block 1.1 (“State”), engages contractor identified in block 1.3 (“Contractor”) to perform, and the Contractor shall perform, the work or sale of goods, or both, identified and more particularly described in the attached EXHIBIT A which is incorporated herein by reference (“Services”).

3. EFFECTIVE DATE/COMPLETION OF SERVICES.
3.1 Notwithstanding any provision of this Agreement to the contrary, and subject to the approval of the Governor and Executive Council of the State of New Hampshire, if applicable, this Agreement, and all obligations of the parties hereunder, shall become effective on the date the Governor and Executive Council approve this Agreement as indicated in block 1.18, unless no such approval is required, in which case the Agreement shall become effective on the date the Agreement is signed by the State Agency as shown in block 1.14 (“Effective Date”).
3.2 If the Contractor commences the Services prior to the Effective Date, all Services performed by the Contractor prior to the Effective Date shall be performed at the sole risk of the Contractor, and in the event that this Agreement does not become effective, the State shall have no liability to the Contractor, including without limitation, any obligation to pay the Contractor for any costs incurred or Services performed. Contractor must complete all Services by the Completion Date specified in block 1.7.

4. CONDITIONAL NATURE OF AGREEMENT. Notwithstanding any provision of this Agreement to the contrary, all obligations of the State hereunder, including, without limitation, the continuance of payments hereunder, are contingent upon the availability and continued appropriation of funds, and in no event shall the State be liable for any payments hereunder in excess of such available appropriated funds. In the event of a reduction or termination of appropriated funds, the State shall have the right to withhold payment until such funds become available, if ever, and shall have the right to terminate this Agreement immediately upon giving the Contractor notice of such termination. The State shall not be required to transfer funds from any other account to the Account identified in block 1.6 in the event funds in that Account are reduced or unavailable.

5. CONTRACT PRICE/PRICE LIMITATION/PAYMENT.
5.1 The contract price, method of payment, and terms of payment are identified and more particularly described in EXHIBIT B which is incorporated herein by reference.
5.2 The payment by the State of the contract price shall be the only and the complete reimbursement to the Contractor for all expenses, of whatever nature incurred by the Contractor in the performance hereof, and shall be the only and the complete compensation to the Contractor for the Services. The State shall have no liability to the Contractor other than the contract price.

5.3 The State reserves the right to offset from any amounts otherwise payable to the Contractor under this Agreement those liquidated amounts required or permitted by N.H. RSA 80:7 through RSA 80:7-c or any other provision of law.
5.4 Notwithstanding any provision in this Agreement to the contrary, and notwithstanding unexpected circumstances, in no event shall the total of all payments authorized, or actually made hereunder, exceed the Price Limitation set forth in block 1.8.

6. COMPLIANCE BY CONTRACTOR WITH LAWS AND REGULATIONS/ EQUAL EMPLOYMENT OPPORTUNITY.
6.1 In connection with the performance of the Services, the Contractor shall comply with all statutes, laws, regulations, and orders of federal, state, county or municipal authorities which impose any obligation or duty upon the Contractor, including, but not limited to, civil rights and equal opportunity laws. This may include the requirement to utilize auxiliary aids and services to ensure that persons with communication disabilities, including vision, hearing and speech, can communicate with, receive information from, and convey information to the Contractor. In addition, the Contractor shall comply with all applicable copyright laws.
6.2 During the term of this Agreement, the Contractor shall not discriminate against employees or applicants for employment because of race, color, religion, creed, age, sex, handicap, sexual orientation, or national origin and will take affirmative action to prevent such discrimination.
6.3 If this Agreement is funded in any part by monies of the United States, the Contractor shall comply with all the provisions of Executive Order No. 11246 (“Equal Employment Opportunity”), as supplemented by the regulations of the United States Department of Labor (41 C.F.R. Part 60), and with any rules, regulations and guidelines as the State of New Hampshire or the United States issue to implement these regulations. The Contractor further agrees to permit the State or United States access to any of the Contractor’s books, records and accounts for the purpose of ascertaining compliance with all rules, regulations and orders, and the covenants, terms and conditions of this Agreement.

7. PERSONNEL.
7.1 The Contractor shall at its own expense provide all personnel necessary to perform the Services. The Contractor warrants that all personnel engaged in the Services shall be qualified to perform the Services, and shall be properly licensed and otherwise authorized to do so under all applicable laws.
7.2 Unless otherwise authorized in writing, during the term of this Agreement, and for a period of six (6) months after the Completion Date in block 1.7, the Contractor shall not hire, and shall not permit any subcontractor or other person, firm or corporation with whom it is engaged in a combined effort to perform the Services to hire, any person who is a State employee or official, who is materially involved in the procurement, administration or performance of this

Contractor Initials NB
Date 1/19/18

Agreement. This provision shall survive termination of this Agreement.

7.3 The Contracting Officer specified in block 1.9, or his or her successor, shall be the State's representative. In the event of any dispute concerning the interpretation of this Agreement, the Contracting Officer's decision shall be final for the State.

8. EVENT OF DEFAULT/REMEDIES.

8.1 Any one or more of the following acts or omissions of the Contractor shall constitute an event of default hereunder ("Event of Default"):

8.1.1 failure to perform the Services satisfactorily or on schedule;

8.1.2 failure to submit any report required hereunder; and/or

8.1.3 failure to perform any other covenant, term or condition of this Agreement.

8.2 Upon the occurrence of any Event of Default, the State may take any one, or more, or all, of the following actions:

8.2.1 give the Contractor a written notice specifying the Event of Default and requiring it to be remedied within, in the absence of a greater or lesser specification of time, thirty (30) days from the date of the notice; and if the Event of Default is not timely remedied, terminate this Agreement, effective two (2) days after giving the Contractor notice of termination;

8.2.2 give the Contractor a written notice specifying the Event of Default and suspending all payments to be made under this Agreement and ordering that the portion of the contract price which would otherwise accrue to the Contractor during the period from the date of such notice until such time as the State determines that the Contractor has cured the Event of Default shall never be paid to the Contractor;

8.2.3 set off against any other obligations the State may owe to the Contractor any damages the State suffers by reason of any Event of Default; and/or

8.2.4 treat the Agreement as breached and pursue any of its remedies at law or in equity, or both.

9. DATA/ACCESS/CONFIDENTIALITY/PRESERVATION.

9.1 As used in this Agreement, the word "data" shall mean all information and things developed or obtained during the performance of, or acquired or developed by reason of, this Agreement, including, but not limited to, all studies, reports, files, formulae, surveys, maps, charts, sound recordings, video recordings, pictorial reproductions, drawings, analyses, graphic representations, computer programs, computer printouts, notes, letters, memoranda, papers, and documents, all whether finished or unfinished.

9.2 All data and any property which has been received from the State or purchased with funds provided for that purpose under this Agreement, shall be the property of the State, and shall be returned to the State upon demand or upon termination of this Agreement for any reason.

9.3 Confidentiality of data shall be governed by N.H. RSA chapter 91-A or other existing law. Disclosure of data requires prior written approval of the State.

10. TERMINATION. In the event of an early termination of this Agreement for any reason other than the completion of the Services, the Contractor shall deliver to the Contracting Officer, not later than fifteen (15) days after the date of termination, a report ("Termination Report") describing in detail all Services performed, and the contract price earned, to and including the date of termination. The form, subject matter, content, and number of copies of the Termination Report shall be identical to those of any Final Report described in the attached EXHIBIT A.

11. CONTRACTOR'S RELATION TO THE STATE. In the performance of this Agreement the Contractor is in all respects an independent contractor, and is neither an agent nor an employee of the State. Neither the Contractor nor any of its officers, employees, agents or members shall have authority to bind the State or receive any benefits, workers' compensation or other emoluments provided by the State to its employees.

