

WEST VIRGINIA DEPARTMENT OF EDUCATION, CERTIFICATE OF APPRECIATION

THE COUNTY EXECUTIVE OF MONTGOMERY COUNTY, MD, CERTIFICATE OF APPRECIATION

MONTGOMERY COUNTY PUBLIC SCHOOLS, MD, CERTIFICATE OF APPRECIATION

NATIONAL ASSOCIATION OF MULTICULTURAL EDUCATION, CERTIFICATE OF APPRECIATION

KAISER HOSPITAL, MONTGOMERY COUNTY, MD, CERTIFICATE OF APPRECIATION

CITY OF ROCKVILLE, MD, CERTIFICATE OF APPRECIATION

DORRMAPHEANNE FOREMOTHER'S AWARD

MARYLAND WOMEN'S HISTORY PROJECT, SPECIAL MENTION

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION THIRD WOMEN'S EDUCATORS' AWARD

PUBLICATIONS

"STEM EDUCATION: ENGAGING FAMILIES AND COMMUNITIES," COUNCIL OF CHIEF STATE SCHOOL OFFICERS, CO-AUTHORS MARIA DEL ROSARIO (CHARO) BASTERRA AND JENNIFER CHILDRESS SELF

"FAMILY LEADERSHIP: BUILDING BRIDGES IN DIVERSE LEARNING ENVIRONMENTS," IN IDRA NEWSLETTER, CO-AUTHOR WITH PHOEBE SCHLANGER AND MARIA DEL ROSARIO (CHARO) BASTERRA

"SCHOOL INTEGRATION: PREPARING TEACHERS FOR WORKING IN DIVERSE CLASSROOMS" IN IDRA NEWSLETTER, CO-AUTHOR WITH PAMELA HIGGINS HARRIS AND PHOEBE SCHLANGER

***EQUITY-CENTERED CAPACITY BUILDING: ESSENTIAL APPROACHES FOR EXCELLENCE AND SUSTAINABLE TRANSFORMATION OF SCHOOL SYSTEMS*, EDUCATION TRUST, CO-EDITOR SHERYL PETTY**

HOW TO CONNECT WITH YOUR TEEN: A PARENTING ROADMAP, MCGRAW-HILL EDUCATION, CO-AUTHOR LINDA PERLMAN GORDON

"PROMOTING CULTURAL DIVERSITY IN YOUR PTA," IN *OUR CHILDREN*

"MARYLAND – ENGAGING FAMILIES WHO ARE HOMELESS OR INVOLVED IN CHILD WELFARE, CRIMINAL JUSTICE SYSTEMS," IN *PTA ISSUE BRIEF*, CO-AUTHOR MICHAELA DURAN

"ARE YOU A BEST-FRIEND MOM?" ON *FORBES.COM*, CO-AUTHOR LINDA GORDON

"WHEN THE FLEDGLINGS RETURN TO THE NEST" IN *NEW YORK TIMES*, CO-AUTHOR LINDA GORDON

TOO CLOSE FOR COMFORT: QUESTIONING THE INTIMACY OF TODAY'S NEW MOTHER-DAUGHTER RELATIONSHIP, BERKELEY PUBLISHING GROUP/PUTNAM, CO-AUTHOR LINDA GORDON

WHY GIRLS TALK AND WHAT THEY'RE REALLY SAYING: A PARENT'S SURVIVAL GUIDE TO CONNECTING WITH YOUR TEEN, MCGRAW-HILL, CO-AUTHOR LINDA GORDON

WHY BOYS DON'T TALK AND WHY IT MATTERS: A PARENT'S SURVIVAL GUIDE TO CONNECTING WITH YOUR TEEN, MCGRAW-HILL, CO-AUTHOR LINDA GORDON

"GETTING OUR BOYS TO TALK: TEACH THE LANGUAGE OF FEELINGS" IN *TWEEN NEWS*, CO-AUTHOR LINDA GORDON

MOM, CAN I MOVE BACK IN WITH YOU: A SURVIVAL GUIDE FOR PARENTS OF TWENTYSOMETHINGS, PENGUIN/TARCHER, CO-AUTHOR LINDA GORDON

"RACE, GENDER, CLASS AND IDENTITY" IN *IMPROVING SCHOOLS FOR AFRICAN AMERICAN STUDENTS: A READER FOR EDUCATIONAL LEADERS* (NEW YORK: CHAS. THOMAS LTD.), CO-AUTHOR LINDA GORDON

"FROM VIETNAM TO THE U.S." IN *EDUCATION AND IMMIGRANT GIRLS*, WEEA DIGEST, CO-AUTHOR LINDA SHEVITZ

WHY BOYS DON'T TALK AND WHY WE CARE: A MOTHER'S GUIDE TO CONNECTION, CHEVY CHASE: THE MIDATLANTIC EQUITY CONSORTIUM, CO-AUTHOR LINDA GORDON

"SAFE BOYS - SAFE SCHOOLS" IN GENDER EQUITY FOR MALES, WEEA DIGEST, WINTER, CO-AUTHOR CRAIG FLOOD

**"SHE BAKES AND HE BUILDS: GENDER BIAS IN THE CURRICULUM" IN DOUBLE JEOPARDY: ADDRESSING GENDER EQUITY IN EDUCATION, CO-AUTHOR LINDA SHEVITZ
GENDER EQUITY ISSUES IN SPECIAL EDUCATION SERVICES, NY: SUNY PRESS, CO-AUTHOR LINDA SHEVITZ**

RAISING THE GRADE: A TITLE IX CURRICULUM, NEWTON, MA: WEEA EQUITY RESOURCE CENTER, CO-AUTHOR LINDA SHEVITZ

THE REPORT CARD: THE STATUS OF WOMEN AT THE TURN OF THE CENTURY, THE MID-ATLANTIC EQUITY CONSORTIUM, INC., CO-AUTHOR JOYCE KASER

WOMEN'S JOURNEYS, WOMEN'S STORIES: IN SEARCH OF OUR MULTICULTURAL FUTURE, WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM, U.S. DEPARTMENT OF EDUCATION, NEWTON, MA EDUCATION DEVELOPMENT CENTER, CO-AUTHOR LINDA SHEVITZ

REPORT OF THE STATUS OF WOMEN OF MONTGOMERY COUNTY, MONTGOMERY, MONTGOMERY COUNTY COMMISSION FOR WOMEN, CO-AUTHOR WITH MONTGOMERY COUNTY COMMISSION FOR WOMEN

IT'S YOUR RIGHT! MID-ATLANTIC EQUITY CENTER, INC., CO-AUTHOR JOYCE KASER

ARE YOU A BUDDY? HARASSMENT PREVENTION POSTER, MID-ATLANTIC EQUITY CONSORTIUM, CO-DEVELOPER JOYCE KASER

BEYOND TITLE IX: GENDER EQUITY ISSUES IN SCHOOLS, THE MID-ATLANTIC EQUITY CONSORTIUM AND THE NETWORK, INC., CO-AUTHOR JOYCE KASER

REPORT CARD #6: GIFTED GIRLS: THE DISAPPEARING ACT, THE AMERICAN UNIVERSITY, MID-ATLANTIC CENTER, CO-AUTHOR CINDY MAHRER

LEARNING TO PERSIST/PERSISTING TO LEARN: A TEACHER TRAINING MANUAL WITH ACTIVITIES TO ENCOURAGE PERSISTENCE IN SCHOOLS, THE AMERICAN UNIVERSITY, MID-ATLANTIC CENTER, CO-AUTHOR BESS HOWARD, LINDA SHEVITZ, AND JILL MOSS GREENBERG

REPORT CARD #7: STATUS OF WOMEN IN THE 1990S – A SUMMARY OF KEY INDICATORS, THE AMERICAN UNIVERSITY, MID-ATLANTIC CENTER, CO-AUTHOR CINDY MAHRER

GENDER AND DISABILITY: A MANUAL FOR EDUCATIONAL TRAINING, THE UNIVERSITY OF MARYLAND, VOCATIONAL EQUITY TECHNICAL ASSISTANCE PROJECT, CO-AUTHOR JILL MOSS GREENBERG

INDIVIDUAL EQUITY PLAN: GENDER AND DISABILITY, THE UNIVERSITY OF MARYLAND, VOCATIONAL EQUITY TECHNICAL ASSISTANCE PROJECT, CO-AUTHOR JILL MOSS GREENBERG

"STARTING EARLY: EXPANDING ROLE OPTIONS FOR GRADES K-6," WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM, U.S. DEPARTMENT OF EDUCATION, CO-AUTHOR JOYCE KASER

WOMEN IN COLONIAL AND REVOLUTIONARY AMERICA, THE AMERICAN UNIVERSITY, MID-ATLANTIC CENTER, CO-AUTHOR BONNIE EISENBERG AND MARGARET LAROCCA

SPOTLIGHT ON EQUITY: A FILMOGRAPHY, THE AMERICAN UNIVERSITY, MID-ATLANTIC CENTER

GENDER BIAS IN MATHEMATICS, SCIENCE AND TECHNOLOGY: THE REPORT CARD #3, THE AMERICAN UNIVERSITY, MID-ATLANTIC CENTER, CO-AUTHOR MARY JO STRAUSS, JOYCE KASER, AND KATHRYN SHAW

101 BOOKS FOR SUMMER READING K-3 THE AMERICAN UNIVERSITY, MID-ATLANTIC CENTER

101 BOOKS FOR SUMMER READING K-6, THE NETWORK, INC., MID-ATLANTIC CENTER

WOMEN AS REFORMERS, A SERIES OF BOOKCOVERS IN SOCIAL SCIENCES, SCIENCE, VOCATIONAL EDUCATION, MATHEMATICS AND AMERICAN LITERATURE, THE NETWORK, INC., THE MID-ATLANTIC CENTER

1980
"RESOURCE DIRECTORY FOR SEX EQUITY IN EDUCATION," CHAPTER IN *SEX EQUITY HANDBOOK FOR SCHOOLS*, MYRA AND DAVID SADKER (NEW YORK: LONGMAN), CO-AUTHOR BARBARA GORDON

RESOURCE NOTEBOOK, THE AMERICAN UNIVERSITY, MID-ATLANTIC CENTER, CO-COMPILER BARBARA GORDON

1980
"SELECTED ACTIVITIES AND RECOMMENDATIONS FOR CREATING A SEX FAIR CLASSROOM," CHAPTER IN *BETWEEN TEACHER AND STUDENT: OVERCOMING SEX BIAS IN CLASSROOM INTERACTION*, MYRA AND DAVID SADKER, WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM, U.S. DEPARTMENT OF EDUCATION (NEWTON, MA: EDUCATION DEVELOPMENT CENTER), CO-AUTHOR SUZANNE HURWITZ

1979
IN SEARCH OF OUR PAST, U.S. HISTORY, WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM, U.S. DEPARTMENT OF EDUCATION (NEWTON, MA: EDUCATION DEVELOPMENT CENTER), CO-AUTHOR BARBARA CHRISTIAN AND BEATRIZ PESQUERA

PRESENTATIONS

MID-ATLANTIC EQUITY CONSORTIUM, *DECODING MIXED SIGNALS: BUILDING RESILIENT GIRLS*

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS, ANNAPOLIS, MD, *COMMUNICATING WITH TEENS*

WASHINGTON, D.C., *PROMOTING THE ACHIEVEMENT OF CULTURALLY DIVERSE YOUNG MALES*

"WHAT IS THE IMPACT OF BOYS WILL BE BOYS?"

MARYLAND TEEN INITIATIVE, BALTIMORE, MD, *HOW TO BE THE OTHER ADULT IN TEENS' LIVES*

JEWISH COMMUNITY CENTER, ROCKVILLE, MD, FEATURED AUTHORS, *TRAVELING FROM TWEENS TO TWENTYSOMETHINGS: PAVING THE ROAD TO ADULTHOOD*

ASSOCIATION FOR GENDER EQUITY LEADERSHIP IN EDUCATION, *LET'S TALK ABOUT SEX*

MARYLAND COMMISSION FOR WOMEN, *TEENAGE PREGNANCY*

ST. CHRISTOPHER'S INTERNATIONAL SCHOOL CONFERENCE ON BOYS,
WHAT IS HAPPENING TO BOYS IN SCHOOL?

WISCONSIN REGIONAL EDUCATIONAL TELECOMMUNICATIONS, MIDDLE
SCHOOL BOYS

EDLAVITCH-TYSER FAMILY RELATIONS FORUM, WHY BOYS DON'T TALK

GEORGE WASHINGTON UNIVERSITY, CHANGING MODELS OF
AMERICAN FAMILY

MARYLAND STATE TEACHERS ASSOCIATION CONFERENCE, BUILDING
RESILIENT BOYS

AAUW CONFERENCE, BOYS AND GIRLS IN SCHOOL

PSYCHOTHERAPY NETWORKER SYMPOSIUM, PARENTING
TWENTYSOMETHINGS

ACADEMY FOR EDUCATIONAL DEVELOPMENT, RAISING AND
EDUCATING HEALTHY BOYS

CONTACT:

Ms. Shaffer

1-800-451-4243



Karmen Rouland, PhD

Program Manager and Associate
Director, MAEC

AREAS OF EXPERTISE

Gender Equity & Culturally Responsive Education
Technical Assistance & Training
Disproportionality & Discipline
Family, School & Community Engagement (FSCE)
Research on Education Equity
Qualitative and Quantitative Analysis
Instruction on Research Methods, Statistics, Psychology, Human Development,
Special Education and Policy, Educational Policy

MAEC

ASSOCIATE DIRECTOR

Supervise and monitor MAEC's Senior Program Associates, State Equity Coordinators, and consultants in the design and delivery of technical assistance and training as it pertains to issues of educational equity and culturally responsive family engagement. Deliver technical assistance and training to clients that addresses equity issues they are facing. Manage CAFE's budget of approximately \$1M. Build and maintain strategic partnerships with other equity-focused organizations to expand and deliver organizational opportunities available to clients. Develop new trainings and new strands of work such as Communities of Practice, services, and products related to educational equity and family engagement in order to meet the needs of families.

COLLABORATIVE ACTION FOR FAMILY ENGAGEMENT CENTER

Serves as the Program Manger (2019-present) to supervise and monitor MAEC's Senior Program Associates, State Equity Coordinators, and consultants in the design and delivery of technical assistance and training as it pertains to issues of

educational equity and culturally responsive family engagement. Deliver technical assistance and training to clients that addresses equity issues they are facing. Manage CAFE's budget of approximately \$1M. Build and maintain strategic partnerships with other equity-focused organizations to expand and deliver organizational opportunities available to clients. Develop new trainings and new strands of work such as Communities of Practice, services, and products related to educational equity and family engagement in order to meet the needs of families.

CENTER FOR EDUCATION EQUITY

Serves as the Associate Director (2017-present) to supervise and monitor Equity and Diversity Content Specialists, State Equity Coordinators, and consultants in design and delivery of technical assistance and training. Provide technical assistance and training that addresses equity issues pertaining to race, gender, national origin, religious beliefs, and socioeconomic integration of schools. Build and maintain strategic partnerships with other equity and education focused organizations to expand organizational opportunities available to clients. Develop new trainings, Communities of Practice, services, and products related to educational equity, school improvement, and/or teaching and learning that are relevant to State Education Agencies (SEAs) and Local Education Agencies (LEAs).

