# A Proposal to Evaluate Program Offerings for Career Students



March 26, 2009







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Submitted by:

Submitted to:



Ms. Amanda Hetrick
Director of Secondary Education

# A Proposal to Evaluate Program Offerings for Career Students

#### Submitted To:

Ms. Amanda Hetrick
Director of Secondary Education
Warren County School District
185 Hospital Drive
North Warren, Pennsylvania 16365-4885

Submitted By:



March 26, 2009

MGT Tallahassee 2123 Centre Pointe Blvd. Tallahassee, FL 32308 p: 850-386-3191 f: 850-385-4501 www.mgtofamerica.com



March 24, 2009

Ms. Amanda Hetrick
Director of Secondary Education
Warren County School District
185 Hospital Drive
North Warren, Pennsylvania 16365-4885

Dear Ms. Hetrick:

MGT of America, Inc. (MGT), is pleased to submit our proposal to *Evaluate Program Offerings for Career Students* for the Warren County School District (WCSD) in response to the solicitation issued by your office. Based on our successful experience in providing similar services to other states, we are confident that we can assist the WCSD in achieving its goals for this project. In particular, the project director, Mr. Jay Pfeiffer, brings with him over 35 years of experience in education, training, and knowledge in labor market and education data as well as applying data in performance measurement and supply/demand analyses. Our capabilities and experiences are directly relevant to your specifications and requirements and will provide the highest quality comprehensive evaluation services possible.

We have prepared our proposal to reflect the key issues and activities outlined in your solicitation. In Chapter 5.0 we present a detailed work plan for your consideration. Because we place great importance on our work plan, the first step in the project is to meet with you to refine the scope of that plan to ensure it meets your specific requirements. We recognize our proposed budget represents a significant investment by WCSD and want to make sure you receive services and a report corresponding to the value of this investment. We also recognize that we may have misinterpreted your needs, perhaps placing too much emphasis on some components of the project and not enough on others. Therefore, we are prepared to negotiate a final budget for any or all of the proposed services, work plan, and time line to fully meet your expectations and requirements for this project.

Thank you for the opportunity to submit this proposal. If you have any questions concerning our recommended approach for this evaluation, please contact **Mr. Jay Pfeiffer**, MGT's Project Director at (850) 386-3191 or Jay\_Pfeiffer@MGTofAmerica.com.

We look forward to discussing the details of this important project with you and the WCSD.

Sincerely.

Michelle Juarez

Vice President of Finance and Administration

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PROPOSAL

# PROPOSAL TO EVALUATE PROGRAM OFFERINGS FOR CAREER STUDENTS

#### 1.0: Understanding of the Project

The Warren County School District (WCSD) Career Center is established "to equip all students with the educational skills necessary to achieve their unique personal potential". Career education is an important part of secondary education in WCSD, as most high school students enter workforce upon graduation, or shortly after they receive additional vocational/technical training. Thus it is important to align the career/technical training programs provided at WCSD career center with the demand of the labor market so students obtain knowledge and skills necessary to succeed in their career.

- According to the U. S. Census Bureau, Warren County has a resident total population estimate (as of July 1<sup>st</sup>, 2007) of 40,986 and 98.6% of the population is white. Among persons 25 years and over, the percentage of population that have a Bachelor's degree or higher was 14.2% in 2000. The per capital personal income was \$28,773 in 2006, much lower than the Pennsylvania state average of \$36,825.
- According to Pennsylvania Department of Labor and Industry, the unemployment rate in Warren County rose to 6.6%² in January 2009, due to national and global economic conditions. This unemployment rate is slightly lower than 7.0%³, the average unemployment rate for the State of Pennsylvania. However, the increases represented by these rates are reflective of the pressures of the economic downturn that has affected unemployment rates more severely in other parts of the country.
- According to Pennsylvania Department of Labor and Industry, in the second quarter of 2008 in Warren County, the industries that employed the highest number of people were associated with management services for companies and enterprises, followed by services for the elderly and disabled, nursing care facilities, limited-service eating places, and full-service restaurants. Those industries had an average employment of 350 for that quarter with average weekly wage ranging from \$179 to \$865. Among the industries, the industry "services for the elderly and disabled" has the highest number of business establishments (235). (See Appendix A for details.)

Given the importance of career/technical training for high school students, it is necessary to examine the demand of the labor market for Warren County, the areas in its vicinity, as well as the State of Pennsylvania where most of the WCSD graduates will be seeking jobs. These are tasks requiring the use of existing data as well as information direct from area employers.