12. ASSIGNMENT/DELEGATION/SUBCONTRACTS. The Contractor shall not assign, or otherwise transfer any interest in this Agreement without the prior written notice and consent of the State. None of the Services shall be subcontracted by the Contractor without the prior written notice and consent of the State.

13. INDEMNIFICATION. The Contractor shall defend, indemnify and hold harmless the State, its officers and employees, from and against any and all losses suffered by the State, its officers and employees, and any and all claims, liabilities or penalties asserted against the State, its officers and employees, by or on behalf of any person, on account of, based or resulting from, arising out of (or which may be claimed to arise out of) the acts or omissions of the Contractor. Notwithstanding the foregoing, nothing herein contained shall be deemed to constitute a waiver of the sovereign immunity of the State, which immunity is hereby reserved to the State. This covenant in paragraph 13 shall survive the termination of this Agreement.

14. INSURANCE.

14.1 The Contractor shall, at its sole expense, obtain and maintain in force, and shall require any subcontractor or assignee to obtain and maintain in force, the following insurance:

14.1.1 comprehensive general liability insurance against all claims of bodily injury, death or property damage, in amounts of not less than \$1,000,000 per occurrence and \$2,000,000 aggregate ; and

14.1.2 special cause of loss coverage form covering all property subject to subparagraph 9.2 herein, in an amount not less than 80% of the whole replacement value of the property.

14.2 The policies described in subparagraph 14.1 herein shall be on policy forms and endorsements approved for use in the State of New Hampshire by the N.H. Department of Insurance, and issued by insurers licensed in the State of New Hampshire.

14.3 The Contractor shall furnish to the Contracting Officer identified in block 1.9, or his or her successor, a certificate(s) of insurance for all insurance required under this Agreement. Contractor shall also furnish to the Contracting Officer identified in block 1.9, or his or her successor, certificate(s) of insurance for all renewal(s) of insurance required under this Agreement no later than thirty (30) days prior to the expiration date of each of the insurance policies. The certificate(s) of insurance and any renewals thereof shall be attached and are incorporated herein by reference. Each certificate(s) of insurance shall contain a clause requiring the insurer to provide the Contracting Officer identified in block 1.9, or his or her successor, no less than thirty (30) days prior written notice of cancellation or modification of the policy.

15. WORKERS' COMPENSATION.

15.1 By signing this agreement, the Contractor agrees, certifies and warrants that the Contractor is in compliance with or exempt from, the requirements of N.H. RSA chapter 281-A (*Workers' Compensation*).

15.2 To the extent the Contractor is subject to the requirements of N.H. RSA chapter 281-A, Contractor shall maintain, and require any subcontractor or assignee to secure and maintain, payment of Workers' Compensation in connection with activities which the person proposes to undertake pursuant to this Agreement. Contractor shall furnish the Contracting Officer identified in block 1.9, or his or her successor, proof of Workers' Compensation in the manner described in N.H. RSA chapter 281-A and any applicable renewal(s) thereof, which shall be attached and are incorporated herein by reference. The State shall not be responsible for payment of any Workers' Compensation premiums or for any other claim or benefit for Contractor, or any subcontractor or employee of Contractor, which might arise under applicable State of New Hampshire Workers' Compensation laws in connection with the performance of the Services under this Agreement.

16. WAIVER OF BREACH. No failure by the State to enforce any provisions hereof after any Event of Default shall be deemed a waiver of its rights with regard to that Event of Default, or any subsequent Event of Default. No express failure to enforce any Event of Default shall be deemed a waiver of the right of the State to enforce each and all of the provisions hereof upon any further or other Event of Default on the part of the Contractor.

17. NOTICE. Any notice by a party hereto to the other party shall be deemed to have been duly delivered or given at the time of mailing by certified mail, postage prepaid, in a United States Post Office addressed to the parties at the addresses given in blocks 1.2 and 1.4, herein.

18. AMENDMENT. This Agreement may be amended, waived or discharged only by an instrument in writing signed by the parties hereto and only after approval of such amendment, waiver or discharge by the Governor and Executive Council of the State of New Hampshire unless no

such approval is required under the circumstances pursuant to State law, rule or policy.

19. CONSTRUCTION OF AGREEMENT AND TERMS.

This Agreement shall be construed in accordance with the laws of the State of New Hampshire, and is binding upon and inures to the benefit of the parties and their respective successors and assigns. The wording used in this Agreement is the wording chosen by the parties to express their mutual intent, and no rule of construction shall be applied against or in favor of any party.

20. THIRD PARTIES. The parties hereto do not intend to benefit any third parties and this Agreement shall not be construed to confer any such benefit.

21. HEADINGS. The headings throughout the Agreement are for reference purposes only, and the words contained therein shall in no way be held to explain, modify, amplify or aid in the interpretation, construction or meaning of the provisions of this Agreement.

22. SPECIAL PROVISIONS. Additional provisions set forth in the attached EXHIBIT C are incorporated herein by reference.

23. SEVERABILITY. In the event any of the provisions of this Agreement are held by a court of competent jurisdiction to be contrary to any state or federal law, the remaining provisions of this Agreement will remain in full force and effect.

24. ENTIRE AGREEMENT. This Agreement, which may be executed in a number of counterparts, each of which shall be deemed an original, constitutes the entire Agreement and understanding between the parties, and supersedes all prior Agreements and understandings relating hereto.

EXHIBIT A
SCOPE OF SERVICES

Nancy Brigham Associates will provide the following services to the New Hampshire Department of Education effective upon Governor and Council approval through June 30, 2018:

Task I. Meet OAH Performance Data Requirements

- Redesign templates, all data collection tools and spreadsheet to accommodate program redesign and new stakeholders
- Review intake information on newly enrolled participants and data from LIVEBINDER program data collection tool
- Collect, compile and clean data (e.g. participant education status, age, ethnicity, employment status and parenting outcomes) for OAH/PAF website
- Design, implement survey to capture teen outcomes in all three program areas and analyze results
- Enter PAF performance data on website. Address OAH Questions.

Task II. Meet OAH Narrative Requirements

- Prepare the OAH template for stakeholders to use in completing the requirements of the PAF annual checklist of key accomplishments and successes
- Assist stakeholders with data collection, answering questions and providing guidelines
- Review data submitted by stakeholders to ensure that each item on the OAH checklist is covered and edit stakeholder draft narrative reports
- Prepare final report for OAH/PAF website

Task III. Evaluate the Potential for Service Sustainability for Teen Parents in New Hampshire

- Meet with project director to clarify program changes and review data collected since June 30, 2017 when the last NBA contract ended
- Create protocols and conduct interviews with stakeholders to document and assess likelihood of sustainability including the use of evidence-based practice and appropriate materials
- Compile and analyze data on sustainability
- Prepare and share with project director, stakeholders and NHDOE a report providing a roadmap for sustaining services to teen parents in NH based on the results of the interviews

Task IV: Produce and Submit Final Report on the E3 Teen Parenting Program Addressing Key Objectives and Outcomes

- Compile data from all program sources (extant documents, survey results, stakeholder progress reports, relevant PAF data and survey data on teen outcomes)
- Create crosstabs, conduct content analysis and analyze data looking for patterns across data, and drawing conclusions and recommendations based on research questions
- Write draft report and submit to E3 program Director, NHDOE, and OAH. Incorporate feedback into final report for submission to OAH

**EXHIBIT B
BUDGET**

Budget (through June 30, 2018)