PRIOR TO MAEC

2012-2017

**DIRECTOR, TRAINING AND TECHNICAL ASSISTANCE
OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION**

Washington, DC. Managed projects and staff in the delivery of new products and curriculum for educational stakeholders (schools and organizations). Collaborated with non-profits and consulting firms to plan and host a data conference on using data and data tools. Managed contracts and oversee compliance with budgets. Hosted in-person and web-based training offerings on data systems and tools.

2014-2016

**DIRECTOR, SPECIALIZED EDUCATION DATA TEAM, DIVISION OF
ELEMENTARY, SECONDARY, AND SPECIALIZED EDUCATION**

OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

Washington, DC. Responsible for the analysis of data, ensuring that data requests from DC education stakeholders are satisfied, managing the alignment of special education policy and data system development, and providing technical assistance to OSSE staff and DC schools around Data Driven Decision-Making. Serve as Contract Administrator for contracts totaling \$6M. Ensure that federal data collections regarding students receiving special education services are submitted timely and accurate. Oversee the training and technical assistance on the Special Education Database System and Individuals with Disabilities Education Act.

DATA VERIFICATION UNIT

OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

Washington, DC. Managed contractor working on data collection and federal reporting for Indicator B-14 regarding post-school outcomes for students with Individualized Education Plans. Provided user support and oversaw data collection for Child Count data submissions. Conduct analyses and quality assurance for Data Verification Unit projects such as Annual Performance Report Public Reporting, Special Conditions Report, and Nonpublic Institution Expenditure Report submitted to educational stakeholders. Collaborate with Office of Data Management to provide technical assistance to Local Education Agencies in the District of Columbia.

TRAINING AND TECHNICAL ASSISTANCE UNIT

OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

Washington, DC. Provided training and technical assistance to Local Education Agencies in the District of Columbia on how to use student data to drive instructional decision-making. Designed and administered end-of-training surveys for the Training and Technical Assistance unit. Compiled and analyzed training data to show training effectiveness. Performed analysis for and submitted monthly Key Performance Indicator reports to the Assistant Superintendent of Specialized Education. Collected and analyzed data for IDEA Part B Indicator 7 (Child Outcomes Summary process) concerning children receiving early childhood special education services. Wrote draft of the Indicator 7 of the Annual Performance Report. Develop and deliver trainings on the use of a new web portal designed to collect Indicator 7 data. Work collaboratively with the vendor to develop the Indicator 7 data collection tool. Created an IDEA Part B Indicator

7 guidance document with federal and local policies and procedures for Child Outcomes Summary data collection for all District of Columbia Local Education Agencies. Serve as Chair of the Data Committee on the Secondary Transition Community of Practice IDEA Part B Indicator 13 (Secondary Transition).

**RESEARCH ASSOCIATE
EDCOUNT, LLC**

Washington, DC. Led the National Achievement Study at the Laurent Clerc Center at Gallaudet University. Served as an analyst for research activities in Puerto Rico, Hawaii, and the 19 National Center and State Collaborative partner states. Conducted case studies of English Language Learner programs in three states by interviewing school administrators, teachers, and district officials and conducting classroom observations and focus groups.

**POSTDOCTORAL RESEARCH FELLOW, NATIONAL SCIENCE FOUNDATION
FUNDED-PROJECT, BLACK EXCELLENCE IN SCIENCE/MATH TEACHING
EDUCATION RESEARCH PROJECT
HOWARD UNIVERSITY**

Washington, DC. Principal Investigators (PI): Kimberley Freeman, Ph.D. & Cynthia Winston, Ph.D. Responsibilities included project management; designing case study research; conducting and monitoring data collection which includes interviews, focus groups, and classroom observations; mentoring graduate students; providing research team with technical training on case study research design; conducting analysis of qualitative data using NVivo 8; consulting graduate students and the PIs on quantitative methodology; drafting progress reports for the granting agencies.

**EDUCATION PIONEERS FELLOWSHIP ASSESSMENT FELLOW
DC PREPARATORY ACADEMY PUBLIC CHARTER SCHOOL,**

Washington, DC. Responsibilities included spearheading DC Prep's systemization of the collection, analysis, monitoring, and storage of student assessment and behavioral data. My primary focus was researching data management systems and recommending one to the Executive Director that would aid in their instructional and assessment needs. I assisted with the design and implementation of the selected system by compiling and submitting all of DC Prep's assessment and behavioral data to the vendor and collaborating with them to create a custom system that would move this charter management organization toward data-driven instruction. The data management system is currently being used at the school.

2007-2008

**SCHOOL LIAISON
GAINING EARLY AWARENESS AND READINESS FOR UNDERGRADUATE
PROGRAMS (GEAR UP),**

Ann Arbor, MI. Responsibilities included conducting a needs assessment of Romulus Middle School by collaborating with the principal and guidance counselors to determine areas in which GEAR UP could provide programming for students. Took findings from this meeting and developed in-school and after-school programming. Facilitated motivational information sessions and focus group meetings with the students about collegiate preparation and, as teens, making healthy decisions. Submitted weekly reports to the Program Manager at team meetings.

2006-2006

**TEAM LEADER,
AMERICA READS PROGRAM, GINSBERG CENTER, UNIVERSITY OF
MICHIGAN**

Ann Arbor, MI. Responsibilities included monitoring the tutoring strategies of 20 early literacy tutors through observations and weekly meetings. Reviewing lesson plans and supplying feedback and suggestions for tutors as they worked to enhance early literacy development in kindergarten through 3rd grade students. Planned and organized monthly tutor meetings to trouble-shoot and discuss upcoming events at the school.

2005-2005

**SITE DIRECTOR,
IT'S GREAT TO BE A GIRL MENTORING PROGRAM, WEST MIDDLE
SCHOOL**

Ypsilanti, MI. Responsibilities included training "fem"tors (female mentors) in facilitating discussion; adolescent development; and curriculum content. Working in collaboration with another site director, I designed curriculum for each week; recruited participants for the program; and worked with the principal and guidance counselor at the school to ensure a successful program

WORK

International Brain Education Association, Independent Research Consultant,
2011-Present

Fairfax County Public Schools, Fairfax, Virginia, Independent Research Consultant,
2010-Present

Department of Psychology at Howard University, Resident Consulting Educational
Psychologist, 2009-2011

EDUCATION

2009 **PH.D., COMBINED PROGRAM IN EDUCATION AND PSYCHOLOGY,
UNIVERSITY OF MICHIGAN**

DISSERTATION TITLE: "IT'S JUST A DISABILITY" OR IS IT?: STIGMA,
PSYCHOLOGICAL NEEDS, AND EDUCATIONAL OUTCOMES IN AFRICAN
AMERICAN ADOLESCENTS WITH LEARNING-RELATED DISABILITIES

2006 **M.S., DEVELOPMENTAL PSYCHOLOGY,
UNIVERSITY OF MICHIGAN, ANN ARBOR**

2006 **B.S. (SUMMA CUM LAUDE), PSYCHOLOGY, HUMAN DEVELOPMENT
MINOR, HOWARD
HOWARD UNIVERSITY**

AWARDS

2008 **DISSERTATION AND THESIS GRANT, DEPARTMENT OF PSYCHOLOGY, UM,
\$1,000**

2007 **BARBARA PERRY ROBERSON AWARD, UM, \$1,000**

2007 **JUDITH AND HOWARD SIMS MEDAL FOR OUTSTANDING RESEARCH
PAPER, UM, \$5,000**

2007 **BARBARA OLESHANSKY MEMORIAL FUND FOR OUTSTANDING WOMEN
GRADUATE STUDENTS, UM, \$500**

PUBLICATIONS

2009
2010
"CULTURE CLASH: INTERACTIONS BETWEEN AFROCULTURAL AND MAINSTREAM CULTURAL STYLES IN CLASSROOMS SERVING AFRICAN AMERICAN STUDENTS," INTERDISCIPLINARY JOURNAL OF TEACHING AND LEARNING, 4(3), 186-202, ROULAND, K. K., MATTHEWS, J. S., BYRD, C. M., MEYER, R., & ROWLEY, S. J.

2011
"SELF VIEWS OF AFRICAN AMERICAN YOUTH ARE RELATED TO THE GENDER STEREOTYPES AND ACADEMIC ATTRIBUTIONS OF THEIR PARENTS," SELF AND IDENTITY, ROULAND, K. K., ROWLEY, S. J., KURTZ-COSTES, B., DESOUSA, V. L., & WACHTEL, S.

2012
"AMERICANS AND BOYS: UNDERSTANDING THE LITERACY GAP, ACADEMIC TRAJECTORIES, AND EVALUATING THE ROLE OF LEARNING-RELATED SKILLS." JOURNAL OF EDUCATIONAL PSYCHOLOGY, 102, 757-771, MATTHEWS, J. M., KIZZIE, K. T., ROWLEY, S. J., & CORTINA, K.

2013
"CULTURE IN THE SANCTIONED CLASSROOM PRACTICES OF ELEMENTARY SCHOOL TEACHERS SERVING LOW-INCOME AFRICAN AMERICAN STUDENTS," JOURNAL OF EDUCATION FOR STUDENTS PLACED AT RISK, 11, BOYKIN, A. W., TYLER, K. M., WATKINS-LEWIS, K., HURLEY, E., & KIZZIE, K.

2014
"RACE SELF-COMPLEXITY, SCIENCE SUCCESS AND NARRATIVE THEORIES OF PERSONALITY: HOW IS RACE REPRESENTED IN THE SELF AND IDENTITY CONSTRUCTION OF AFRICAN AMERICAN ADOLESCENTS?" In H. Bouchey and C. E. Winston (Eds.), *The interplay between self and social process in science and math achievement: New directions in child and adolescent development*. New York: Jossey-Bass, Winston, C. E., Wall Rice, D., Bradshaw, B., Lloyd, D., Harris, L., Burford, T., Clodomir, G., Kizzie, K. T., Carothers, K., & McClair, V.

PRESENTATIONS

2015
"THE ROLE OF ACADEMIC IDENTITY IN AFRICAN AMERICAN ADOLESCENTS' EDUCATIONAL OUTCOMES: A SUBJECT-SPECIFIC EXPLORATION. PAPER TO BE PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, NEW ORLEANS, LA., NEW ORLEANS, LA.

2016
"WHAT WORKS IN STEM TEACHER EDUCATION: A CASE STUDY OF SUCCESS AT A HISTORICALLY BLACK UNIVERSITY. PAPER TO BE

PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION," NEW ORLEANS, LA.

"IS THERE VALUE-ADDED FROM ATTENDING HBCUS FOR STUDENTS' AND ACHIEVEMENT IN STEM? PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION," DENVER, CO.

"THE BEST HBCU-UP EDUCATION RESEARCH PROJECT: EXAMINING IN PRODUCING AFRICAN AMERICAN SCIENCE AND MATHEMATICS TEACHERS AT HBCUS. POSTER PRESENTED AT THE HBCU-UP NATIONAL RESEARCH CONFERENCE," WASHINGTON, DC

"HOW DID THE GAP COME TO BE?: RELATING THEORIES ON THE ORIGIN OF THE ACHIEVEMENT GAP TO MOTIVATION IN BLACK ADOLESCENTS. PAPER PRESENTED AT THE SOCIETY FOR RESEARCH ON CHILD DEVELOPMENT, DENVER, CO.

"A QUALITATIVE APPROACH TO UNDERSTANDING AFRICAN AMERICAN EXPERIENCES AND PERCEPTIONS OF HAVING A LEARNING DISABILITY. PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, SAN DIEGO, CA.

"STIGMA ASSOCIATED WITH BEING LABELED 'LEARNING DISABLED': MEANING-MAKING AND ACHIEVEMENT IN AFRICAN AMERICAN MIDDLE SCHOOL STUDENTS. POSTER PRESENTED AT THE ADVANCES IN QUALITATIVE METHODS CONFERENCE," BANFF, CANADA.

"NAVIGATING THE CULTURAL DISCONTINUITY BETWEEN HOME AND SCHOOL ENVIRONMENTS: AFRICAN AMERICAN STUDENTS' SCHOOL ACHIEVEMENT. PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION," SAN FRANCISCO, CA.

"THE PROMOTIVE AND PROTECTIVE EFFECTS OF RACIAL IDENTITY. PAPER PRESENTED AT THE BIENNIAL MEETING OF THE SOCIETY FOR RESEARCH ON ADOLESCENCE," SAN FRANCISCO, CA.

"IS CULTURAL DISCONTINUITY BETWEEN HOME AND SCHOOL A PREDICTOR OF ACADEMIC ACHIEVEMENT OUTCOMES? POSTER PRESENTED AT THE BLACK GRADUATE CONFERENCE IN PSYCHOLOGY", CINCINNATI, OH.

"TOWARD THE CONSTRUCTION OF THE INSTRUCTIONAL PRACTICES
QUESTIONNAIRE: A SCALE THAT MEASURES THE SOCIAL PROCESS OF
TEACHER PRACTICES. PAPER PRESENTED AT THE HOWARD UNIVERSITY
COLLEGE OF ARTS AND SCIENCES HONOR'S SYMPOSIUM",
WASHINGTON, DC

Katarzyna Razynska

Associate Director of Evaluation
and Continuous Improvement,
MAEC

Quantitative and Qualitative Research Methods
Data Collection and Instruments Design Including Surveys, Interview and Focus
Group Protocols
Program Evaluation Design
Technical Assistance & Training
Dual Language Learners and English Language Learners
Continuous Quality Improvement Methods

ASSOCIATE DIRECTOR OF EVALUATION AND CONTINUOUS IMPROVEMENT

Conduct evaluation of selected projects in English and Spanish, including report writing. Manage and oversee the work of the evaluation team at MAEC. Conduct qualitative and quantitative data collection including interviews and focus groups. Coordinate and manage logistic activities for conducting evaluation of selected projects

CENTER FOR EDUCATION EQUITY (CEE)

Serves as an internal evaluator for the project. Conducts staff and client interviews as a part of Center for Education Equity annual evaluation and writes reports. Manages data collections and instrument development on projects, drafts reports for clients.

MATERNAL, INFANT, AND EARLY CHILDHOOD HOME VISITING (MIECHV)

Serves as the Data Specialist and Methodologist on a grant with the Maryland Department of Health (2019-present), to manage a statewide needs assessment

of Maryland's home visiting programs. Develops data collection instruments including survey and focus group tools. Manages the writing of a report for the Health Resources and Service Administration

TOGETHER JUNTOS NEEDS ASSESSMENT

Served as Needs Assessment Lead on a grant with the Maryland Department of Education (2019-2020). Led the development of the needs assessment under the Preschool Development Grant Birth to Five (PDG B5). Led logistics work related to scheduling and conducting focus groups for the PDG 5 Need assessment. Facilitated for Maryland's PDG B5 needs assessment in English and Spanish. Authored report summarizing the findings of the needs assessment for federal submission. Contributed to the development of a strategic plan based on the findings of the needs assessment.