Task I. Meet OAH Performance Data Requirements	Days @ \$850 per day	Cost
Redesign templates/tools/spreadsheet	2.5	\$2,125.00
Review LIVEBINDER	1	\$850.00
Collect/compile data for OAH/PAF website	3	\$2,550.00
Design/implement teen outcome survey	3	\$2,550.00
Enter PAF Performance data on OAH website	2	\$1,700.00
Task One Subtotal	11.5	\$9,775.00
Task II. Meet OAH Narrative Requirements		
Prepare OAH reporting template for stakeholders	2	\$1,700.00
Assist stakeholders with data collection	1	\$850.00
Review data submitted by stakeholders and edit stakeholder draft reports	2	\$1,700.00
Prepare final report for OAH/PAF	1	\$850.00
Task Two Subtotal	6	\$5,100.00
Task III. Evaluate the Potential for Service Sustainability		
Meet with project director to clarify program changes	1	\$850.00
Create protocols/conduct sustainability interviews with stakeholders	2	\$1,700.00
Compile and analyze data	1	\$850.00
Prepare a report providing a roadmap for sustainable services in NH	1	\$850.00
Task Three Subtotal	5	\$4,250.00
Task IV: Produce and Submit Final Report Addressing Key Objective and Outcomes of the E3 Program		
Compile data from all program sources	2.5	\$2,125.00
Create crosstabs, analyze data, draw conclusions and recommendations	2.5	\$2,125.00
Write draft report/submit to NHDOE and OAH Incorporate feedback into final report	3.5	\$2,975.00
Task For Subtotal	8.5	\$7,225.00
Indirect Costs		
Three trips to Concord (NHDOE) to meet with Project Director (mileage rate calculated at .545 per mile). Nancy Brigham from Lexington, MA (126 miles round trip x3=378 miles) (\$206.01) and Kathleen Mackin from Stratham, NH (98 miles round trip x3 =294 miles) (\$160.23).	NA	\$366.24

**EXHIBIT B
BUDGET CONTINUED**

Budget (through June 30, 2018) Cont.

Office Expenses	NA	\$520.00
Cost of Transcription Service: 10 hours @ \$40 per hour.	NA	\$400.00
Total Office Expenses/Indirect Costs		\$1,286.24
Total Cost of the Evaluation		\$27,636.24

Limitation on Price: In no case shall the total budget exceed the price limitation of \$27,636.24.

Funding Source: Funding for this contract is available in the Account titled Teen E3 Grant:

FY 18

06-56-56-562010-25250000-102-500731 Contracts for Program Services \$27,636.24

Method of Payment: Payment is to be made monthly on the basis of invoices which are supported by a summary of activities that have taken place in accordance with the terms of the contract, along with a detailed listing of expenses incurred. If otherwise correct and acceptable, payment will be made for 100% of the expenditures listed. Invoices and reports shall be submitted to:

Peter Durso
Project Director
NH Department of Education
101 Pleasant Street
Concord, NH 03301

Contractor Initials NB
Date 1/19/18

EXHIBIT C

None

Contractor Initials NB
Date 1/19/18

CERTIFICATE OF AUTHORITY

(Sole Proprietor)

I, Nancy Brigham, as a Sole Owner of my Business, Nancy Brigham Associates certify that I am authorized to enter into a contract with the State of New Hampshire, Department of Education, on behalf of myself.

IN WITNESS WHEREOF, I have hereunto set my hand as the Sole Owner of the Business this 19th day of January, 2018.

Nancy Brigham
Sole Owner

STATE OF Massachusetts
COUNTY OF Middlesex

On this the 19 day of January, 2018, before me, Michael J. Damon the undersigned Officer, personally appeared Nancy Brigham who acknowledged himself/herself to be the Sole Owner of Nancy Brigham Associates a Business, and that he/she, as such Sole Owner being authorized to do so, executed the foregoing instrument for the purposes therein contained, by signing the name of the Business by himself/herself as Sole Owner.

IN WITNESS WHEREOF I hereunto set my hand and official seal.

Michael J. Damon
Notary Public/Justice of the Peace

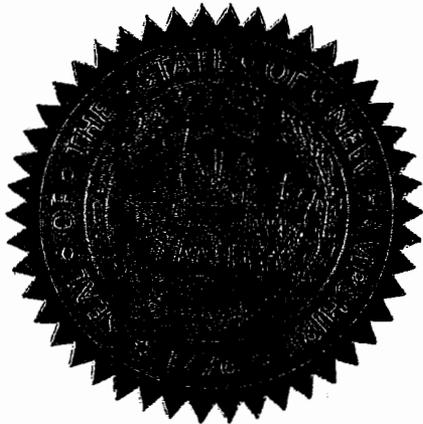
My Commission expires: 09/10/2021



State of New Hampshire Department of State

CERTIFICATE

I, William M. Gardner, Secretary of State of the State of New Hampshire, do hereby certify that Nancy Brigham Associates is a New Hampshire trade name registered on April 25, 2016 and that Nancy Brigham presently own(s) this trade name. I further certify that it is in good standing as far as this office is concerned, having paid the fees required by law.



In TESTIMONY WHEREOF, I hereto
set my hand and cause to be affixed
the Seal of the State of New Hampshire,
this 25th day of April, A.D. 2016

A handwritten signature in cursive script, appearing to read "William M. Gardner".

William M. Gardner
Secretary of State

Business Information

Business Details

Business Name:	NANCY BRIGHAM ASSOCIATES	Business ID:	743762
Business Type:	Trade Name	Business Status:	Active
Expiration Date:	4/25/2021	Last Renewal Date:	Not Available
Business Creation Date:	04/25/2016	Name in State of Formation:	Not Available
Date of Formation in Jurisdiction:	04/25/2016	Mailing Address:	NONE
Principal Office Address:	663 Lowell Street #21, Lexington, MA, 02420, USA	Phone #:	781-652-8972
Business Email:	NONE	Fiscal Year End Date:	NONE
Notification Email:	NONE		

Principal Purpose

S.No	NAICS Code	NAICS Subcode
1	OTHER / Education Program Evaluation	

Page 1 of 1, records 1 to 1 of 1

Trade Name Information

No Trade Name(s) associated to this business.

Trade Name Owned By

Name	Title	Address
Nancy Brigham	Applicant	663 Lowell Street #21, Lexington, MA, 02420, USA



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

10/12/2017

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Hiscox Inc. 520 Madison Avenue 32nd Floor New York, NY 10022	CONTACT NAME: PHONE (A/C, No, Ext): (888) 202-3007 FAX (A/C, No): E-MAIL ADDRESS: contact@hiscox.com														
INSURED Nancy Brigham Associates	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: left;">INSURER(S) AFFORDING COVERAGE</th> <th style="text-align: left;">NAIC #</th> </tr> <tr> <td>INSURER A: Hiscox Insurance Company Inc</td> <td>10200</td> </tr> <tr> <td>INSURER B:</td> <td></td> </tr> <tr> <td>INSURER C:</td> <td></td> </tr> <tr> <td>INSURER D:</td> <td></td> </tr> <tr> <td>INSURER E:</td> <td></td> </tr> <tr> <td>INSURER F:</td> <td></td> </tr> </table>	INSURER(S) AFFORDING COVERAGE	NAIC #	INSURER A: Hiscox Insurance Company Inc	10200	INSURER B:		INSURER C:		INSURER D:		INSURER E:		INSURER F:	
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COVERAGES CERTIFICATE NUMBER: REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADOL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:	Y			10/05/2017	10/05/2018	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ S/T Gen. Agg
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> NON-OWNED AUTOS						COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
	UMBRELLA LIAB <input type="checkbox"/> OCCUR EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N	N/A				PER STATUTE OTH-ER E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
 New Hampshire Department of Education, is an additional insured and subject to policy terms and conditions.

CERTIFICATE HOLDER New Hampshire Department of Education 101 Pleasant Street Concord, NH. 03301	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE
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NANCY BRIGHAM

M.A. Boston University

B.A. Wheaton College

Norton, Massachusetts

AREAS OF SPECIALIZATION

Field-based research, formative and summative evaluation, implementation of programs, education reform and systemic change, special education, urban education, adult basic education, case study methodology, instrument development, merging qualitative and quantitative data, tracer studies of the dissemination of knowledge.

PROFESSIONAL EXPERIENCE

Rosenblum Brigham Associates/Nancy Brigham Associates. (1985-present).

Partner and then Sole Proprietor of a small woman-owned firm. Studies for the US Department of Education, the National Science Foundation, National Institute for Literacy, Lilly Endowment, W.K. Kellogg Foundation, The Rhode Island Foundation, Harvard University, Yale University, the state of Massachusetts, Massachusetts Institute of Technology (MIT) Abt Associates, SRI International.

Cosmos Corporation, Washington DC (1983-1986). Analyst for studies of adult literacy funded by USDOE and the Ford Motor Company: national study of excellent urban high schools funded by OERI. National study of gifted and talented education funded by USDOE.

Abt Associates Inc., Cambridge, MA (1975-1983). Senior Analyst. Directed, co-directed or participated in numerous federally funded policy and evaluation studies in education, focusing on school improvement, program implementation, collaboration, and the dissemination and use of knowledge.

SELECTED GRANTS AND CONTRACTS

Principal Investigator for project to develop an evaluation plan for the New Hampshire Department of Education's E3 Teen Fatherhood Program funded by the Office of Adolescent Health (OAH), Pregnancy Assistance Fund (PAF). Current.

Subcontractor for "The Partnership Project", a collaboration between the Massachusetts Department of Education and six school districts to implement tiered systems of academic and behavioral support. The evaluation assists the state in planning professional development to enhance the implementation process. 2015-2016.

Subcontractor for the "Implementation and Early Outcomes of Educator Evaluation in Massachusetts. A continuation of research begun in the Human Capital Management Initiatives to examine the progress made by school districts in implementing the provisions of the educator evaluation system, with a focus on promising and exemplary local practices. 2012-2015.

Subcontractor on two of the three Human Capital Management Initiatives launched by the Massachusetts State Department of Elementary and Secondary Education (ESE) to assess the new state educator evaluation system and analyze the results of early implementation in three pilot districts. SRI International, Menlo Park, CA (2011-2014)

Project Director for a project funded by the National Science Foundation (NSF), *Teach! South Coast-STEM*. This project is directed by staff and faculty of the Center for University, Schools, and Community Partnerships (CUSP) at the University of Massachusetts, Dartmouth. Focus is on the evaluation of emerging pedagogical and leadership skills of novice and mid-career teachers enrolled in the program. Nancy Brigham Associates, Lexington, MA (2010-2014)

Contractor for a review of the Massachusetts district review process as conducted from 2008-2012. Project includes analysis of the state review process, the final reports sent to district and telephone interviews with 23 district superintendents to find out the impact of the reviews on district improvement efforts. Client was Massachusetts State Department of Education 2012-2013.

Contractor for the documentation, analysis and synthesis of effective practices in 26 Massachusetts Title I Commendation Schools documents, which demonstrated that it is possible for schools serving substantial populations of low-income students to create a culture of change and successfully put into place practices that lead to improved student academic outcomes. Client was Massachusetts State Department of Education. 2012.

Project Director for a study of the quality of instruction in Cambridge, MA middle schools focusing on analyzing needs for professional development for middle school teachers in ELA and STEM subjects. Nancy Brigham Associates, Lexington, MA 2012-2013.

Project Director for a study of the Intensive Studies Program (ISP) in the Cambridge, MA middle schools. Program enrolls motivated students from across the district. Evaluation focused on characteristics of program and students and outcomes of the experience. Study was commissioned by the Cambridge School District. Nancy Brigham Associates, Lexington, MA (2011).

Consultant to Policy Studies Associates (PS) evaluation of the Executive Leadership Program for State and District Leaders. Funded by the Wallace Foundation (2010-2011). Responsible for Massachusetts case studies.

Formative & Summative Evaluator for a literacy intervention to change classroom practice in SINI middle and high schools in Yonkers, NY. Education Development Center, Newton, MA (2007-2011).

Consultant to JBL/Abt Associates study, called "Strengthening Adult Reading Instructional Practices SARIP" Served as field researcher and data collector for a three-year study funded by the Department of Education, Office of Adult and Vocational Education (2008-2010).

Co-Project Director for a formative and summative evaluation of virtual communities of practice. Partnership for Excellence in Jewish Education. Nancy Brigham Associates, Lexington, MA (2009-2010).

Evaluator for Reading for the Blind and Dyslexic (RFB&D), New England Regional Division, US Department of Justice Grant to measure the impact of audiobooks for students at risk for juvenile delinquency. Nancy Brigham Associates (2009-2010).

Consultant for ICARE schools, Understanding and analyzing school and family partnerships serving students with disabilities. USDOE Office of Special Education Programs. Education Development Center (2005-2009).

Consultant to Education Development Center on a project to design an approach to the identification of exemplary reading programs in the early grades. Project was funded by the National Institute for Literacy. (2007-2009).

Project Director for the evaluation of an effort to turn around schools in need of improvement (SINI) in Providence, RI through intensive coaching and professional development. Education Development Center (2004-2008).

Co-Project Director for district study of the national evaluation of Reading First. Rosenblum Brigham Associates subcontract to Abt Associates, Cambridge, MA (2005-2008).

Consultant to the Council for Opportunity in Education to identify promising practices in high performing projects funded by Upward Bound Math Science Program through the Pell Institute. (2007).

Evaluator of the Program on Emerging Technologies (POET) a formative evaluation of an Integrative Graduate Education Research Traineeship (IGERT) project funded by the National Science Foundation and implemented at the Massachusetts Institute of Technology (MIT) Nancy Brigham Associates (2007).

Formative Evaluator for the development and field tests of Postsecondary Access for Latino Middle Grades Students (PALMS) a set of tools and a process for involving Latino parents and families in the process of increasing access of Latino students to postsecondary education. Project was a collaboration of Education Development Center (EDC) and LULAC National Educational Service Centers and funded by the Lumina Foundation. www.palmsproject.net/,

Project Director for an evaluation of “Addressing Accessibility in Middle School Mathematics”, a project to determine and access and success of students with disabilities in four middle school mathematics curricula funded by the National Science Foundation. Rosenblum Brigham Associates (2003-2007).

Project Director for external evaluation of programs for the Mid-Continental Regional Education Laboratory (McREL). Rosenblum Brigham Associates (2001-2005).

Research consultant for “Good High Schools”, a federally funded national project to identify and document high schools that produce good academic and social results for students with special needs. Education Development Center (2002-2005).

Consultant and formative evaluator for the National Forum to Accelerate Middle Grades Reform, which brings together funders, researchers and policy makers to improve middle grades education. Education Development Center (1999-2005).

Co-project director of the evaluation of a program to increase high school retention and college aspirations for first generation high school students in Indiana. The Lilly Endowment (2000-2005).

Evaluator for *Taking Aim*, a whole school reform and dissemination model for middle schools developed by the Education Development Center. Abt Associates, Cambridge, MA (2000-2005).

Co-project director of “Schools To Watch”, an initiative to identify exemplary middle schools in the areas of academic excellence, developmental responsiveness and social justice for The National Forum to Accelerate Middle Grades Reform. (2002).