PRIOR TO MAEC

2015 - 2018

TECHNICAL SPECIALIST

ICF

Rockville, MD.

MSDE SURVEY OF PARENTS WITH SPECIAL NEEDS CHILDREN

Served as project director for Maryland State Department of Education's (MSDE) annual survey of parents with special needs children. Provided oversight to all aspects of survey design and data collection in English and Spanish, designing strategies to increase response rates, monitoring data collection from over 100,000 Maryland parents, leading the data analysis and reporting.

CAPACITY BUILDING CENTER FOR STATES

Served as an evaluation technical specialist for the Capacity Building Center for States (CBCS), a contract funded by the Children's Bureau. Contributed to the planning and implementation of the CBCS's internal evaluation using a continuous quality improvement approach, incorporating evidence-based strategies, to include innovate technical assistance activities and web-based technology.

REGIONAL EDUCATIONAL LABORATORY MID ATLANTIC

Served as a senior member of the Regional Educational Laboratory Mid-Atlantic (REL MA) team supporting all REL tasks. Served as the Maryland State Coordinator for REL MA, building and maintaining professional relationships with key education stakeholders within Maryland, increasing stakeholder awareness of REL MA's

mission, scope and research as well as technical assistance activities. Contributed to successful concept papers, technical assistance and event proposals, webinars, newsletters, reports and other content on the REL website using plain language guidelines. Developed content for data related trainings and conferences including the Pennsylvania Department of Education Data Summit, Maryland Department of Education Data Summit and the District of Columbia Data Summit.

BILINGUAL ADJUNCT PROFESSOR

ANA G. MENDEZ UNIVERSITY SYSTEM CAPITAL AREA CAMPUS

Wheaton, MD. Taught undergraduate and graduate courses in research methods, measurement, evaluation and curriculum development. Developed course content and delivered instruction using the Dual Language Immersion Model with half of the content presented in Spanish, and the other half in English.

RESEARCH ASSOCIATE

EDCOUNT, LLC

Washington, DC.

REGIONAL EDUCATIONAL LABORATORY MID ATLANTIC

Served as Deputy Project Director for the Regional Educational Laboratory (REL) Mid-Atlantic at edCount, managing staff, resources and the project budget. Coordinated the Longitudinal Data Use Research Alliance for REL Mid-Atlantic by engaging stakeholders in the region interested in state longitudinal data systems.

PUERTO RICO CORE STANDARDS

Oversaw and facilitated the development of Puerto Rico Core Standards (PRCS) for mathematics in partnership with the Puerto Rico Department of Education. Led the development of a mathematics curriculum tied to PRCS using principles of Understanding by Design and backward mapping. Managed all aspects of integrated assessments tied to Puerto Rico's curriculum in English as a second language, Spanish language arts, mathematics, and science. Co-developed the methodology for PRDE's accountability system's school classification based on federal requirements.

Currently serves as an Online English Teacher for VIPKID, teaching English to children between 4 and 16 in China using an online platform. Served as the Vice President and Education Specialist for the Harvard Union of Clerical and

Technical Workers, co-chairing the committee for workforce education and development and organizing and administering professional development opportunities for Harvard's clerical and technical staff. Served as an English and Spanish Instructure in St. Quentin, France through a fellowship from the French Ministry of Education. Served as a Teaching Fellow at Harvard University supporting the teaching of research methods courses

EDUCATION

2005 Ph.D. IN INTERNATIONAL EDUCATION POLICY WITH A FOCUS ON RESEARCH METHODS
HARVARD GRADUATE SCHOOL OF EDUCATION

2001 B.A. IN INTERNATIONAL RELATIONS (MAGNA CUM LAUDE)
BOSTON UNIVERSITY

PUBLICATIONS

2019

"TOGETHER JUNTOS NEEDS ASSESSMENT: A SYSTEMATIC REVIEW OF EARLY CHILDHOOD CARE AND EDUCATION NEEDS IN MARYLAND" MID-ATLANTIC EQUITY CONSORTIUM, BASTERRA M., GANT C., TOMLINSON H., MOUSA N., SHELDON S., JUNG S.

2012

"REVIEW OF ACCOMMODATION SELECTION FOR STUDENTS WITH DISABILITIES AND LIMITED SPANISH PROFICIENCY STUDENTS FOR THE PRUEBAS PUERTORRIQUEÑAS DE APROVECHAMIENTO ACADEMICO (PPAA)," WASHINGTON DC: EDCOUNT, LLC FOR THE PUERTO RICO DEPARTMENT OF EDUCATION., FUNG M., QUINONES L., FORTE E.

2012

"REVIEW OF LITERATURE ON ALLOWABLE ACCOMMODATIONS ON THE PRUEBAS PUERTORRIQUEÑAS DE APROVECHAMIENTO ACADEMICO (PPAA) FOR STUDENTS WITH DISABILITIES AND LIMITED SPANISH PROFICIENCY." WASHINGTON DC: EDCOUNT, LLC FOR THE PUERTO RICO DEPARTMENT OF EDUCATION., QUINONES L., FORTE E.

PRESENTATIONS

2019

"COMING FROM A POSITIVE PLACE: REFRAMING HOW WE TALK ABOUT AND MEASURE ISSUES RELATED TO EQUITY IN EDUCATION," PRESENTATION AT THE 2019 AMERICAN EVALUATION ASSOCIATION CONFERENCE, WASHINGTON DC., BELL, N., MOUSA, N.

"YOU CAN HANDLE THE TRUTH: HOW TO HELP CLIENTS OVERCOME ANXIETY ABOUT EVALUATION." PRESENTATION AT 2018 AMERICAN EVALUATION ASSOCIATION CONFERENCE, WASHINGTON, DC., BHATTACHARYA S., CLINTON Y.

MOVING BEYOND ACCOUNTABILITY: MARYLAND'S USE OF DATA TO INFORM DECISIONS," PRESENTATION AT 2017 AMERICAN EVALUATION ASSOCIATION CONFERENCE, WASHINGTON, DC., SEDELMYER K.

"NAVIGATING CHANGING STATEWIDE LONGITUDINAL DATA SYSTEM (SLDS) LANDSCAPES: STATE PERSPECTIVES AND PARTNERING WITH THE REGIONAL EDUCATIONAL LABORATORIES (RELS). PRESENTATION AT THE 2016 NCES STATS-DC DATA CONFERENCE, WASHINGTON, DC., RODRIGUES D., GOLDSTEIN R., LUNDBERG J., HEARN C., RUDO Z.

"IMPLEMENTING AND EARLY WARNING SYSTEM AT A DISTRICT: EXPERIENCE FROM THE MID-ATLANTIC REGION," PRESENTATION AT THE 2016 NCES STATS-DC DATA CONFERENCE, WASHINGTON, DC., PIPERATO, D., HALL, N., SMITH, N.

"BUILDING AUTHENTIC STAKEHOLDER ENGAGEMENT IN THE MID-ATLANTIC REGION THROUGH THE LONGITUDINAL DATA USE RESEARCH ALLIANCE," POSTER AT THE 2016 AMERICAN EDUCATIONAL RESEARCH ASSOCIATION ANNUAL MEETING, WASHINGTON DC.,

"HOW TO PARTNER WITH THE REGIONAL EDUCATIONAL LABORATORIES (RELS) TO TAKE BETTER ADVANTAGE OF DATA IN YOUR LONGITUDINAL DATA SYSTEM," PRESENTATION AT THE 2015 NCES STATS-DC DATA CONFERENCE, WASHINGTON, DC., MEYER S., AKEY T., HUGHES J., FOLSOM J., KANNAPEL P.

"BASIC AND INTERMEDIATE DATABASE CONCEPTS" PUBLISHER PRESENTATION AT THE 2015 PDE DATA SUMMIT, HERSHEY, PA., SMITH N., DUNCAN, T.

"BEYOND REPORTING AND ACCOUNTABILITY: HOW CAN WE USE SLDS DATA TO ADDRESS POLICY AND RESEARCH QUESTIONS?" PRESENTATION AT THE 2014 PDE DATA SUMMIT, LANCASTER, PA., DUNCAN, T., SMITH N., SOKOLOFF, H.

"CHARACTERISTICS OF US STATES' ELP STANDARDS IN RELATION TO US

FEDERAL POLICY AND THE TESOL PRINCIPLES AND STANDARDS.,”
PRESENTATION AT THE TESOL 2013 INTERNATIONAL CONVENTION AND
ENGLISH LANGUAGE EXPO, DALLAS, TX., FORTE, E.

*

Carol Williams Gant

Senior Early Childhood Equity Specialist, MAEC

AREAS OF EXPERTISE

Needs Assessment
Technical Assistance and Coaching
Early Childhood Education
Culturally Responsive, Early Childhood Practices

MAEC

2019 – present

SENIOR EARLY CHILDHOOD EQUITY SPECIALIST AND PROJECT MANAGER

Responsible for all program direction: staff management; budget management and publications development; liaison with the Department of Education and other funding agencies; all fund-raising for the organization including federal, state and district grants, and private foundations; and development of policy and establishment of long- and short-term objectives in conjunction with the Board of Directors.

selected Recent Projects

TOGETHER JUNTOS (TJ)

Serve as Project Manager (2019 – present) providing technical assistance and training to assist the Maryland State Department of Education in their efforts to improve early childhood services and outcomes in Maryland. This project addresses the needs of all young children but has a specific focus on equity for children who are vulnerable or underserved including English Language Learners, students with disabilities, low-income children and/or who live in rural areas.

CENTER FOR EDUCATION EQUITY

Serve as Senior Specialist and Project Manager (2019 – present) to provide technical assistance and training to assist State Departments of Education and Local Education Agencies in their efforts to improve education services and early childhood services outcomes.

PRIOR TO MAEC

2018 - 2019

**DEVELOPMENTAL SPECIALIST
CALVERT COUNTY PUBLIC SCHOOLS INFANTS AND TODDLERS
PROGRAM**

Prince Frederick, MD. Provided developmental Services, as outlined by Maryland State Department of Education's Part C early intervention system. Used research-based strategies to support and implement a parent coaching model, leading to positive outcomes for children. Provided case management and service coordination. Conducted developmental assessments and evaluations. Participated in provision of each child's IFSP, IEP, or treatment plan through interagency collaboration. Oversaw children's integration into the community adhering to program objectives while maintaining a safe environment.

2015 - 2018

**REGIONAL FIELD SPECIALIST
ZERO TO THREE *NATIONAL CENTRE ON EARLY CHILDHOOD
DEVELOPMENT TEACHING AND LEARNING (NCECDTL)**

Washington, DC. Responsible for providing national technical Assistance and training (T/TA) to The Administration for Children and Families (ACF) community with a primary focus on efforts related to the design and delivery of comprehensive school readiness services for children birth-to-five. Provided support to the Federal Office of Head Start and their grantees understanding of strategies for data aggregation, analysis, monitoring progress and continuous program improvement of programs' school readiness. Provided technical assistance and training on early childhood education topics in order to increase efforts to apply evidenced-based practices in Early Head Start/ Head Start programs and other early childhood programs. Designed and delivered data consultation to the Federal Office of Head Starts staff, T/TA partners, and Integrated Service Team (IST) members on regional and state level trends on grantee data, in order to help inform regional professional development planning and ongoing continuous improvement related to early childhood development, teaching and learning. Provided national support and training and roll out efforts of Practice Based Coaching activities.

2013 - 2015

**REGIONAL FIELD SPECIALIST (REGION 12)
UNIVERSITY OF WASHINGTON *NATIONAL CENTRE ON QUALITY
TEACHING AND LEARNING (NCQTL)**

Seattle, WA. Represented NCQTL to the Federal Office Head Start in Washington D.C. Delivered training and technical assistance and providing consultation on

using data collection and analysis to make changes that improve child outcomes in support of school readiness. Provided direct support to Head Start staff, including but not limited to Federal Program Specialists, Federal Program Managers, Early Childhood Education Specialists, and Grantees. Developed an approach to regional issues around school readiness using methodologies and logic to systematically analyze problems and develop sound recommendations. Provided consultation to Regional Program Manager and Program Specialists before, during, and after School Readiness Discussions (e.g. monthly calls, Risk management meetings, and refunding application follow-up). Conducted ongoing review of grantee data at regional level to identify trends for regional professional development plans. Assisted Regional Program Manager, Program Specialists and Grantees in generating a number of different approaches to problems around school readiness and served as a resource for the exploration of new ideas.

Accomplishments: (1) Developed system for Region XII to assist grantees in developing a child assessment system that yields data on children's progress toward identified goals for individual children and for groups of children. (2) Developed system for documenting and reviewing school readiness portion of refunding applications as OHS made changes around the 5-year grant requirements.

**INSTRUCTIONAL COACH/SPECIAL EDUCATION MANAGER
EDUCATE OF WASHINGTON D.C. *HEAD START/EARLY HEAD START**

Washington, DC. Education Coordinator/ Instructional Coach. Responsibilities included: supervising preschool educational services, classroom staff, and family engagement staff; guiding curriculum and program planning, development, and training; serving as an instructional coach for teaching staff; observing and monitoring classroom activities and children's records; reviewing and analyzing data on child outcomes. Knowledge of the nutrition program according to Head Start Performance Standards, Child and Adult Care Food Program and state childcare licensing regulations. Assisted in provides training, support, consultation and technical assistant to staff, parents and partners as needed related to child nutrition, food safety, meal service, food handling and special dietary needs.

Special Education Services Manager - Responsible for implementation of the Americans with Disabilities Act, the Individuals with Disabilities Education Act, and other special education provisions; worked with teachers, parents, local education agencies, and community agencies in planning and program development, obtaining professional diagnoses and assessments of disabled individuals, and developing Individual Education or Family Service Plans; maintained records and writes reports.

**EDUCATIONAL CONSULTANT (PART-TIME)
MARYLAND STATE DEPARTMENT OF EDUCATION**

Baltimore, MD. Worked with the Maryland State Department of Education to monitor the appeals for the Modified High School Assessment (Mod-HSA) and the Modified Maryland School Assessment (Mod-MSA) and Monitor Special Education and Early Intervention Services to ensure that each child with a disability received a free appropriate public education in the least restrictive environment according to state and federal regulatory requirements.

**ASSISTANT PROFESSOR OF SPECIAL EDUCATION
BETHANY COLLEGE**

Bethany, WV. Taught undergraduate classes in special education and graduate courses in the department of teacher education; advised students; supervised practicum students including student teachers; participated in School, College, and University service; advised student professional organizations; participated in continuing accreditation activities; worked with local school systems; and demonstrated active involvement in professional organizations

**ADJUNCT INSTRUCTOR OF EDUCATION
WASHINGTON ADVENTIST UNIVERSITY**

Takoma Park, MD. Advised students, instructed courses primarily in early childhood, elementary, and special education, and engaged in scholarly activities through grant-related activities.

**CURRICULUM SPECIALIST (PART-TIME CONSULTANT)
WASHINGTON ADVENTIST UNIVERSITY**

Takoma Park, MD. Responsible for providing direction and support for improving the quality of the Education Department's curriculum in conjunction with university leadership. Created competency-based degree programs and courses that align with professional standards that support adult learning theory.

**ASSISTANT PROFESSOR OF EARLY CHILDHOOD AND SPECIAL
EDUCATION
BOWIE STATE UNIVERSITY**

Bowie, MD. Taught undergraduate classes in Early Childhood and Special Education in the department of teacher education; advised students; supervised practicum students including student teachers; participated in School, College and University service; advised student professional organizations; participated in

continuing accreditation activities; worked with local school systems; engagement in scholarly activities through grant-related activities and demonstrate active involvement in professional organizations.

**TRAINING CONSULTANT (PART-TIME)
THE COORDINATING CENTRE**

Millersville, MD. Conducted training workshops state-wide tailored to help early childhood educators and childcare professionals, as well as parents and others, learned more about the fine point of caring for children with diverse needs. Trainings focused on specific issues faced by children with emotional and developmental special needs that were structured to assist caregivers to understand and meet these special needs, imparting skills that will help children grow and excel.

**SPECIAL EDUCATION COORDINATOR
JOHNS HOPKINS HOSPITAL DEPARTMENT OF PAEDIATRICS / MARTIN
LUTHER KING JR. EARLY HEAD START**

Baltimore, MD. Responsible for implementation of the Americans with Disabilities Act, the Individuals with Disabilities Education Act, and other special education provisions. Worked with teachers, parents, local education agencies, and community agencies in planning and program development, obtaining professional diagnoses and assessments of disabled individuals, and developing Individual Education or Family Service Plans. Maintained records and wrote reports.

**SPECIAL EDUCATION CONSULTANT AND UNIVERSITY SUPERVISOR
(PART-TIME)
BOWIE STATE**

Bowie, MD. Developed and revised syllabi for special education courses, conducted classroom lectures, conducted observations and monitored graduate student development in practicum placements, reviewed the curriculum to ensure that it provided the students with courses and instruction that prepared them for teacher certification.

**SPECIAL EDUCATION CONSULTANT (PART-TIME)
BALTIMORE CITY HEAD START**

Baltimore, MD. Developed and implemented Individualized Education Plans (IEP's) for children with special needs ages 3-5 years and their families, conducted developmental assessments, and provided training for staff and parents.

1999 - 2003

**EARLY CHILDHOOD SPECIAL EDUCATION TEACHER (BIRTH- 3)
PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS**

Upper Marlboro, MD. Administered assessments such as the Battelle Developmental Inventory (BDI), the Early Intervention Developmental Profile (EIDP), and the Early Childhood Criterion Reference Test (CRT). Provided home-based as well as center-based special education instruction. Wrote Individualized Family Service Plans (IFSP) as well as Individualized Education Plans (IEP). Collaborated with service coordinators as well as related service providers. Conducted family support groups, provided parent education, and provided play-based intervention in the child's natural environment, community sites, and early childhood centers.

2003 - 2008

**SPECIAL EDUCATION CONSULTANT (PART-TIME)
JOHNS HOPKINS HOSPITAL/MARTIN LUTHER KING JR. EARLY HEAD
START PROGRAM**

Baltimore, MD. Developed and implemented Individualized Family Service Plans (IFSP) for children with special needs and their families ages birth to 3 years, conducted developmental assessments, and provided training for staff and parents

EDUCATION

1998

M. ED. IN SPECIAL EDUCATION
BOWIE STATE UNIVERSITY, BOWIE, MD
AWARD OR OTHER SIGNIFICANT INFORMATION

1992

B.S. IN INTERPERSONAL COMMUNICATION
OHIO UNIVERSITY, ATHENS, OH

PH.D. (ABD) IN EARLY CHILDHOOD SPECIAL EDUCATION
UNIVERSITY OF MARYLAND, ???

PRESENTATIONS

2010

Leadership Academy: Implementation of Equity in Early Childhood Systems
Maryland State Department of Education

2011

Culture and Equity in Early Childhood Maryland State Department of Education

Equity in Early Childhood Education: Key Concepts and Implicit Bias Maryland State Department of Education

Dismantling Privilege and Structural Racism: How Implicit Bias and Privilege Affect Our Interactions with Families

Maryland Family Engagement Summit

Cultural Chat: Equity and Implicit Bias in Early Childhood Carroll County Public Schools Cultural Expo

Implementation-Informed Process Consultation Federal Office of Head Start Region XII

Resources for Implementation of Evidence-Based Practices that Support Individualization Office of Head Start Region XII School Readiness Institute

Head Start Program Performance Standards: Serving Children with Disabilities Region XII Head Start National Association Conference

Practice Based Coaching Leadership Academy Migrant Head Start Grantees

Taking a Closer Look: Head Start Early Learning Outcomes Framework: What It Is and How to Use It. Federal Office of Head Start Region XII

"Moral Development in Young Children: What Can Families and Staff Do?" Migrant and Seasonal Head Start Association Conference

Engaging Interactions and Environments that Enhance Child Outcomes: Targeting Teacher Practices. Office of Head Start Region XII School Readiness Summit.

INSTRUCTIONAL Interactions
THE FEEDBACK WE PROVIDE AND THE LANGUAGE WE USE TO FOSTER THINKING
Region XII School Readiness Summit

Train the Trainer: Centre on the Social and Emotional Foundations for Early Learning (CSEFEL)

**MARYLAND STATE DEPARTMENT OF EDUCATION- ADVANCED
PROFESSIONAL TEACHING CERTIFICATION IN SPECIAL EDUCATION**

**MSDE AND NCATE ACCREDITATION, COURSE AND PROGRAM
DEVELOPMENT, PROFESSIONAL DEVELOPMENT SCHOOL LIAISON,
PRACTICUM AND STUDENT TEACHER UNIVERSITY SUPERVISOR**

**PROFESSIONAL
SERVICE**

**BETHANY COLLEGE ADVISORY COMMITTEE ON DIVERSITY (COLLEGE
PRESIDENT APPOINTED) BETHANY COLLEGE KAPPA DELTA PI
COORDINATOR**

BALTIMORE CITY AUTISM TASK FORCE

BALTIMORE CITY INTER-AGENCY COORDINATING COUNCIL

**BOWIE STATE UNIVERSITY PROFESSIONAL DEVELOPMENT SCHOOL
LIAISON**

**ORGANIZATION
MEMBERSHIPS**

**COUNCIL FOR EXCEPTIONAL CHILDREN (CEC)
DIVISION OF EARLY CHILDHOOD/COUNCIL FOR EXCEPTIONAL
CHILDREN (DEC) NATIONAL HEAD START ASSOCIATION**

COURSES TAUGHT

BETHANY COLLEGE

SPED 207 Exceptionalities and Diversities SPED 208 Special Education Process SPED
212 Autism I

SPED 312 Autism II

SPED 320 Assessment in Special Education I SPED 330 Assessment in Special
Education II SPED 450 Issues and Trends in Special Education EDUC 659
Exceptional Children

BOWIE STATE UNIVERSITY

SPED 407 Theories and Practices in Special Education

SPED 409 Programming and Management for Persons with Disabilities

ECED 327 Working with Diverse Children and Families

ECED 301 Theories and Practices in Early Childhood Education

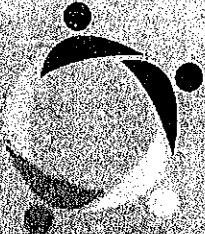
ECED 316 Methods in Teaching Social Studies in Early Childhood Education SPED
403 Introduction to Special Education
EDUC 242 Literature for Children/Materials in Reading
SPED 406 Observation and Participation of Mildly, Moderately Handicapped

CHILDREN WASHINGTON ADVENTIST UNIVERSITY

EDSP 440 Instructional Methods in Special Education EDUC 301 Multicultural
Education
EDUC 308 Methods in Teaching Social Studies in Elementary Education EDEC 209
Materials and Methods in Early Childhood
EDSP 425 Assessment and IEP Development in Special Education EDSP 440
Instructional Methods for Students with Disabilities EDUC 390 Young Children,
Family and Community
EDSP 418 Introduction to Special Education

Daryl V. Williams, Ed.D.

Senior Education Equity Specialist, MAEC



AREAS OF
EXPERTISE

Civil Rights Compliance – Title I
Equity & Culturally Responsive Education
Technical Assistance & Training
Disproportionality & Discipline

MAEC

2018 – present

SR. EDUCATION EQUITY SPECIALIST

Provide technical assistance and training that address equity issues pertaining to race, gender, national origin (ELs), socioeconomic diversity, and/or religious beliefs. Develop new trainings via videoconferencing multiple subjects related to educational equity, school improvement, and/or teaching and learning that are relevant to State Education Agencies (SEAs) and Local Education Agencies (LEAs). Conduct online training using Zoom platform for school district teams on topics including culturally responsive teaching, disproportionate discipline of Black male students, race and racism in public education, and digital inequities and the COVID-19 pandemic; and other aspects of social justice to support organizational change. Support MAEC communication strategies, including bimonthly newsletters, social media, podcasts, conferences, and webinars. Work collaboratively with MAEC leadership and staff to ensure high-quality services, products, and trainings.

Selected Recent
Projects

CENTER FOR EDUCATION EQUITY

Urban school district #1: Serve as the third party consultant providing technical assistance to support a review of the District's sex-based harassment policies, practices, and procedures to make them consistent with one another and with Federal law. Project emerged from a voluntary settlement agreement with the U.S. Department of Justice. Conducted focus groups and drafted a report with recommendations on how the District can make improvements to the climate and policies; will provide trainings to help District implement findings from the report.

Urban school district #2: Multi-year project to help the District address complaints from students and families that policies and procedures to ensure educational equity for all students were inconsistently implemented and not aligned with the District's revised five-year strategic plan. To support the District's efforts, this project focuses on an analysis of the culture and climate at one high school. Conducted a series of focus groups and gathered data from climate surveys. The project will expand to support the District's efforts in creating an equity plan that includes staff training, curriculum audits, and other aspect aligned to the strategic plan.

PRIOR TO /MA/EC

2018 - 2019

**EDUCATION LIAISON & POLICY MANAGER
READY BY 21
DEPARTMENT OF SOCIAL SERVICES
PRINCE GEORGE'S COUNTY GOVERNMENT**

Landover, MD. Provided overall assistance to youth in care that were more likely to change schools, repeat a grade level, receive special education services, and drop out of school before completing high school. Identified and resolved academic, emotional, and social issues that impede youth from successfully completing an educational program. Worked with case workers to identify and assist youth in care to overcome the educational difficulties that impede their school progress. Monitored youth's progress toward graduation requirements as well as educational and/or vocational goals. Assessed factors that may affect youth's progress and identified and implemented strategies to improve student learning and attendance. Worked collaboratively with local school districts, juvenile services, placement agencies, and foster youth.

2013 - 2015

**ASSOCIATE SUPERINTENDENT (RETIRED)
DIVISION OF STUDENT SERVICES
PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS**

Upper Marlboro, MD. Led nine departments in the district to support student achievement: meet or exceed graduation rates; reduce truancy and absenteeism; and show growth in the use of positive behavior supports. Provided leadership, direction, and coordination of residency, home instruction, international student admissions, counseling, psychological services, pupil personnel services, homeless students, PBIS, and provided input to the evaluation of these personnel. Collected, Analyzed, and interpreted data and performance measures for dissemination to improve the delivery of student services. Conducted meeting and other trainings using both in-person meetings and

videoconferencing. Served as a leader-representative to the Prince George's County government Transforming Neighborhoods Initiative- a collaboration between county government and the school district to develop support services to achieve and maintain a thriving economy, great schools, safe neighborhood, and high-quality healthcare.

**TITLE I COORDINATOR
OFFICE OF PROGRAM SUPPORT/DIVISION OF INSTRUCTION
CHARLES COUNTY PUBLIC SCHOOLS**

La Plata, MD. Developed the Title I application (Attachment 7 of the Bridge to Excellence Master Plan), the Title I 1003a School Improvement Grants, and Guidelines for Third Party Contracts for Equitable Services to Private School Students. Maintained strict fiscal accountability of financial documents and procurement requests. Supported a 10% increase in MSA Reading and Math scores in 2 Title I schools.

Faculty Instructor, College of Doctoral Studies, University of Phoenix, 2020-present
Prince George's County Workforce Investment Board, Member
Transforming Neighborhood's Initiative Taskforce for Prince George's Co, Member
Prince George's Co. Juvenile Court & School Safety Workgroup, Member
Supervisor of Program Accountability, Title I Department, PGCPS
Director of Race Equity Programs, The Mid-Atlantic Equity Center, 1997-1999
Assistant Principal, Staff Specialist, Coordinator of Dropout Prevention Program,
and Classroom Teacher.

DOCTORATE OF EDUCATION IN EDUCATION LEADERSHIP

A Qualitative Exploratory Case Study: Superintendents' Views on Race, Ethnicity, and Cultural Equity in Social Justice Leadership and Policy Development.

UNIVERSITY OF PHOENIX
PHOENIX, AZ

MASTERS OF EDUCATION- ADMINISTRATION AND SUPERVISION

VIRGINIA COMMONWEALTH UNIVERSITY
RICHMOND, VA

BACHELOR OF ARTS - MUSIC
SHAW UNIVERSITY
RALEIGH, NC

**RECENT
PUBLICATIONS**

2020

"TIME TO ACT: HOW SCHOOL SUPERINTENDENTS KEEP EQUITY AT THE CENTER OF THEIR LEADERSHIP GUIDE," CEE@MAEC, CO-AUTHORED WITH SUSAN VILLANI OF WESTED (TO BE PUBLISHED 2020).

2019

"DISCIPLINE STRATEGIES TO COMBAT FAULTY ASSUMPTIONS THAT TARGET BLACK MALE YOUTH," IDRA NEWSLETTER • OCTOBER 2019.

**RECENT
PRESENTATIONS**

2020

"BLACK LIVES MATTER AT SCHOOL: A DISCUSSION WITH EDUCATORS ON THE INTERSECTIONS OF ACTIVISM AND PEDAGOGY," MAEC WEBINAR, JUNE 30, 2020

2020

"A CONVERSATION WITH TEACHERS: HOW COVID-19 IS AFFECTING THEIR EDUCATIONAL EXPERIENCE," MAEC WEBINAR SERIES, MAY 5, 2020

2020

"A CONVERSATION WITH STUDENTS: HOW COVID-19 IS AFFECTING THEIR EDUCATIONAL EXPERIENCE," MAEC WEBINAR SERIES, APRIL 14, 2020

CONTACT

MAEC
5272 RIVER RD, SUITE 340
BETHESDA, MD 20816
301-657-7741
DARYL@MAEC.ORG

Dannele Ferreras

Data and Evaluation Specialist
MAEC

Quantitative and Qualitative Research Methods

Data Collection and Instruments Design Including Surveys, Interview and Focus Group Protocols

Program Evaluation Design

Continuous Quality Improvement Methods

DATA AND EVALUATION SPECIALIST

Conduct evaluation of selected projects in English, including report writing.