Consultant to the Center for Applied Research and Educational Improvement College of Education and Human Development, University of Minnesota on a study of the use of evaluation for continuous improvement in after-school programs. Study was funded by the Mott Foundation. (2001).

Evaluator for "Beacons", a federally funded effort to identify and disseminate promising practices for achieving academic and social success for middle school students with disabilities. Education Development Center. (1998-2001).

Research consultant for “Gaining Ground,” and “Ground Rules, companion studies of the role of classroom teachers in Title 1 elementary schools. Abt Associates, Cambridge, MA (2002-2003).

Consultant to the National Forum to Accelerate Middle Grades Reform to conduct a tracer study of the national dissemination of the Forum’s Vision Statement and Schools To Watch (STW) criteria. Nancy Brigham Associates (2002 2003),

Project Director for the evaluation of the National Science Foundation’s Community Science Connection teacher enhancement program. Harvard University, MA. Nancy Brigham Associates. (1995-2000).

Project Director for a study of innovation in charter schools in Massachusetts, including the replicability of these innovations and their effect on other public schools. Rosenblum Brigham Associates (1998).

Project Director for a study of inter-organizational collaborations among public and private human service agencies serving children and their families. The Rhode Island Foundation, Providence, RI. (1994-98).

Project Director for an evaluation of a program to provide services and training for people in Rhode Island who are very difficult to place in employment. Southeastern United Way and the Rhode Island Human Resources Investment Council. Providence, RI (1995-1998).

Consultant to the Department of Education in Massachusetts to assist 15 charter schools in the state in the development of individual accountability plans. Rosenblum Brigham Associates. (1996-97).

Monitor for four states (Vermont, Massachusetts, Florida, and Michigan) implementing State Systemic Initiatives (SSI) through the National Science Foundation. Abt Associates, (1993-1996).

Researcher/analyst for a congressionally mandated evaluation of the program offered by ten federally funded laboratories for research, dissemination and use of knowledge. Policy Study Associates, Washington DC. (1991-94).

Project Director of an evaluation of the Family Community Leadership program. W.K. Kellogg Foundation, Battle Creek, MI. Rosenblum Brigham Associates. (1991-93).

Consultant to Abt Associates for a study of strategies to improve student achievement in Title 1 schools. Study funded by USDOE. (1990-1994).

Project Director for a national study of Inter-organizational Collaborations among Agencies Involved in Early Childhood Services. Bush Center in Child Development and Social Policy. Yale University, New Haven, CT. (1990-91).

SELECTED PUBLICATIONS AND PROFESSIONAL ACTIVITIES

Brigham, N. "Tracer Studies: A Concrete Approach to a Virtual Challenge" in Handbook of Research on Methods and Techniques for Studying Virtual Communities of Practice, IGI Global, Hershey, PA. 2010.

Brigham, N. and McTigue A. "Take a Picture: Seeing Your Schools Through the Eyes of Students." *American School Board Journal* (May 2011 issue).

"Preparing Teachers to Teach in Rural Areas" a descriptive paper documenting Central Region certification programs and materials, identifying teacher education programs that address the needs of rural settings and describing best practices in preparing teachers in shortage area (special education, foreign language, ESL). Paper was prepared for the Mid-Continent Regional Education Laboratory (MCREL) 2009.

Presentation to the national conference of the Council of Exceptional Children "The ICARE Schools Project: Research to Date". May 2008.

Brigham, N. and Bolte, G "State of the Art in Identifying Effective Reading Programs K-3: The Landscape of State and Federal Assessments." Paper commissioned by Education Development Center for the National Institute for Literacy. February 2008.

Presentation to national conference of OSEP grantees on the lessons learned from Good High Schools and Beacons. Presentation was called "What Makes a Good School a Good School for Students with Disabilities?" Washington, DC. 2007.

Co-author of Visionary Middle Schools: Signature Practices and the Power of Local Invention. Catherine Cobb Morocco, Nancy Brigham, Cynthia Mata Aguilar. Teachers College Press. Teachers College, Columbia University. New York and London. 2006

Brigham, N, Morocco, C.M. Clay.K., and Zigmond N (2006). "What Makes a High School a Good High School for Students with Disabilities?" *Learning Disabilities Research & Practice*, 21, 159-171.

Paper presentation as part of a symposium called "Ground Rules: The First Week of School", focused on the role of classroom teachers in obtaining student outcomes in Title 1 schools. American Education Research Association, San Diego 2004.

Paper presentation on "Gaining Ground" study of Title 1 student performance as part of a symposium, titled "The Longitudinal Evaluation of School Change and performance (LESCP): Impacts of Standard-Based School and Classroom Practice on Student Achievement." American Educational Research Association, New Orleans. 2002.

Paper Presentation called "Two, Four, Six, Eight is not the Way to Evaluate: The Danger of Counting Things as a Measure of Success". American Evaluation Association. 2000.

Paper presentation on "What's the Opposite of Simple and Straightforward: Systemic Reform: A Retrospective View of the NSF State Systemic Initiatives" at American Education Research Association. Los Angeles. 1998.

Wingspread Conference. Invited participant to discuss lessons learned about systemic reform through evaluation of the National Science Foundation's grants to states. Racine, WI. March 1994.

Paper presentation "Everywhere that Mary Went: Looking at Students' Whole School Days". Data from shadowing elementary school students in the Special Strategies for Educating Title 1 students study. American Education Research Association. San Diego, 1993.

REFERENCES

Dr. Viki Young

SRI International

Menlo Park, CA

650-859-9000

Karen Johnston

MA Department of Elementary and Secondary Education

Malden, MA

781-338-3000

Dr. Beth Gamse

Abt Associates

Cambridge, MA

617-492-7900

KATHLEEN J. MACKIN, PH.D.

Areas of Expertise

- Educational Research, Assessment, and Evaluation
- Education Program Administration and Management
- Evaluation of Teacher Professional Development and Training

Education

Ph.D. Educational Psychology, University of Georgia, Athens, Georgia

M. Ed. Educational Psychology, University of Georgia, Athens, Georgia

B. A. History, Loyola University, Chicago, Illinois

Employment

Educational Consultant <i>Education Program Assessment and Evaluation</i>	1997-Present <i>Stratham, NH</i>
Coordinator, Faculty Development and Outcomes Assessment <i>Granite State College, University System of NH</i>	1997-2001 <i>Concord, NH</i>
Division Dean (Interim)-Adult Education <i>Portland Community College</i>	1996-1997 <i>Portland, OR</i>
Research Associate <i>RMC Research Corporation</i>	1991-1996 <i>Portsmouth, NH</i>
Adjunct Faculty <i>University System of New Hampshire</i>	1991-2001 <i>Durham, NH</i>
Graduate Teaching Assistant and Assistant Professor <i>University of Georgia</i>	1986-1991 <i>Athens, GA</i>
Education Specialist <i>United States Peace Corps</i>	1982-1986 <i>Washington, DC</i>
ESL Teacher-Adult Education U.S. Peace Corps Volunteer, Philippines	1970-1982 1968-197

RESEARCH AND EVALUATION

Nancy Brigham Associates

2016-2017

Evaluator

Serve as evaluation consultant with Nancy Brigham Associates (NBA) in developing an evaluation plan for the New Hampshire Department of Education's E3 Teen Fatherhood Program funded by the Office of Adolescent Health (OAH), Pregnancy Assistance Fund (PAF). The E3 program provides services in Education, Employment, and Family Engagement to teen fathers in New Hampshire through a network of community-based, school-based, and university-based stakeholders. As evaluator, I work in consort with NBA in developing a plan to examine student outcomes in the three component areas of the program that aid teen fathers in completing their high school diploma, attaining meaningful employment, and gaining knowledge and skills to support their child and fully engage in supporting their family. The evaluation plan includes providing performance based measures to the funder through the PAF Data Management System.