Conduct qualitative and quantitative data collection including interviews and focus groups. Coordinate and manage logistic activities for conducting evaluation of selected projects

CENTER FOR EDUCATION EQUITY (CEE)

Serves as an internal evaluator for the project. Conducts staff and client interviews as a part of Center for Education Equity annual evaluation and writes reports. Manages data collections and instrument development on projects, drafts reports for clients.

SENIOR RESEARCH ANALYST, ICF

Fairfax, VA

**CHILD WELFARE CAPACITY BUILDING COLLABORATIVE FOR THE
CAPACITY BUILDING CENTER FOR STATES**

**U.S. DEPARTMENT OF HEALTH AND HUMAN RESOURCES (HHS)/
ADMINISTRATION FOR CHILDREN AND FAMILIES (ACF)/CHILDREN'S
BUREAU**

Managed the evaluation of the Center's online Learning Experiences (LE). Utilized Qualtrics, Tableau, SPSS, and Microsoft Excel to visualize, analyze, and clean qualitative and quantitative data from multiple sources. Presented and discussed findings with Center staff to guide future efforts. Conducted survey data collection, analysis, and reporting related to the Center's Tailored Services (TS) and quality service review efforts. Conducted Tailored Services project interviews, managed the state snapshot quality assurance reviews, conducted project success scale coding, and wrote TS evidence summaries. Managed quality assurance efforts for Center databases (e.g., CapTRACK). Contributed to the Center's first five-year evaluation report, providing data analysis and reporting related to Center service satisfaction and outcomes.

ALEXANDRIA PUBLIC SCHOOLS (ACPS)

Supported the coordination of data collection for a study on family engagement in Alexandria City Public Schools, regularly communicating with ACPS staff. Conducted interviews with school principals, co-lead teacher/staff and parent focus groups, and collected observational data during site visits. Utilized Dedoose to analyze qualitative findings and supported the writing of memos and final reports to ACPS.

INDEPENDENT CONTRACTOR, THE ALLEGHANY FOUNDATION

Fairfax, VA

Alleghany County Schools and Covington City Schools, 2017. Designed the evaluation for Alleghany County Schools and Covington City Schools on teacher implementation of Responsive Classroom. Conducted site visits at the five participating elementary schools and reviewed texts and research on the Responsive Classroom approach. Proposed the evaluation design and materials to the Alleghany Foundation, school administrators, and other relevant stakeholders in verbal and written formats.

INTERN, UNIVERSITY OF VIRGINIA

Charlottesville, VA

Supported the development and implementation of the after-school tutoring and family training program evaluation. She researched reliable and valid measures for student and parent surveys; utilized Qualtrics to program surveys; and assisted with data cleaning and survey administration.

MEMBER SERVICE MANAGER, CHAIN REACTION

Pensacola, FL

Assisted the executive director with local and federal grant writing (total funding acquired: \$129,250). Ensured fulfillment of grant requirements including submission of periodic reports. Strengthened the program evaluation procedures by administering and analyzing results from the Positive Youth Development scale (Grades 8-12, Full Measure, Tufts University) and tracked youth outcomes including college scholarships, college acceptance, internships, and employment.

RESEARCH TECHNICIAN, UNIVERSITY OF ALABAMA

Tuscaloosa, AL

Alabama Quality STARS Quality Rating and Improvement System (QRIS) Pilot Project: Supported the implementation of pilot study assessing the validity of the Alabama Quality STARS rating system in collaboration with the Alabama Department of Human Resources. Trained to reliability in and utilized early childhood assessment/observational scales (ECERS-R, ITERS-R, PAS). Oriented child care providers to study process and assessment scales; served as the regional liaison for 2 out of 9 regions; coordinated onsite observations and document reviews with child care providers (including Head Start and licensed centers); composed 30 summary reports following onsite evaluations and reviewed reports upon participant's request; and co-facilitated post-study focus groups.

EDUCATION

M.ED. EDUCATIONAL PSYCHOLOGY-APPLIED DEVELOPMENTAL SCIENCE
UNIVERSITY OF VIRGINIA

B.S. PSYCHOLOGY
BIRMINGHAM-SOUTHERN COLLEGE

PUBLICATIONS & PRESENTATIONS

"FINDINGS FROM THE ACPS FAMILY ENGAGEMENT INITIATIVE EVALUATION" USHER, K.P., PAI-SAMANT, S., CALCERANO, K., & FERRERAS, D., (2020). PRESENTED TO THE ALEXANDRIA CITY SCHOOL BOARD, ALEXANDRIA, VA. [HTTPS://ALEXANDRIASCHOOLSVA.SWAGIT.COM/PLAY/02202020-856](https://alexandriaschoolsva.swagit.com/play/02202020-856)

"ACPS FAMILY ENGAGEMENT INITIATIVE FINAL REPORT"

USHER, K.P., CALCERANO, K., FERRERAS, D., & PAI-SAMANT, S. REPORT PREPARED FOR ALEXANDRIA CITY PUBLIC SCHOOLS.

"IT'S OUTSIDE OUR RELATIONSHIP: EFFECTS OF OUTNESS ON STRESS IN SAME-SEX RELATIONSHIPS" TOTENHAGEN, C. J., RANDALL, A. K., COOPER, A., ADAMS, C. B., FERRERAS, D. C., HOWELL, M., & WALSH, K. J. PAPER PRESENTED AT THE NATIONAL COUNCIL ON FAMILY RELATIONS, BALTIMORE, MD. ALL COAUTHORS AFTER P.I.S TOTENHAGEN AND RANDALL ARE LISTED IN ALPHABETICAL ORDER. FERRERAS, D.C., MEYER, K.N., KNOWLTON, L.J., & TRENCH, L.H. (2014). **THE REMOTIVATION OF SELF-REGULATION FOLLOWING SOCIAL EXCLUSION.** POSTER PRESENTED AT THE SOUTHEASTERN PSYCHOLOGICAL ASSOCIATION- CEPO PSI CHI ANNUAL MEETING, NASHVILLE, TN.

"JUDGMENTS OF INTIMATE PARTNER VIOLENCE PERPETRATED VIA FACE-TO-FACE VERSUS TEXT MESSAGING" FERRERAS, D.C., KOPKIN, M.R., & WITTE, T.H. POSTER PRESENTED AT THE ASSOCIATION OF BEHAVIORAL AND COGNITIVE THERAPIES ANNUAL MEETING, NASHVILLE, TN.

"MIND, BRAIN, AND EDUCATION: AN INTRODUCTION TO THE EMERGING FIELD OF BRAIN-BASED TEACHING" FERRERAS, D.C. ORAL PRESENTATION FOR HONORS DAY, BIRMINGHAM SOUTHERN COLLEGE, BIRMINGHAM, AL. ADVISOR: DR. AMELIA SPENCER.

Appendix 20

Kelly A Diggs-Andrews	
0 Years	Labor Category Subcontractor
Total Years' Experience	Security Clearance
15 Years	
Education	
Alabama State University, Montgomery, AL - <i>Bachelor of Science, Biology (BS), 2005</i>	
Washington University in St. Louis, St. Louis, MO – <i>Doctor of Philosophy, Biology and Biomedical Sciences (PhD), 2010</i>	
Washington University in St. Louis, St. Louis, MO – <i>Postdoctoral Fellow, Cancer Biology and Neuroscience, 2010</i>	
Summary of Qualifications	
<p>Dr. Diggs-Andrews is the Founder and CEO of Diggs-Andrews Consulting LLC. She is a proficient research scientist and science advocate with extensive experience planning, developing, and executing outcome-oriented, high-impact programs for STEM and diversity initiatives. She is an interdisciplinary, collaborative leader who can readily adapt to individual, micro, and macro-based team projects, which is highlighted by her work with diverse key stakeholders both “at the bench” and “in the field.” Her core competencies include program development/management, public speaking, facilitation, and scientific research, analysis (quantitative and qualitative methodologies), and reporting.</p> <p>Dr. Diggs-Andrews has authored numerous peer-reviewed publications, editorials, and technical reports. She has expertise in developing diversity-focused program interventions, including experience in quantitative program assessments, longitudinal tracking, and reporting to funding agencies. She is also an award-winning speaker, trained coach, and facilitator, and is a member of the Socially Responsible Coaching Alliance. Her background includes: (1) founding and leadership of science outreach and communication company, Diggs-Andrews Consulting, LLC, (2) implementation of faculty development programs to support scientific collaboration and to broaden participation in STEM, and (3) creation and administration of federally-supported research fellowships, travel awards, and planning grants for early-career research scientists and undergraduate faculty. A summary of her employment history tailored to relevant requirements is provided below:</p>	
Employment History	
2016 – Present – Founder/CEO, Diggs-Andrews Consulting, LLC	
Is sole proprietor of consulting and media company that provides consultation, curricular development, facilitated workshops, leadership training, and outreach services in the following areas: STEM, science education, communication, diversity, professional development, and related fields. Key services/efforts include: leading 100+ in-person and virtual professional development workshops related to improving mentor-mentee relationships across STEM disciplines for universities, federal agencies, and medical institutes. Improving science communication skills of research scientists through grantsmanship workshops and reviewing/editing of scientific manuscripts, grants, and proposals. Creation of Science on a Dime™, a science outreach program intended for elementary-aged scientists	
2016 – Present – Senior Master Facilitator, Center for the Improvement of Mentored Experiences in Research	
Provides consulting services, curricular development, and professional development training to research scientists, graduate students, and industry leaders related to best practices to improve effective mentoring relationship. In partnership with the University of Wisconsin-Madison. Curricular expertise include: <i>Entering Mentoring, Entering Research</i> , and <i>Facilitating Entering Mentoring</i>	
2014 – Present – Senior Master Facilitator, National Research Mentoring Network	
Develops and delivers evidence-based mentor training workshops with a focus on culturally responsive mentorship in biological, biomedical, and clinical sciences, including the National Institutes of Health (NIH)-funded Culturally Aware Mentoring (CAM) study. Currently, I serve as one of four core lead facilitator for the study’s nationwide randomized control trial (NIH U01GM132372; Byars-Winston PI), which is a large-scale, multi-year research study to assess the efficacy and impact of a diversity intervention to improve mentoring of underrepresented students and access to STEM fields.	

2014 – 2017 – Education and Mentoring Fellow, American Society for Microbiology

Spearheaded and managed ASM's \$1M National Science Foundation-funded national structured-mentoring initiatives to facilitate partnerships, collaborations, and broaden participation among faculty researchers at undergraduate, minority-serving, and research-intensive institutions, including the design and execution of 20+ professional development workshops and networking events at ASM's annual scientific meetings. Developed and executed professional development online courses for scientific researchers (on topics including diversity and inclusion, mentoring, networking, pedagogy, and grant writing) using the Adobe Connect platform. Created/managed database of STEM diversity stakeholders and quadrupled membership in 12 months. Created travel fellowship and seed grant programs for early-career research faculty, including selection, award administration, and tracking/reporting. Identified, recruited, and prepared content experts for program-sponsored speaking engagements. Served as lead facilitator and speaker in faculty development workshops and conference plenaries. Established and managed strategic partnerships with STEM leaders and mentoring exemplars.

Examples of experience and qualification relevant to the Diversity, Equity, and Inclusion

Experience with development and implementation of diversity interventions, including design, recruitment, data collection, statistical analyses.

Throughout her career, Dr. Diggs-Andrews has designed, conducted, and analyzed a wide variety of diversity interventions for a host of organizations, agencies, and universities. For example,

- In partnership with the National Research Mentoring Network (NRMN), key involvement in the implementation of a large-scale, multi-year research study to assess the efficacy and impact of targeted diversity intervention to improve mentoring of underrepresented students and access to STEM fields. The study findings will be used to inform the strategic priorities of federally funded research investigators.
- For the American Society for Microbiology (ASM), conducting a needs assessment survey of the society members and subsequent development of diversity-focused curricula and training to support mentors of underrepresented students and increase awareness and responsiveness of addressing equity and inclusion within the mentoring relationship.

Experience and qualifications as Diversity Consultant.

Dr. Diggs-Andrews serves in a role as consultant for many universities, agencies, and organizations, providing expertise to key leaders and stakeholders. In this capacity, Dr. Diggs-Andrews provides her clients with practical, data-based, and scientifically-grounded consults that are designed to improve the methodological rigor of the projects under study as well as amplify the key points and implications of the results. Examples include the following:

- For the Central Intelligence Agency (CIA), advised on best practices in mentorship, strategies to integrate peer-reviewed approaches into an existing mentoring program, and adapting the *Entering Mentoring* diversity curriculum for a non-research organization.
- For the Scripps Institution of Oceanography, am advising on development and implementation of a culturally aware mentoring framework for a diversity pilot program funded by the Office of Naval Research (ONR)

Certifications

- Virginia SWaM (DBE/MBE/WBE/Micro 722801)
- SCH (M/WBE 20000791)
- SBA (EDWOSB)

History of Industry and Peer Review Publications: (a partial list of Dr. Diggs-Andrews' most recent (since 2016) and relevant publications and presentations as it relates to the RFP is listed below):

Diggs-Andrews, K.A., Mayer, D.C.G., & Riggs, B. (2021). Introduction to mentorship for early-career research scientists. *BMC Proceedings* 15, 7.

Diggs-Andrews, K.A. (2021). Digging Deeper, Doing Better: The Science of Effective and Inclusive Mentoring in STEM. Presented at the *National Organization of Research Development Professionals Conference*.

Diggs-Andrews, K.A. (2020). The Petri Dish featuring Dr. Kelly Diggs-Andrews. Podcast hosted by Washington University in St. Louis School of Medicine.

Diggs-Andrews, K.A. (2019). The Need for Culturally Aware Mentoring. Presented at Indiana University Purdue University Indianapolis.

Diggs-Andrews, K.A. (2019). Mentor Development for the Health Sciences. Presented at the 2019 *International*

Mentoring Association Conference.

- Diggs-Andrews, K. A. (2019). Optimizing Research Mentoring Relationships. Presented at the 2019 *Mentorship Academy* at Virginia Commonwealth University.
- Diggs-Andrews, K.A. (2018). Culturally Aware Mentorship. Presented at the Michigan Institute for Clinical and Health Research.
- Diggs-Andrews, K.A. & Lee, S. (2018). Enhancing Effective Mentorship: Discussion of Evidence-Based Mentoring Practices. Presented at the *Mentoring at Critical Transitions Symposium* at the University of California Davis.
- Diggs-Andrews, K. A. (2017). Ocean Discovery Institute Mentee Training. *Ocean Discovery Institute*.
- Diggs-Andrews, K.A. & Chang, A.L. (2016). Undergraduate Faculty Research Initiative Fellowship: Networking and Research to Improve Faculty Research Capacity at Predominately Undergraduate Institutions. Presented at the 8th Conference on *Understanding Interventions that Broaden Participation in Science Careers*.



ADDENDUM 1
V211-22-054

314 Smith Hall Lexington, VA 24450
Phone: 540-464-7323 Fax: 540-464-7669

Project: *Diversity, Equity, and Inclusion (DEI) Consultation and Training*

Date/Time: 6 December 2021, 4:45 PM

To: *Prospective Offerors*

This Addendum forms a part of the Contract Documents and modifies, corrects or supplements the original Request for Proposal dated 30 November 2021.