SRI International

2012-2015

Field Researcher

Served as field researcher for SRI International's three-year Human Capital Management project funded by the Massachusetts State Department of Elementary and Secondary Education (DESE) conducting a rigorous, mixed-method study of the state's new Educator Evaluation Framework and the Human Resources Pilot project. The goal of the study was to provide DESE with timely and usable feedback to improve implementation of these initiatives. As a consultant to this project, I was engaged in site visits to over 10 school districts in Massachusetts, interviewing and conducting focus groups with district leaders and school administrators, union leaders, school board members, and teachers. The purpose of these activities was to examine whether there is evidence that the new educator evaluation system had improved the quality of the educator evaluations and whether the Human Resources pilot results in better ways to recruit and hire teachers, provide induction and mentoring, as well as professional development and promote more venues for teacher leadership and career growth within school districts.

UNIVERSITY OF MASSACHUSETTS, DARTMOUTH

2011-2014

Project Director

Served as project director with Nancy Brigham Associates (NBA) in conducting a formative evaluation of the NSF TEACH! SouthCoast (TSC) project. This project was funded by NSF's Teaching Fellowship/Master Teaching Fellowship program and is directed by staff and faculty of the Center for University, Schools, and Community Partnerships (CUSP) at the University of Massachusetts, Dartmouth. TSC is worked in partnership with high-need middle and high

schools in the region to strengthen teaching and learning in science, technology, engineering, and mathematics (STEM). The formative evaluation provided feedback to the project staff and collaborators about the process of recruiting, training and supporting the Teaching Fellows (TFs) and Master Teaching Fellows (MTFs) participating in this program

MILLERSVILLE UNIVERSITY

2009-2012

Evaluator

Millersville, PA

Served as evaluator for a three-year project funded by the National Science Foundation (NSF), *GEOPOD: GEOscience Probe of Discovery*. This project was directed by the faculty of Millersville University, Department of Earth Sciences. The GEOPOD project was designed to improve instruction and learning in meteorology by engaging students with an interactive computerized 3-D gaming-type system (the *GEOpod*) that allows users to manipulate authentic geophysical data to explore, query, and discover geosciences concepts, processes and phenomena. As evaluator I designed both a formative and summative evaluation to study the implementation and effectiveness of the GEOPOD project with a special emphasis on the effectiveness of the *GEOpod* technology itself as an aid in instruction and in enhancing student learning outcomes. Findings from this study are available on the project's website:

<http://csheadnode.cs.millersville.edu/~geopod/index.html>

MASSACHUSETTS INSTITUTE OF TECHNOLOGY (MIT)

2006-2009

Evaluator

Cambridge, MA

Served as evaluator for a project funded by the National Science Foundation (NSF), *Weather in a Tank: Exploiting Laboratory Experiments in the Teaching of Meteorology, Oceanography, and Climate*. This three-year project was directed by faculty of MIT's Program in Atmospheres, Oceans, and Climates (PAOC) and was designed to implement curriculum materials combined with atmospheric data and laboratory fluid experiments to enhance the teaching of meteorology, oceanography, and climatology to students at the graduate and undergraduate level. From 2007-2009 the curriculum and experiments, using the rotating tank, were implemented in courses with over 900 students at the following collaborating universities: The Johns Hopkins University, Millersville University, Pennsylvania State University, University of Massachusetts-Dartmouth, and the University of Wisconsin.

As evaluator, I designed all data collection instruments, including instructor logs, surveys, and pre and posttests to treatment and comparison groups at the six collaborating institutions. Data analysis was conducted by the evaluator and in collaboration with psychometric staff at the Harvard Center for Astrophysics. Findings from this study are discussed in three reports and are available on the project's website: <http://paoc.mit.edu/labguide/assess.html>

ABT ASSOCIATES AND JBL ASSOCIATES**2008-2010***Field Researcher**Bethesda, MD*

Served as field researcher and data collector for a three-year study funded by the Department of Education, Office of Adult and Vocational Education: *Strengthening Adult Reading Instructional Practices* (SARIP). This project directed by Abt Associates and JBL Associates of Bethesda, Maryland investigated the implementation of an adult reading curriculum, STAR, that has been piloted and employed in literacy programs nationally. As consultant to the project I interviewed approximately 40 instructors in adult literacy programs nationally and as part of the SARIP team conducted field research, site visits, classroom observations, and interviews with teaching and administrative staff in over fourteen literacy programs nationally in settings as diverse as community colleges, K-12 district programs, and community-based organizations.

SOUTHEASTERN REGIONAL EDUCATION SERVICE CENTER**2006-2009***Evaluator**Bedford, NH*

Served as evaluator for the NHREADS project, a joint project of the NH Department of Education, the Southeastern Regional Education Service Center (SERESC), Plymouth State University, and three school districts in New Hampshire: Franklin, Merrimack, and Rochester. The goals of the project were to enhance students' reading comprehension in the content areas through teacher engagement in a series of focused professional development activities delivered during the 2006-2009 school year.

As the evaluator for this project, I designed all data collection instrumentation, including baseline surveys on teacher practice in reading instruction in the content areas and teacher feedback forms and observations, tracking teacher engagement in professional development activities and the impact of these trainings on classroom instruction. The findings from this project were used to determine the impact of the NHREADS project on classroom practice and the extent to which students improved in reading scores on the NECAP, the yearly New Hampshire statewide student assessment.

NEW HAMPSHIRE DEPARTMENT OF EDUCATION**1997-2006***Research Consultant**Concord, NH*

Served as principal investigator and project director for three studies funded by the New Hampshire Department of Education: *Report on New Hampshire Educators: Credentialing and Employment Trends (2003 and 2006)*; *Study of Teacher Quality and Retention in New Hampshire (2005)*; and *the New Hampshire Even Start Statewide Family Literacy Initiative Report (2004)*. As principal investigator, I designed the studies, collected and analyzed all data, wrote reports and prepared presentations of findings to appropriate stakeholders. Since 2001, in addition to conducting research studies for the NHDOE, I have also prepared the Credentialing

Department's yearly Title II report for the U.S. Department of Education on the quality of teacher training and employment in the state and wrote several grants for the Division of Program Support. As a result of these grant writing efforts, the NHDOE was awarded two sizable grants in 2001 and 2003, in the amount of \$800,000 and \$6,000,000 respectively, to support quality teacher education in the state.

Served as a facilitator and consultant for New Hampshire's three-year educational reform program, *The Best Schools Leadership Initiative* (1999-2002), focused on specific school-wide instructional and assessment strategies and approaches aimed at improving outcomes for students in New Hampshire schools. Led a twelve-person team of educators at the Cooperative Middle School in Stratham, NH, assisting the team in devising assessment strategies to better determine student outcomes and strategies for improving instruction school-wide, based on data-driven decision making.

RMC RESEARCH CORPORATION

1991-2004

Portsmouth, NH

COMPREHENSIVE REVIEW AND ANALYSIS OF THE LITERACY INFORMATION AND COMMUNICATION SYSTEM (LINCS). As project director for this *National Institute for Literacy* (NIFL) funded study in 2004, I managed an eight-person project team examining the extent to which this web-based information system, LINCS, provides high quality and relevant research-based information to the field of adult education, its impact on a wide range of stakeholders in the field, and the effectiveness of the overall design and architecture of the website.

NEW ENGLAND COMPREHENSIVE CENTER (Rural Technical Assistance-RTAC) (1991-1996).

Provided technical assistance services for Title I schools in the New England region, including Massachusetts, New Hampshire, and Rhode Island. Worked with Title 1 schools and districts in improving literacy training and school improvement activities. Traveled to over 30 sites in the New England region.