Proposal Schedule:

The closing date and time for this proposal has been changed to Thursday 16 December 2021 at 2:00 PM EST.

Understanding of Requirements: Questions submitted and answered by the date and time of this addendum are attached.

State Corporation Commission Form: This required form was omitted from the original RFP posting. It has been added to the RFP document and is also provided as an attachment.

Submitted by:


MAJ Lynn W. Carmack
Assistant Director of Procurement Services
540-464-7223
carmacklw@vmi.edu

I have received this addendum:



Robert Morris
Center for Applied
Innovation, LLC



RFP V211-22-054: Responses to Questions

1. **General-HISTORICAL DATA & USAGE:** 1) Has the Chief Diversity Officer; the Office of Diversity Equity and Inclusion or any other entity investigated, collected data or conducted research with regards to diversity and VMI's current training/consulting needs; Yes. 2) Has any effort or attempts been made or initiated to develop a plan/strategy, training/consulting? Yes. 3) If yes, regarding any of the above, will the Offeror be able to use the results for educational purposes to assist in the development of trainings, assessments and plans and/or leverage the knowledge from the individuals who conducted the research? Yes.
2. **General:** Are any assessments needed for VMI's external community **No.**
3. **General-** What VMI resources and Points of Contact (POCs) (i.e., Personnel, Departments, etc.) will be available during the Period of Performance (POP) to the Training and Consulting Teams? **The Office of Diversity, Equity & Inclusion.**
4. Who will the training be provided for; how many groups/people in need of training represent the VMI community? **Employees. Groups will be determined based on the type of training, amount of available trainers.**
5. Assessments: What results is VMI looking for in regards to the needs for training? **Recognize that achieving cultural competence requires humility and a commitment to lifelong learning. Understand and respect the intersecting identities, customs, traditions, and cultural norms within the local community, nationally, and abroad. Awareness of the assumptions and biases I hold about people of different cultures than one's own. Engage with others to gain a broader perspective of the social environments of their lives.**
6. How often are assessments needed and would the Proposer have to provide reports. What would the testing requirements be? **There should be at least one assessment of the training with a report provided.**
7. Would you qualify what providing "support" means as it relates "strategic plans at the institutional level" & "Strategic work of the Chief Diversity Officer (CDO)? **Help in identifying best approach for implementing "strategic plan at the institutional level." Help in identifying ways to contend with implicit bias. Provide CDO with ways to process the challenges of working on DE&I at a strategic level.**
8. Would you qualify the type of support and effort needed in the requirement of "...The organization should provide accountability and support within the ranks of Institute Executives?" **Accountability means that the organization will track and follow-up with Institute Executives to assure consultant/trainers directives are completed. And in reference to "should directives," are these mandated requirements like the requirements "shall" and "will". Yes, should directives are mandated like the requirements "shall" and "will."**
9. What location will the support, consultation and Needs take place? **Support and consultation maybe provided on post or via phone, virtual, or electronic communication. Will all trainings need to be provided on post? All trainings provided on post unless otherwise noted.**
10. Are there any personnel security requirements/clearances needed? **A background check facilitated by the VMI Human Resources Dept.**
11. Will we be required to provide Consultants with a military background? **Some consultants should have an intimate understanding and, or experience with the military.**
12. Is there any limitations on the type of training material (e.g., digitization). **Materials should be accessible upon request.**
13. What are VMI's overall Inclusive Excellence Plan goals and objectives as it relates to demographics and the measurement of success? **The overall Inclusive Excellence Plan is outlined below;**

Goal: Access and Success- Achieve and maintain a more diverse and inclusive student body, faculty, staff, and administration by achieving increased student enrollment from historically underrepresented and underserved populations, and increasing retention and academic success of historically underrepresented and underserved undergraduate students. Additionally recruit and retain a diverse faculty and staff.

Measurements of Success:

- Enrollment numbers for gateway program participants
- Yield rate for admitted first-time college and transfer students
- Financial assistance funding
- Participation rates in academic support programs
- First to second year retention rates
- Second to third year retention rates
- Results of program evaluation/assessments
- Faculty and staff headcount and percentages.
- Managerial and executive staff counts and percentages
- Retention rates for faculty and staff
- Tenure and promotion rates
- Review of dashboard
- Leadership development participation for faculty and staff.

Goal: Climate and Intergroup Relations-Create and sustain an organizational environment that affirms and respects diversity and employs inclusive practices throughout its daily operations.

Measurements of Success:

- Perceptions of climate for diversity and inclusion as measured by climate survey and other sources of information
- Using climate surveys and evaluations, measure awareness and understanding of Institute resources related to harassment, discrimination, and identity-based violence.
- Results of program evaluations designed to facilitate intergroup dialogue and trust
- Using national benchmarking, triangulate institutional results

Goal: Education and Scholarship-Engage students, faculty, staff, alumni, and the community in learning varied perspectives of domestic and international diversity, equity, inclusion, and social justice. Create and sustain an organizational environment that affirms and respects diversity and employs inclusive practices throughout its daily operations. Additionally increase the cultural competencies of faculty and staff

Measurements of Success:

- Participation by faculty and staff in professional development programs related to curricular transformation, in support of diversity, equity and inclusion
- Cadet participation in co-curricular opportunities tied to Inclusive Excellence

Research output related to DE&I topics

Evaluation of programs related to inclusive teaching

Self-reported improvement in knowledge and skill related to teaching and curricular development

Level of participation in professional development opportunities

Self-reported growth in awareness and competencies

Faculty assessment of diversity-related learning goals

Goal: Organizational Culture and Accountability-Create and sustain an institutional infrastructure that effectively supports progress and accountability in achieving DE&I goals, while creating a culture of evaluation and continuous improvement for administrators and senior leaders.

Measurements of Success:

Documented processes for reporting progress towards the DE&I goals established in the Inclusive Excellence framework

Evidence of DE&I integration in the post (campus) wide and unit-level operations plans

Report on where the use of shared resources and dispersion of best practices have been implemented

Number of formal cross-post collaborations

Documentation of reporting processes

Work groups dedicated to analyzing disaggregated data related to DE&I.

Number of policies and processes evaluated and redesigned using an equity lens

Funding support for DEI initiatives from fundraising efforts

Increased initiatives aimed at women and multicultural alumni cultivation

Goal: Community Engagement -Leverage institutional philanthropy and community partnerships to create collective impact with other community organizations.

Measurements of Success:

Number and type of partnerships

Demonstrated impact of partnerships on community outcomes

14. Are you looking for a proposed project schedule? **Yes**

15. Who is contractor expected to provide coaching for other than executives and the Board of Visitors?

Primarily institute executives and Board of Visitors, with limited coaching for Inclusive Excellence Committee, and DE&I advocates and allies. What are the general expectations of coaching for the executives and Board of Visitors? Coaching for DE&I strategies, policies, and programs. Coaching to confront bias and coaching for underrepresented executives (How often, session duration, number of sessions, issues addressed during the coaching

sessions) On an as needed basis to assist with accomplishing the goals of the Inclusive Excellence plan as outlined in question #13.

16. What previous Diversity, Equity and Inclusion (DEI) training or related initiatives have been conducted? None as it relates to this project.
17. Does every DEI consultant participating on this effort need to have a prior military background assuming they understand military and cultural underpinnings of the VMI environment? No, but some consultants should have an intimate understanding and/or experience with the military.
18. In addition to the executives and the Board of Visitors, who else on the VMI staff will be the contractor be required to train? (Staff?) Yes, faculty, staff and cadets.
19. Will you be the only Point of Contact - All contact will be through Procurement Services. MAJ Carmack will be the primary point of contact with backup from COL Tomlin.
20. When do you anticipate the bidder question addendum to be posted? As soon as possible once all answers are available.
21. Due to the question submission deadline being Saturday (10 days prior to close date), will you be offering the option to submit additional questions on the following business day, Monday? Questions will currently be accepted through Monday, 6 December 2021. However, the content of received questions could affect the timeline of the solicitation and require the due date to be extended.
22. How many months is the Base Year? The base year will be from the date of award through 30 June 2023, but cannot exceed 18 months due to the current time line.
23. Will all of the Attachments/Forms need to be provided in separate documents. We understand the pricing document needs separate. The price proposal is the only document that needs to be submitted separately. All others should be included in the proposal packet.
24. What are the anticipated dates for: Decision and selection of Contractor? ; Notice of intent to award publication?; and 3) Authorization to proceed to the successful offeror? The decision and selection of contractor will occur as soon as possible following the close of the solicitation, but allowing for thorough evaluation and scoring. The award and authorization to proceed would be posted to eVA at that time and a formal contract issued to the selected contractor.
25. What is your anticipated award date? As soon as possible following the close of the solicitation but allowing for thorough evaluation and scoring.
26. If there is voluntary contract (cooperative procurement) participation, will all of the terms and conditions apply to any affiliate contract? For example: the inability for the contractor to initiate the negotiations of liability costs with the affiliate? The general terms and conditions of the contract would apply to any agency utilizing the contract.
27. Does our proposal have to include past experience utilizing SWaM with VMI? SWaM Experience could include any previous contract and is not limited to past experience with VMI.
28. Other than the bid format parameters already mentioned in section V.I.2, and understanding "emphasis...placed on completeness and clarity", are there any other formatting guidelines (e.g., graphics, font, size, etc.?) No. There are no additional formatting guidelines or format parameters other than what is specified.
29. Are you allowing this bid to be submitted electronically and does the Four (4) copy requirement apply if so? All proposals are to be submitted in hard copy form. VMI does not currently accept electronic responses to RFP's, and due to the change to the required Virginia electronic procurement portal, electronic responses aren't available for this

solicitation.

30. If a Prime Contractor is submitting one proposal as a joint effort/Teaming agreement, do both Organizations/Businesses have to provide a subcontractor plan or will one suffice? One subcontracting plan will suffice; however, it should be submitted by the Prime Contractor who will be signing the contract document and receiving payment for the services.
31. Will there be any COVID restrictions and legal terms and conditions? Physical COVID restrictions will follow the CDC and Virginia guidelines that are in place during the contract period at the time services are scheduled. Legal Terms and Conditions may be added to the contract based on the services included in the final contract.
32. What pricing structure are you looking for in the price schedule (e.g., FFP, LS, T&M, etc.?) and What type of contract will this be? Waiting on verification for meaning on FFP, LS & T&M.
33. Is there a budget set-aside for this project? **There is a budget for this project and pricing is one of the scoring criteria, but this is an RFP and not a price-based award. All proposal pricing should be based on what the vendor considers to be their best price for the services they are providing. Budget figures are not available for any contractors to review.**
34. Please confirm if this response is a small business set-aside. **No, this is not a small business set-aside. All capable vendors are welcome to respond, but we do encourage a SWaM subcontracting plan if possible for non-certified vendors.**
35. Please provide clarification on what should be listed in the "Lost Accounts" section. **Lost accounts would include any former clients that terminated your services during the contract period or that chose not to renew.**
36. Please confirm if each paragraph in the proposal should reference the applicable RFP section or if an aligned section header for each response requirement will suffice. **An aligned section header for each requirement will suffice.**
37. Please confirm if FedEx delivery of the hard copy submission is acceptable. **FedEx deliver of the hard copy submission is acceptable. Please note that VMI is not in a guaranteed delivery zone. Or would it be possible to submit electronically. VMI does not currently accept electronic proposals.**
38. Please confirm if the COI form should be included in the separate Price Volume or if it should be included with the rest of the content in the Technical volume. **The COI form may be included in the Technical volume.**
39. Attachment A is requested to be included in the Technical Volume of the response but that is the form to submit questions. Please confirm if that was stated in error and that Attachment C should be included in the response to meet the "Offeror Data Sheet" requirement. **The correct attachment is Attachment C.**
40. The first referenced section of the RFP requires min. of 3 references and the Attachment D form requires a min. of 4 references. Please confirm the number of references that should be presented in the response. **A minimum of three (3) references should be provided. Attachment D will be updated.**
41. Please confirm if there is a required format for pricing. If there is a required format, please send. **The vendor should provide their pricing according to their standard format. VMI is not requiring a specific pricing structure.**
42. Please confirm if the hard copy submission includes 1 original and 5 copies of the Technical Volume and 1 original and 5 copies of the Price Volume – resulting in 12 hard copies. **The hard copy submission includes 1 original and 5 copies of the Technical Volume. One (1) copy of the price proposal will be sufficient.**
43. The SCC form mentioned was not provided. Please provide. **The SCC form is included with this addendum and was uploaded to the Solicitation as a separate document.**

Annex 6-J

State Corporation Commission Form

Virginia State Corporation Commission (SCC) registration information. The bidder:

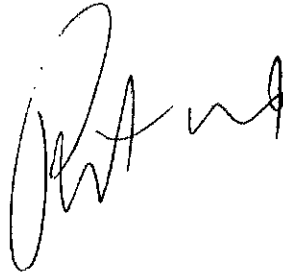
is a corporation or other business entity with the following SCC identification number: S358286-5 -OR-

is not a corporation, limited liability company, limited partnership, registered limited liability partnership, or business trust -OR-

is an out-of-state business entity that does not regularly and continuously maintain as part of its ordinary and customary business any employees, agents, offices, facilities, or inventories in Virginia (not counting any employees or agents in Virginia who merely solicit orders that require acceptance outside Virginia before they become contracts, and not counting any incidental presence of the bidder in Virginia that is needed in order to assemble, maintain, and repair goods in accordance with the contracts by which such goods were sold and shipped into Virginia from bidder's out-of-state location) -OR-

is an out-of-state business entity that is including with this bid an opinion of legal counsel which accurately and completely discloses the undersigned bidder's current contacts with Virginia and describes why those contacts do not constitute the transaction of business in Virginia within the meaning of § 13.1-757 or other similar provisions in Titles 13.1 or 50 of the Code of Virginia.

****NOTE**** >> Check the following box if you have not completed any of the foregoing options but currently have pending before the SCC an application for authority to transact business in the Commonwealth of Virginia and wish to be considered for a waiver to allow you to submit the SCC identification number after the due date for bids (the Commonwealth reserves the right to determine in its sole discretion whether to allow such waiver):

A handwritten signature in black ink, appearing to be "John A. Smith", is written over the bottom checkbox area.



ADDENDUM 2 V211-22-054

314 Smith Hall Lexington, VA 24450
Phone: 540-464-7323 Fax: 540-464-7669

Project: *Diversity, Equity, and Inclusion (DEI) Consultation and Training*

Date/Time: *7 December 2021*

To: *Prospective Offerors*

This Addendum forms a part of the Contract Documents and modifies, corrects or supplements the original Request for Proposal dated 30 November 2021.