NATIONAL EVALUATION OF THE SET-ASIDE FOR TEACHER TRAINING AND INNOVATION IN ADULT EDUCATION (1996).

Project director for this U.S. Department of Education study examining state systems for implementing Section 353 of the Adult Education Act supporting staff training and program improvement in the field of Adult Basic Education. Managed the day-to-day operations of the project, including all survey development and implementation, and all data collection and analysis activities as well as report writing. Served as liaison with the federal project officer from the U.S. Department of Education, Office of the Under Secretary; managed the project study team and maintained contact with the eight-member advisory team and consultants to the study.

EVALUATION OF THE EVEN START FAMILY LITERACY PROJECT, NASHUA, NEW HAMPSHIRE

(1992). Designed an evaluation model that allowed the Even Start staff to conduct focus groups

with the program's limited English speaking adults and adult basic education students to determine the program's strengths and weaknesses. Designed instruments, collected data and documentation from project staff, analyzed data, and wrote all reports.

NORTHERN NEW ENGLAND SOCIAL ACTION THEATER EVALUATION (1993). Designed and conducted the evaluation of the New Hampshire Social Action Theater Project, a National Institute for Literacy (NIFL) training grant awarded to a consortium of staff from literacy programs throughout New Hampshire, Maine, and Vermont. The activities in this staff development project were conducted with adult basic education, GED, and English as a Second Language (ESL) practitioners in 14 states throughout the U.S. Acted as principal liaison with the project staff; designed the evaluation, developed data collection instruments, managed data analysis, and wrote the final report.

ABT ASSOCIATES

1997-2006

Research Consultant

Bethesda, MD

Served as an ABT consultant and field researcher for three U.S. Department of Education-funded studies: *National Evaluation of Adult Basic Education Programs (1997-2003)*; *Study of Adult Reading (2003-2006)*; and *the Evaluation of the State Administration of the Even Start Family Literacy Program (2003)*. As a researcher, I have conducted over 40 program-level site visits to adult literacy and Even Start programs nationally in the past six years and prepared case studies and field reports based on teacher and classroom observations, interviews with program personnel, and assessment and document reviews.

NEW HAMPSHIRE PUBLIC TELEVISION (NHPTV)

2004-2005

Consultant

Durham, NH

PILOT STUDY OF INTERNET-BASED VIDEO ON DEMAND TECHNOLOGY IN NEW HAMPSHIRE CLASSROOMS. As the principal investigator for this pilot study, I designed all data collection instrumentation, tracking teachers' use of video on demand products and examining the extent to which NH teachers, students, and other school personnel used and valued video on demand products. The findings were used to determine the potential role of NH Public Television in supporting educators' use of video on demand products in the schools.

GRANITE STATE COLLEGE

2000-2001

UNIVERSITY SYSTEM OF NEW HAMPSHIRE

Concord, NH

COLLEGE-WIDE STUDENT OUTCOMES ASSESSMENT. As evaluator for the Student Outcomes Assessment Project, I managed the activities of a six-member administrative team engaged in designing and implementing a student outcomes-based assessment program for the college. The team was charged with designing a plan to collect and analyze data on student learning outcomes across programs, data that would fulfill the college's responsibilities to its accrediting agency, the New England Association of Schools and Colleges (NEASC), and inform the college's continuous improvement process. As a result of this program the college was able, for the first

time, to systematically examine students' growth in writing and mathematics throughout their academic career and to initiate improvements to the curriculum.

THE UNIVERSITY OF GEORGIA

1986-1991

Athens, GA

VALIDATION OF THE KAUFMAN ADULT INTELLIGENCE TEST. Acted as southeastern regional coordinator for the standardization of the Kaufman Adult Intelligence Test (KAIT). Duties included locating appropriate subjects for sample, training all examiners, overseeing the quality of test procedures and reports, and developing final reports for American Guidance Service (AGS), developers of the KAIT. Administered the KAIT and six other personality measures to adults in the southeastern sample. Conducted validity studies correlating the Kaufman Adult Intelligence Test (KAIT) with the Test of Adult Basic Education (TABE) and the Holland Vocational Interest Survey for American Guidance Services (AGS).

NATIONAL SURVEY OF UNIVERSITY FACULTY SALARIES. Managed survey design, implementation, and data collection for study of faculty salaries in state, land grant, and affiliated colleges and universities for the Association of Colleges and Schools of Education in State Universities and Land Grant and Affiliated Private Universities (ACSE-SULGAPU).

LEADERSHIP PERFORMANCE ASSESSMENT PROJECT. Worked with a team to develop and pilot assessment instruments and training materials accompanying the Leadership Performance Assessment Instrument (LPAI) designed to grant certificates to first level administrative public school staff in Georgia. Acted as liaison with field staff and public school employees implementing the assessment in the State of Georgia.

SIBLING STUDY. This was a blind research study funded by the National Institute of Mental Health. Developed training materials, designed and conducted training on observational coding procedures for second-year data collectors. Collected and coded observational data on videos of 120 families involved in a longitudinal study of siblings and differential family interactions for the Department of Child and Family Development at the University of Georgia.

EVALUATION OF THE GEORGIA DEPARTMENT OF EDUCATION SPECIAL INSTRUCTIONAL ASSISTANCE (SIA) PROGRAM. Managed survey dissemination and data collection for the Georgia Department of Education Special Instructional Assistance (SIA) evaluation, an evaluation of a developmentally-based curriculum initiative in kindergarten and first grade.

NEEDS ASSESSMENT IN ENGLISH AS A SECOND LANGUAGE. Conducted needs assessment of teachers involved in the teaching of English to refugees and second language learners in the state of Georgia through the Department of Education, Division of Adult Education. Designed and implemented a needs assessment inventory sent to all teachers of adult ESL students in the state. Interviewed a sample of ESL instructors throughout the state to determine areas of concern and to assess training needs in the field of ESL instruction.

EDUCATIONAL PROGRAM ADMINISTRATION

*Coordinator, Faculty Development
And Collegewide Assessment Program
Granite State College, University System of New Hampshire*

*1997-2001
Concord, NH*

FACULTY DEVELOPMENT. Served as the coordinator for the college's faculty development initiative, *The Adjunct Teaching Forum*. This project was supported by a three-year grant (1997-2000) from the U.S. Department of Education, Fund for the Improvement of Postsecondary Education (FIPSE). Managed the day-to-day activities of the grant, including: Recruitment of faculty, development and delivery of the curriculum for the *Forum*, collaboration with *Forum* presenters and faculty, collection and management of project level data, management of on-line and web-based activities, writing and dissemination of project information and reports, and liaison functions with the external evaluator and administrators within the college. As a result of this three-year project, the college initiated a core faculty leadership team that provided input on the curriculum, advice on student services, and ongoing training for new faculty.

DIVISION DEAN

1996-1997

Portland Community College

Portland, OR

Served as Interim Division Dean in the Division of Adult Basic Skills Programs which includes the departments of Adult Basic Education (ABE), General Education Development (GED), and English as a Second Language (ESL). The Division served

over 7,000 students annually at four campus locations and at off-site locations throughout the greater Portland area. As Division Dean, I directed the daily operations of the program, including oversight of the curriculum, management of the \$300,000 budget, supervision of the full-time and part-time faculty (150), and liaison functions with the state Office of Community College Services, the Portland Public Schools, and community-based agencies, organizations and businesses. During my tenure as Division Dean, I revamped the data collection process to better assess students' progress in classes and initiated a successful distance learning plan to accommodate the instructional needs of more than 1,000 ESL students on the ESL classroom waiting list.