Understanding of Requirements Questions and Answers:

- Q. What are the general expectations of coaching for the executives and Board of Visitors? (How often, session duration, number of sessions, issues addressed during the coaching sessions)
- A. ***The general expectations of coaching for the executives and Board of Visitors would be DE&I strategies, policies, and programs. Coaching to confront bias and coaching for underrepresented executives. Coaching is on an as needed basis to assist with accomplishing the goals of the Inclusive Excellence plan as outlined in question #13.***
- Q. Should course pricing be provided?
- A. ***No, course pricing isn't needed for the RFP review.***
- Q. What pricing structure are you looking for in the price schedule (e.g., FFP, LS, T&M etc.)?
- A. ***VMI isn't requiring a specific price structure. The vendor should submit pricing according to the structure that best fits their methodology to provide the requested services.***
- Q. What type of contract will this be?
- A. ***This will be a term contract with the first term to expire on 30 June 2023 and with four (4) optional one-year renewals.***
- Q. With such a short suspense date for submission and the upcoming holidays causing delays in delivery times, is hand-delivery of the proposal an option?
- A. ***Yes, proposals may be hand delivered to Procurement Services between 8 – 4:30 PM Monday-Friday up until the proposal closing time of 2:00 PM, 16 December 2021. The address is 330 VMI Parade, 314 Smith Hall, Lexington VA 24450.***

I have read and received this Addendum:

Robert Morris
Center for Applied Innovation, LLC

Submitted by: MAJ Lynn W. Carmack
Assistant Director of Procurement Services
540-464-7223
carmacklw@vmi.edu

Annex 6-J

State Corporation Commission Form

Virginia State Corporation Commission (SCC) registration information. The bidder:

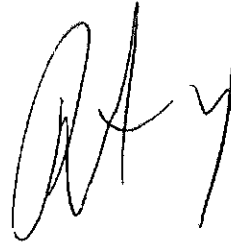
is a corporation or other business entity with the following SCC identification number: S358286-5 -OR-

is not a corporation, limited liability company, limited partnership, registered limited liability partnership, or business trust -OR-

is an out-of-state business entity that does not regularly and continuously maintain as part of its ordinary and customary business any employees, agents, offices, facilities, or inventories in Virginia (not counting any employees or agents in Virginia who merely solicit orders that require acceptance outside Virginia before they become contracts, and not counting any incidental presence of the bidder in Virginia that is needed in order to assemble, maintain, and repair goods in accordance with the contracts by which such goods were sold and shipped into Virginia from bidder's out-of-state location) -OR-

is an out-of-state business entity that is including with this bid an opinion of legal counsel which accurately and completely discloses the undersigned bidder's current contacts with Virginia and describes why those contacts do not constitute the transaction of business in Virginia within the meaning of § 13.1-757 or other similar provisions in Titles 13.1 or 50 of the Code of Virginia.

****NOTE**** >> Check the following box if you have not completed any of the foregoing options but currently have pending before the SCC an application for authority to transact business in the Commonwealth of Virginia and wish to be considered for a waiver to allow you to submit the SCC identification number after the due date for bids (the Commonwealth reserves the right to determine in its sole discretion whether to allow such waiver):

A handwritten signature in black ink, appearing to be 'A. Y.', is written over the bottom checkbox area.

UNDERSTANDING OF REQUIREMENTS

OFFEROR: Center for Applied Innovation, LLC

RFP#: RFP #V211-22-054

Date: 15 December 2021

The following question concerns specifications, Section (number) Not Applicable

Paragraph _____, page _____.

The CAI has no concerns with the RFP

All responses to questions will be made by Addendum and posted to www.eVA.virginia.gov
Questions not submitted on this form WILL NOT BE ANSWERED.

Questions Submitted by: Robert C. Morris
NAME
Center for Applied Innovation, LLC
ORGANIZATION
(757) 869-6770
PHONE
BobM@caihq.com
EMAIL

E-Mail to: carmacklw@vmi.edu, MAJ Lynn W. Carmack

Note: To demonstrate the full capabilities of our team, References for the Prime and all subcontractors are provided.

ATTACHMENT B

RFP V211-22-054

CONFLICT OF INTEREST STATEMENT

Ensure that the solicitation is thoroughly read and completed. Complete, sign and return the information requested below with your proposal. FAILURE TO FURNISH THIS DATA MAY RESULT IN REJECTING YOUR PROPOSAL.

NAME: Center for Applied Innovation, LLC

ADDRESS: 214 Te Rebonne Road

CITY/STATE: Yorktown, Virginia 23692

TELEPHONE NUMBER: (757) 869-6770

FEDERAL ID NUMBER (FIN): 45-0698414

THE ABOVE FIRM IS: (CHECK, AS APPLICABLE)

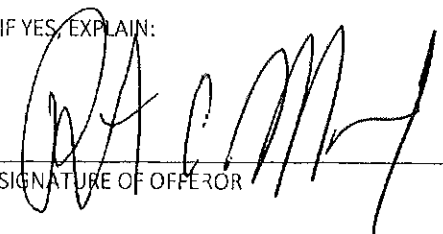
- SMALL BUSINESS
- WOMAN-OWNED BUSINESS
- MINORITY-OWNED BUSINESS(SWaM)
- SHELTERED WORKSHOP
- INDIVIDUAL BUSINESS
- SOLE PROPRIETORSHIP
- PARTNERSHIP
- CORPORATION

NOTE: VA and U.S Department of Veterans Affairs as well as SWaM certified Service-Disabled Veteran-Owned Small Business.

RELATIONSHIP WITH THE COLLEGE OF VIRGINIA:

IS ANY MEMBER OF THE FIRM AN EMPLOYEE OF THE COMMONWEALTH OF VIRGINIA WHO HAS A PERSONAL INTEREST IN THIS CONTRACT PURSUANT TO THE CODE OF VIRGINIA, SECTION 2.1-639.1-639.24? YES NO

IF YES, EXPLAIN:



15 December 2021

SIGNATURE OF OFFEROR

DATE

Please tell us how you received this solicitation:

- It was mailed to you directly.
- You requested a copy through the Virginia Business Opportunities.
- You obtained a copy from the Virginia Department of Minority Business Enterprise.
- Other (please specify) _____

RETURN OF THIS PAGE IS REQUIRED

Note: To demonstrate the full capabilities of our team, References for the Prime and all subcontractors are provided.

ATTACHMENT C

V211-22-054

CONTRACTOR DATA SHEET

QUALIFICATIONS OF OFFEROR: Offerors must have the capability and capacity in all respects to fully satisfy the contractual requirement.

Indicate the length of time you have been in business providing this type of service. 12 Years
4 Months

Provide a list of current references, either college, Educational Institutions, and/or other companies that your firm is servicing. Include the length of service, dollar volume, year contract was entered into, and the name and address of the person the State has your permission to contact. Such listing shall be comprehensive of your firm's customer base and can be formatted as follows:

CURRENT ACCOUNTS:

	Account Name, Address & Phone #	Length of Service	\$ Volume/Year
For CAI	Partners International Foundation, 41 Cedar Hill Road Newtown, CT Tel. (703) 463-6736	10 Years	Equivolent of \$80,000 in donated services
For CAI	Arlington County Virginia, 1400 N Uhle St Suite 300, Arlington, VA (703) 228- 3407	1 Year	\$100,000+ prev. year
or Diggs-ndrews	U of WI-Madison, WI. Ctr for Ed Research, 1025 W. Johnson St. Madison, WI (608) 265-2419	6 Years	\$100,000
or Diggs-ndrews	WVU Health Sciences Center, I Medical Center Drive #1000, Morgantown WV (304) 293-8044		

Many of the CAI Customers are Government Agencies or work with government agencies to include secure environment contracts and do not allow their cost data to be provided in public documents. These current clients can be contacted to request permission to release information through Federal Channels if required.

LOST ACCOUNTS:

Account Name, Address & Phone # Length of Service \$ Volume/Year

Based on the definition of "Lost accounts" in the Q&A that said accounts "would include any former clients that terminated your services during the contract period or that chose not to renew," neither CAI nor any of its team members have any lost accounts

Note: To demonstrate the full capabilities of our team, References for the Prime and all subcontractors are provided.

ATTACHMENT D

RFP# V211-22-054

REFERENCES

Please list at least three references for whom you have performed each applicable category of service specified herein and within the past five years.

CLIENT: Partners International Foundation (For Prime Contractor Center for Applied Innovation, LLC)

ADDRESS: 41 Cedar Hill Road Newtown, Connecticut 06470

CONTACT PERSON/PHONE#: Deb Hansen (703) 463-6736 email: debora.hansen57@gmail.com

APPROXIMATE DOLLAR VOLUME PER YEAR: Value of inkind support to the 501c3 is etc. \$75,000

PROJECTS/DATES/DESCRIPTION: Strategic planning, surveys and analysis, training on over 450 course options. Through the organization this is available to veterans and first responders. Includes DEI and leadership training to include Executive Level leadership. National and International shaped by culture awareness activities.

CLIENT: Management Analysis Technologies, Inc. For Prime Contractor CAI

ADDRESS: 30 Town and Country Dr Suite 105, Fredericksburg, VA 22405

CONTACT PERSON/PHONE#: Bobby J. Thonburg/ (540) 720-4644

APPROXIMATE DOLLAR VOLUME PER YEAR: Last subcontract (\$81,277.60); Annual current contract: est. \$25,000.00

PROJECTS/DATES/DESCRIPTION: Information and Facilities Security service for Government clearances and contract; surveys and analysis; process improvement and Six sigma; advises on training recommendations from various studies as a subcontractor.

CLIENT: National Research Mentoring Network (NRMN)

ADDRESS: WI Center for Education Research, 1025 W Johnson St, Madison WI 53706

CONTACT PERSON/PHONE#: Ellyssa Eiring, 608-890-4376

APPROXIMATE DOLLAR VOLUME PER YEAR: \$25,000

PROJECTS/DATES/DESCRIPTION: Culturally Aware Mentoring (CAM) study-October 2020 to May 2022-implementation and facilitation of diversity intervention research study using synchronous and asynchronous online modalities for approximately 600 participants

Please use a separate sheet of paper for additional references.

Note: To demonstrate the full capabilities of our team, References for the Prime and all subcontractors are provided.

ATTACHMENT D

RFP# V211-22-054

REFERENCES

Please list at least three references for whom you have performed each applicable category of service specified herein and within the past five years.

CLIENT: Center for the Improvement for Mentored Experiences in Research (CIMER)

ADDRESS: WI Center for Education Research, 1025 W Johnson St, Madison WI 53706

CONTACT PERSON/PHONE#: Leah Nell Adams, 608-265-2419

APPROXIMATE DOLLAR VOLUME PER YEAR: \$84,000

PROJECTS/DATES/DESCRIPTION: Research Mentor Training-Sept 1 2016 to August 31 2022-development and facilitation of professional mentoring training workshops and to provide instructional services for both mentors and mentees with a focus on cultural diversity in STEMM (Science, Technology, Engineering, Mathematics, and Medicine) fields of research

CLIENT: West Virginia University Health Sciences Center

ADDRESS: 1 Medical Center Drive #1000, Morgantown WV 26506

CONTACT PERSON/PHONE#: Dr. Julie Lockman, 304-293-8044

APPROXIMATE DOLLAR VOLUME PER YEAR: \$10,000

PROJECTS/DATES/DESCRIPTION: Culturally Competent Mentoring Workshops-October 11 2021 to March 11 2022-development and delivery of virtual diversity faculty development workshop (topics including mentoring best practices, bias, microaggressions, stereotype threat) for basic scientists

CLIENT:

ADDRESS:

CONTACT PERSON/PHONE#:

APPROXIMATE DOLLAR VOLUME PER YEAR:

PROJECTS/DATES/DESCRIPTION:

Please use a separate sheet of paper for additional references.

ATTACHEMENT E:
SWaM (Small, Woman- and/or Minority-Owned Business Certification)

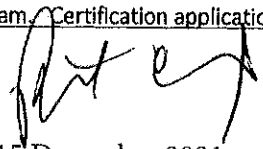
Small Business: "Small business " means an independently owned and operated business which, together with affiliates, has 250 or fewer employees, or average annual gross receipts of \$10 million or less averaged over the previous three years. Note: This shall not exclude SBSD-certified women- and minority-owned businesses when they have received SBSD small business certification.

Women-Owned Business: Women-owned business means a business concern that is at least 51% owned by one or more women who are citizens of the United States or non-citizens who are in full compliance with United States immigration law, or in the case of a corporation, partnership or limited liability company or other entity, at least 51% of the equity ownership interest is owned by one or more women who are citizens of the United States or non-citizens who are in full compliance with United States immigration law, and both the management and daily business operations are controlled by one or more women who are citizens of the United States or non-citizens who are in full compliance with the United States immigration law.

Minority-Owned Business: Minority-owned business means a business concern that is at least 51% owned by one or more minority individuals or in the case of a corporation, partnership or limited liability company or other entity, at least 51% of the equity ownership interest in the corporation, partnership, or limited liability company or other entity is owned by one or more minority individuals and both the management and daily business operations are controlled by one or more minority individuals.

All small businesses must be certified by the Commonwealth of Virginia Department of Small Business and Supplier Diversity (SBSD) by the due date of the solicitation to participate in the SWaM program. Certification applications are available online at www.sbsd.virginia.gov.

Offeror Name: Center for Applied Innovation, LLC



Preparer Name: Robert Morris

Date: 15 December 2021

Instructions

- A. Businesses certified by the Department of Small Business and Supplier Diversity (SBSD) as a small business must complete Section A of this form.

Section A

CERTIFICATION TYPE (check only one below):

Small Business

Small and Women-owned Business

Small and Minority-owned Business

Certification number: 692830 Certification Date: 06-20-2018

Expiration Date: 06-20-2023

NOTE: It is your responsibility to ensure that your certification is renewed and does not lapse. Should your certification expire, you will no longer be eligible to receive awards under this contract.

ATTACHMENT F
Small Business Subcontracting Plan

Definitions

Small Business: "Small business" means an independently owned and operated business which, together with affiliates, has 250 or fewer employees, or average annual gross receipts of \$10 million or less averaged over the previous three years. Note: This shall not exclude SBSD-certified women- and minority-owned businesses when they have received SBSD small business certification.

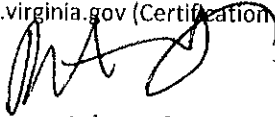
Women-Owned Business: Women-owned business means a business concern that is at least 51% owned by one or more women who are citizens of the United States or non-citizens who are in full compliance with United States immigration law, or in the case of a corporation, partnership or limited liability company or other entity, at least 51% of the equity ownership interest is owned by one or more women who are citizens of the United States or non-citizens who are in full compliance with United States immigration law, and both the management and daily business operations are controlled by one or more women who are citizens of the United States or non-citizens who are in full compliance with the United States immigration law.

Minority-Owned Business: Minority-owned business means a business concern that is at least 51% owned by one or more minority individuals or in the case of a corporation, partnership or limited liability company or other entity, at least 51% of the equity ownership interest in the corporation, partnership, or limited liability company or other entity is owned by one or more minority individuals and both the management and daily business operations are controlled by one or more minority individuals.

All small businesses must be certified by the Commonwealth of Virginia, Department of Small Business and Supplier Diversity (SBSD) by the due date of the solicitation to participate in the SWAM program.

Certification applications are available through SBSD online at www.sbsd.virginia.gov (Certification Division).