EDUCATION SPECIALIST

1982-1986

U.S. Peace Corps

Washington, DC

Managed the education program for 1800 volunteer teachers serving with the U.S. Peace Corps in 42 sites throughout Latin America, Asia, and Africa. Conducted in-service teacher seminars for host country nationals and U.S. Peace Corps volunteers in the following countries: Philippines, Tunisia, Senegal, Paraguay, Costa Rica, Honduras, Ecuador, and Jamaica. Managed contracts for the delivery of pre-service training for Peace Corps Volunteers preparing to teach English as a Second Language (ESL), mathematics, and science in 38 programs throughout Latin America, Asia, and Africa. Developed and managed contracts for pre-and in-service teacher training programs and managed dissemination functions for the U.S. Peace Corps Technical Assistance office in Washington, D.C.

DIRECTOR ESL SUMMER PROGRAM

Summer, 1980

Curry College

Milton, MA

Directed summer program for Venezuelan students studying English as a Second Language (ESL) at Curry College, Milton, Massachusetts. This ten-week program served 16 children and adolescents from the ages of nine to sixteen. Students were given English language instruction and provided opportunities through home visits with American families to study the culture of the United States.

COLLEGE/UNIVERSITY AND K-12 TEACHING

GRANITE STATE COLLEGE

1991-2001

University System of New Hampshire

Portsmouth, NH

Taught graduate and undergraduate courses in adult learning and development statewide through the college's distance learning system-Online courses and the interactive Instructional Television System (ITV). These courses met the requirements for the Certificate in Adult Learning and Development Program and the Certificate of Advanced Study (CAGS) through Plymouth State University and covered such topics as theories of adult development, motivation to learn, cognitive theory, learning styles, collaborative and experiential learning methods, student assessment and evaluation methodologies, and special topics related to literacy and schooling in American society.

UNIVERSITY OF NEW HAMPSHIRE

1995-1996

Teacher Education Program

Manchester, NH

Taught Human Development and Learning and Educational Psychology to graduate and undergraduate students enrolled in the Teacher Education Program at the UNH Manchester Campus. This course was designed to introduce students to both theoretical and

practice-based research in human development and cognition as applied to classroom learning. Students examined the theories of Piaget, Kohlberg, and other developmental psychologists and discussed the application of their research to the classroom. Students were introduced to practical strategies and instructional methods addressing the motivational and learning needs of the school-aged child and adolescent.

UNIVERSITY OF GEORGIA

1986-1991

Department of Educational Psychology

Athens, GA

Taught two courses each quarter for graduates and undergraduates at the University of Georgia focusing on theories of cognition, instruction, and motivation as applied to classroom learning. Assisted students in conducting surveys and designing and implementing experimental and inquiry-based research. Taught foundation courses in Educational Psychology to junior and senior-level students preparing for teacher certification. Introduced students to computer-aided instructional software and guided them in evaluating and implementing computer programs for their classrooms. Conducted a series of teacher in-service seminars in four counties within the state for the Regional Education Service Area.

U.S. SCHOOL SYSTEMS AND ABROAD (K-Adult)

1974-1981

Taught English as a Second Language (ESL) to adults and children in four U.S. public and private school systems (St. Louis, Missouri; Chicago, Illinois; Arlington, Virginia; and Athens, Georgia) and taught English as a foreign language abroad with the United States Peace Corps in the Philippines.

SELECTED PUBLICATIONS

Mackin, K., Cook-Smith, N., Illari, L., Marshall, J., & Sadler, P. (2012). The effectiveness of rotating tank experiments in teaching undergraduate courses in atmospheres, oceans and climate sciences. *Journal of Geoscience Education* (60), pgs. 67-82.

Mackin, K. (2012). GEOPOD (Geoscience Probe of Discovery) Final Evaluation Report.

Millersville, PA: Millersville University.

<http://csheadnode.cs.millersville.edu/~geopod/index.html>

Mackin, K (2009). *Weather in a Tank, employing laboratory experiments in the teaching of meteorology, oceanography, and climate*. Cambridge, MA: Massachusetts Institute of Technology (MIT). <http://paoc.mit.edu/labguide/assess.html>

Illari, L., Marshall, J., and Mackin, K., et. al. Weather in a tank: Exploiting laboratory experiments in the teaching of meteorology, oceanography, and climate. *Bulletin of the American Meteorological Society*. Volume 90, Issue 11, (November, 2009), pgs. 1619-1632.

- Mackin, K., & Cook-Smith, N. (2006). *Report on New Hampshire educators: Credentialing and employment trends*. Concord, NH: New Hampshire Department of Education. (www.ed.state.nh.us/education/doe/organization/programsupport/certification/credentialing_and_employment_trends.)
- Mackin, K. (2005) New Hampshire Public Television (NHPTV) *Video on demand pilot study*. Durham, NH: New Hampshire Public Television.
- Mackin, K., Fillion, J., Clark, K., et al. (2004) *Study of teacher quality and retention in New Hampshire*. Concord, NH: New Hampshire Department of Education.
- Mackin, K. (2004). *Report on the New Hampshire Even Start statewide family literacy initiative*. Concord, NH: New Hampshire Department of Education.
- Mackin, K. (2003). *Report on New Hampshire Educators: Credentialing and employment trends*. Concord, NH: New Hampshire Department of Education.
- Tao, F., Ricciuti, A. St.Pierre, R., & Mackin, K. (2003). *State administration of Even Start Family Literacy Program: Structure, process, and useful practices*. Washington, DC: U.S. Department of Education, Planning and Evaluation Service. (Contract No. 282-98-006).
- Mackin, K., Schiavo, B., et al. (2000). *The student outcomes assessment plan*. Concord, NH: College for Lifelong Learning. The University System of New Hampshire.
- Mackin, K. (1999). *The Adjunct Faculty Forum: Project Reader*. Concord, NH: The College for Lifelong Learning, The University System of New Hampshire.
- Mackin, K., Savard, W., et al. (1997). *Study of Portland Community College's ESL Program: Technical Report*. Portland Community College, Division of Adult Basic Skills Programs, Portland, Oregon.
- Mackin, K., Dwyer, C., Godin, K., & Schenck, A. (1996). *The National Evaluation of the Section 353 Set-Aside for Teacher Training and Innovation in Adult Education*.
Technical Reports: The State Administration Survey Report; The Report on Training and Special Experimental Demonstration Projects, The Summary Report (Contract No. EA 9306 4001). Washington, D.C., U.S. Department of Education, Office of Vocational and Adult Education (OVAE).
- Mackin, K. (1996). *The Evaluation of the Nashua, New Hampshire Family Literacy Program: Technical Report*. RMC Research Corporation, Portsmouth, New Hampshire.
- Mackin, K. (January, 1995). *Resources for Adult and Family Literacy*. Portsmouth, New Hampshire. RMC Research Corporation. (ERIC Document No. ED 378 315).

Mackin, K., & deVries, D. (1994). *Evaluation of the Northern New England Literacy Theater Training*. New Hampshire Department of Education, Bureau of Adult Education, Concord, New Hampshire.

Mackin-Judge, K. (1990). *Dropout Prediction in Adult Basic Education: Critical Relationships among Multiple Psychosocial Variables*. Unpublished Dissertation, University of Georgia, Athens, Georgia.

Mackin-Judge, K. (Ed.) (1986). *Teacher Training Manual*. Washington, D.C. U.S. Peace Corps.

Mackin-Judge, K. (1980). *English as a Second Language: Coping Skills Units for Adult Education*. Multi-County Adult Education Program, Athens, Georgia.

MEMBERSHIPS

AMERICAN PSYCHOLOGICAL ASSOCIATION (APA)

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (AERA)

REFERENCES

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