Offeror Name: Center for Applied Innovation, LLC



Preparer Name: Robert Morris

Date: 15 december 2021

Instructions

- A. If you are certified by the Department of Small Business and Supplier Diversity (SBSD) as a small business, complete only Section A of this form. This shall not exclude SBSD-certified women-owned and minority-owned businesses when they have received SBSD small business certification.
- B. If you are not a SBSD-certified small business, complete Section B of this form. For the offeror to receive credit for the small business subcontracting plan evaluation criteria, the offeror shall identify the portions of the contract that will be subcontracted to SBSD-certified small business in this section. Points will be assigned based on each offeror's proposed subcontracting expenditures with SBSD-certified small businesses for the initial contract period as indicated in Section B in relation to the offeror's total price.

Section A

If your firm is certified by the Department of Small Business and Supplier Diversity (SBSD) check which certification below and provide your certification number and date received:

- Small Business
- Small and Women-owned Business
- Small and Minority-owned Business

Certification number: 692830 Certification Date: 06-20-2018

Section B

Populate the table below to show your firm's plans for utilization of SBSD-certified small businesses in the performance of this contract. This shall not exclude SBSD-certified women-owned and minority-owned businesses when they have received the SBSD small business certification. Include plans to utilize small businesses as part of joint ventures, partnerships, subcontractors, suppliers, etc.

B. Plans for Utilization of SBSD-Certified Small Businesses for this Procurement

Small Business Name & Address: SBSD Certificate #	Status if Small Business is also: Women (W), Minority (M)	Contact Person, Telephone & Email	Type of Goods and/or Services	Planned Involvement During Initial Period of the Contract	Planned Contract Dollars During Initial Period of the Contract
<p>The Center for Applied Innovation, LLC as Prime Contractor is a SWaM Microbusiness.</p>					
<p>In accordance with the Virginia Public Procurement act no subcontracting plan is required and the CAI is afforded the full 20 point value in scoring for this area.</p>					
Totals \$					

Annex 6-J

State Corporation Commission Form

Virginia State Corporation Commission (SCC) registration information. The bidder:

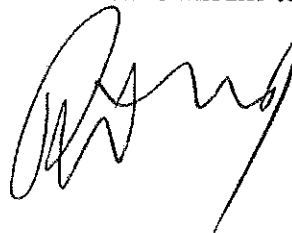
is a corporation or other business entity with the following SCC identification number: S358286-5 -OR-

is not a corporation, limited liability company, limited partnership, registered limited liability partnership, or business trust -OR-

is an out-of-state business entity that does not regularly and continuously maintain as part of its ordinary and customary business any employees, agents, offices, facilities, or inventories in Virginia (not counting any employees or agents in Virginia who merely solicit orders that require acceptance outside Virginia before they become contracts, and not counting any incidental presence of the bidder in Virginia that is needed in order to assemble, maintain, and repair goods in accordance with the contracts by which such goods were sold and shipped into Virginia from bidder's out-of-state location) -OR-

is an out-of-state business entity that is including with this bid an opinion of legal counsel which accurately and completely discloses the undersigned bidder's current contacts with Virginia and describes why those contacts do not constitute the transaction of business in Virginia within the meaning of § 13.1-757 or other similar provisions in Titles 13.1 or 50 of the Code of Virginia.

****NOTE**** >> Check the following box if you have not completed any of the foregoing options but currently have pending before the SCC an application for authority to transact business in the Commonwealth of Virginia and wish to be considered for a waiver to allow you to submit the SCC identification number after the due date for bids (the Commonwealth reserves the right to determine in its sole discretion whether to allow such waiver):

A handwritten signature in black ink, appearing to be a stylized name, located in the lower right quadrant of the page.

SECTION V- Proposed Cost (RFP VI, B., 6).

AS REQUIRED BY THE Q&A, COST AND PRICING IS PROVIDED UNDER A SEPARATE COVER

Whereas VMI did not provide a pricing template and left pricing completely to the discretion of the vendor, Team CAI proposes a standard hourly rate for all labor categories (LCAT) in the fully burdened rate provided at enclosure 1. This is the only feasible means to provide VMI a legitimate cost proposal without the required details needed for any offeror to calculate labor hours, ODCs and other level of effort factors required to complete the project. VMI did not clarify per an Addendum if the contract would be FFP, T&M or other approach in response to the Q&A and each of those would require different pricing approaches. CAI's approach is the most flexible for VMI.

CAI offers to negotiate the FFP hourly rates below in instances where full or part time office support will be provided to VMI or for large training events. This will allow CAI to further discount the overall cost on a per-project basis and provide VMI a cost-avoidance over paying hourly rates for these projects. This will result in direct cost savings and avoidances to VMI and other contract users.

TOs will be mutually negotiated, priced and agreed to for each task required under the project as they are with the majority of other VASCUPP contracts. LCATs, ODCs, etc. will be negotiated at that time when each TO will become Firm-Fixed Price (FFP). Team CAI, however is willing to work with VMI to award the contract as Time and Materials (T&M) during the pre-award negotiations if VMI desires.

Team CAI's price for this work included all deliverables in our proposal based on the assumptions below. Subject to refinement and clarification during any pre-award negotiations, these assumptions include:

1. CAI and all teaming partners developed labor rates based on company requirements and not to exceed CAI approved IDIQ rates, competitive with market surveys. The Firm Fixed Price burdened labor rates for the labor categories proposed are discounted from the CAI approved IDIQ ceiling rates.
2. CAI labor rates were developed based upon contractor site performance.
3. We realize and accept that any required changes will be negotiated at the time of TO development and agreement or modification.
4. CAI's proposal is based on the tasks and requirements contained in V211-22-054.
5. All work will be performed in accordance with V211-22-054. Should the scope of work change, decrease, or increase or should the VMI issue multiple awards against this requirement with a partial award to the CAI Team, we reserve the right to submit a revised proposal.
6. All labor categories are proposed as "Exempt" and are considered bonafide executive, administrative, or professional capacity, as those terms are defined in Part 541 of Title 29, Code of Federal Regulations.

7. Any delay in receiving access to VMI furnished data, information, personnel, and services (to include those identified in the technical proposal and the subsequently agreed upon CAI Work Plan and TOs) may result in a day-for-day slippage in the deliverables schedule and may require an equitable adjustment if not provided to the Team in a timely manner. We acknowledge that it is the VMI's position that all VMI and VMI furnished data, information, personnel, and services will be received timely, IAW the V211-22-054.

8. VMI representatives will confirm data availability and make recommendations for other data sources. CAI is the sole data collection and analysis agency. All collected data is the sole property of CAI until it has been authenticated, validated, and loaded onto the appropriate database and reported to VMI.


9. VMI and other Commonwealth of Virginia entities required will provide, at no cost, all facilities and equipment required by CAI to include support to engagements, training and related data collection.

10. No additional travel is required except to and from VMI. Travel and Per diem will be at the current Commonwealth of Virginia Rates. All travel, per diem and Other Direct Costs (ODC) will be approved by VMI prior to expenditure by CAI.

11. Labor rates proposed are fully burdened but do not include travel, per diem or ODCs.

12. Any handouts, materials or other expendable or non-expendable items not included in the contract at time of award are considered ODCs and will be negotiated for each TO.

13. VMI will provide all contract-related schedule changes to CAI not later than seven (7) working days prior to already scheduled dates. CAI will provide a statement back to VMI and VMI regarding impact (effect in terms of cost, outcome, etc.) of any proposed schedule changes.


Robert C Morris

CAI V211-22-05- Labor Category Pricing		
	On-Site	Off-Site
Labor Category	Hourly Rate	Hourly Rate
Administrative Manager	\$ 45.76	\$ 50.34
Administrative Specialist/Personnel Assistant	\$ 39.99	\$ 43.99
Administrative Staff Assistant	\$ 39.99	\$ 43.99
Administrative Staff Specialist	\$ 39.99	\$ 43.99
Administrative Staff Specialist Senior	\$ 48.99	\$ 53.89
Administrative Support	\$ 39.31	\$ 43.24
Analyst	\$ 49.15	\$ 54.07
Analyst, Junior	\$ 35.85	\$ 39.44
Analyst, Management	\$ 81.99	\$ 90.19
Analyst, Senior Level I	\$ 88.99	\$ 97.89
Analyst, Senior Level II	\$ 101.99	\$ 112.19
Analyst, Senior Level III	\$ 115.99	\$ 127.59
Associate	\$ 94.99	\$ 104.49
Business Process Analyst	\$ 81.12	\$ 89.23
Business Process Expert	\$ 104.99	\$ 115.49
Business Process Re-engineer	\$ 115.99	\$ 127.59
Business Process Technician	\$ 72.99	\$ 80.29
Classification / Compensation Subject Matter Expert	\$ 112.48	\$ 123.73
Communications Specialist	\$ 54.99	\$ 60.49
Distance learning specialist/E-Learning Architect	\$ 181.80	\$ 199.98
Employee Relations Analyst Senior	\$ 131.11	\$ 144.22
Event Manager, Senior	\$ 125.99	\$ 138.59
Facilitator I	\$ 97.43	\$ 107.17
Facilitator II, Senior Facilitator	\$ 189.44	\$ 208.38
Facilitator III, Certified Executive Facilitator	\$ 387.50	\$ 426.25

CAI V211-22-054 Labor Category Pricing		
	On-Site	Off-Site
Labor Category	Hourly Rate	Hourly Rate
Graphic Artist Specialist	\$ 37.99	\$ 41.79
Graphic Designer I	\$ 58.78	\$ 64.66
Graphic Designer II	\$ 79.23	\$ 87.15
Graphic Designer III	\$ 110.08	\$ 121.09
Illustrator II	\$ 32.46	\$ 35.71
Illustrator III	\$ 49.70	\$ 54.67
Instructional Designer Level II	\$ 75.67	\$ 83.24
Instructional Designer Level III	\$ 110.88	\$ 121.97
Instructor, Level I	\$ 58.99	\$ 64.89
Instructor, Level II	\$ 75.61	\$ 83.17
Instructor, Level III	\$ 125.92	\$ 138.51
Interpreter/Translator, Proficiency Code 3	\$ 50.68	\$ 55.75
Interpreter/Translator, Proficiency Code 4	\$ 75.45	\$ 83.00
Interpreter/Translator, Proficiency Code 5	\$ 89.09	\$ 98.00
Institutional Review Board (IRB) Subject Matter Expert	\$ 327.48	\$ 360.23
Lean Six Sigma Analyst, Green Belt	\$ 83.59	\$ 91.95
Lean Six Sigma, Black Belt	\$ 127.39	\$ 140.13
Lean Six Sigma, Master Black Belt	\$ 165.82	\$ 182.40
DEI Marketing/Public Relations Specialist, Junior	\$ 72.50	\$ 79.75
DEI Marketing/Public Relations Specialist, Mid-Level	\$ 105.60	\$ 116.16
DEI Marketing/Public Relations Specialist, Senior	\$ 209.00	\$ 229.90
Media Specialist I	\$ 31.99	\$ 35.19
Media Specialist II	\$ 37.99	\$ 41.79
Media Specialist III	\$ 47.99	\$ 52.79
Operations Research Analyst, Junior	\$ 75.13	\$ 82.64

CAI V211-22-054 Labor Category Pricing		
	On-Site	Off-Site
Labor Category	Hourly Rate	Hourly Rate
Operations Research Analyst, Mid-Level	\$ 101.86	\$ 112.05
Operations Research Analyst, Senior	\$ 193.25	\$ 212.58
Operations Research Analyst, SME	\$ 241.56	\$ 265.72
Program/Project Manager (Contract Manager/Alternate Contract Manager), Junior	\$ 89.99	\$ 98.99
Program/Project Manager (Contract Manager/Alternate Contract Manager), Mid-Level	\$ 122.65	\$ 134.92
Program/Project Manager (Contract Manager/Alternate Contract Manager), Senior	\$ 223.17	\$ 245.49
Public Relations Coordinator	\$ 69.99	\$ 76.99
Public Relations Specialist Assistant	\$ 49.99	\$ 54.99
Highly Qualified Expert I	\$ 374.00	\$ 411.40
Highly Qualified Expert II	\$ 510.13	\$ 561.14
Senior Subject Matter Expert (SME)	\$ 187.25	\$ 205.98
Senior Subject Matter Expert (SME) Specialist	\$ 327.48	\$ 360.23
Staff Subject Matter Expert (SME), General	\$ 178.62	\$ 196.48
Staff Subject Matter Expert (SME), Public Procurement	\$ 149.39	\$ 164.33
Survey Administrator II	\$ 100.99	\$ 111.09
Survey analyst	\$ 65.99	\$ 72.59
Survey Analyst III	\$ 132.99	\$ 146.29
Survey designer	\$ 115.99	\$ 127.59
Survey Subject Matter Expert	\$ 241.99	\$ 266.19
Survey Trainer II	\$ 85.99	\$ 94.59
Task Leader/Principal Investigator	\$ 327.48	\$ 360.23
Technical Instructor	\$ 83.92	\$ 92.31
Technical Instructor, Senior	\$ 124.48	\$ 136.93

CAI V211-22-054 Labor Category Pricing		
	On-Site	Off-Site
Labor Category	Hourly Rate	Hourly Rate
Technical Instructor/Course Developer	\$ 100.88	\$ 110.97
Technical Writer II	\$ 62.98	\$ 69.28
Technical writer III	\$ 75.40	\$ 82.94
Technical Writer IV	\$ 85.04	\$ 93.54
Technical Contributor, Entry-Level	\$ 90.25	\$ 99.28
Technical Contributor, Mid-Range	\$ 131.11	\$ 144.22
Technical Contributor, Senior	\$ 221.56	\$ 243.72
Technical Director	\$ 143.64	\$ 158.00
Technical Director, Senior	\$ 243.68	\$ 268.05
Training and Development Coordinator	\$ 57.16	\$ 62.88
Training and Development Coordinator Senior	\$ 71.45	\$ 78.60
Transcriptionist, Language Translation Proficiency Code 3	\$ 37.00	\$ 40.70
Transcriptionist, Language Translation Proficiency Code 4	\$ 65.54	\$ 72.09
Transcriptionist, Language Translation Proficiency Code 5	\$ 75.90	\$ 83.49
Video Production - Audio/Visual Engineer	\$ 69.99	\$ 76.99
Video Production - Field Cameraman with Audio	\$ 79.99	\$ 87.99
Video Production - Field Producer	\$ 115.99	\$ 127.59
Video Production - Live Webcast	\$ 69.99	\$ 76.99
Video Production - Live Webcast with slides	\$ 69.99	\$ 76.99
Video Production - Script Writer	\$ 69.99	\$ 76.99
Video Production - Transcriptionist	\$ 69.99	\$ 76.99
Video Production - Video Editing	\$ 69.99	\$ 76.99
Video Production - Video Encoding	\$ 69.99	\$ 76.99
Video Production - Video Teleconference and Webinar Technician	\$ 69.99	\$ 76.99
Video Production - Video Transcoding	\$ 69.99	\$ 76.99

CAI V211-22-054 Labor Category Pricing		
	On-Site	Off-Site
Labor Category	Hourly Rate	Hourly Rate
Web Developer	\$ 79.99	\$ 87.99
Web Instructional Designer, Senior	\$ 130.55	\$ 143.61