From http://www.wcsdpa.org/career-center.cfm

<sup>&</sup>lt;sup>2</sup> The statistic is seasonally adjusted. It is 7.4% without the adjustment.

<sup>&</sup>lt;sup>3</sup> The statistic is seasonally adjusted. It is 7.7% without the adjustment.

For this project, MGT will provide information on two primary questions:

- 1. What mix of programs should be offered to WCSD career center students?
- 2. What instructional content should be included in each program?

As requested, the program offering will be based on market conditions and justified using available data on employment opportunities over the next 5 to 15 years. Employment opportunities include jobs in both service and manufacturing sectors.

In addition to assessing the labor market demand and providing recommendations for program offerings for WCSD career center, MGT will evaluate current program offerings. In this evaluation, MGT will determine the alignment of the knowledge and skills in projected growth occupations with the current offerings to determine if the demands will be met. More importantly, the competencies for each program will be evaluated against the ones identified by accepted national certification organizations as well as recognized industry groups. From this analysis, MGT will provide data and information on the programs that will be most successful at meeting the future workforce demands.

To successfully provide WCSD the services, MGT will engage in five major tasks:

- 1. Project Initiation and Management.
- 2. Evaluation Design and Reports.
- 3. Data collection and Data Management.
- 4. Data Analysis.
- 5. Reporting.

Data collection methods include reviewing existing documents related to WCSD's current offerings and related competencies, gathering employment and labor market information and data from national and state databases, and surveying employers in Warren County and neighboring areas on demand as well as necessary knowledge and skills for those jobs. The details for each major activity are laid out in the work plan shown as **Exhibit 3**.

#### 2.0: Firm Qualifications

MGT brings a unique and specialized set of qualifications that will enable us to efficiently and effectively conduct this program review for WCSD. Our qualifications include:

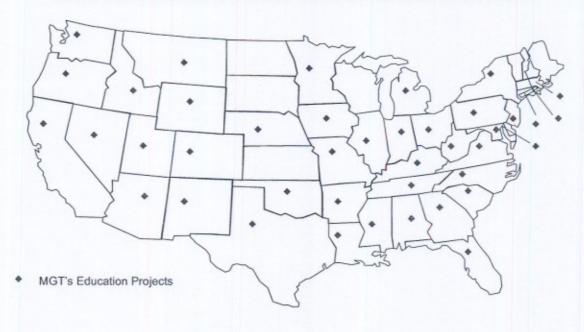
- Extensive experience in conducting needs assessment for a variety of agencies.
- Extensive experience in conducting program reviews and audits for school districts in several states.
- Comprehensive experience in all components vital to the successful completion of an extensive program review.
- Working knowledge and experience in reviewing career/technical education programs similar to that offered by the district.



- Objectivity and flexibility due to the fact that we have no vested interests.
- Specialized program review tools that we bring to the project.

Exhibit 1 provides an overview of the states where we have provided educational performance reviews, audits and/or evaluation services for grades PK-12

# EXHIBIT 1 STATES MGT HAS PROVIDED PK-12 EDUCATION SERVICES

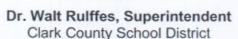


#### 3.0: References

The following references may be contacted regarding MGT's past performance. We encourage you to contact our clients regarding the quality and professionalism of our staff and work products.

#### Mr. John Ringer, Associate Director

Senior Analyst, Best Management Practices Division Virginia Department of Planning and Budget 1111 E. Broad Street, Room 5040 Richmond, Virginia 23219-1922 P: (804) 786-7455



Community and Government Relations



5100 West Sahara Avenue Las Vegas, Nevada 89146 P: (702) 799-1080

#### Mr. Roger Pfeuffer, Superintendent

Tucson Unified School District 1010 East 10th Street Tucson, Arizona 85719 P: (520) 225-6060

For brevity of this proposal, we have included brief descriptions of some of MGT's relevant projects on needs assessment as **Appendix B** and with workforce agencies as **Appendix C**.

#### 4.0: Key Team Members

MGT understands the importance of assigning a team of highly experienced and qualified consultants to this critical evaluation. To ensure the successful and timely completion of all requested services, our project team is well versed in a range of specializations that can support a comprehensive approach to the review of WSCD's current offerings in light of labor market demand for Warren County and its neighboring areas.

**Exhibit 2** displays the proposed organizational structure for managing this important project, followed by brief team member biographies. This structure has been carefully designed to clearly identify the responsibilities and roles of each team member. Detailed resumes are included in **Appendix D**.

# EXHIBIT 2 PROPOSED ORGANIZATIONAL STRUCTURE

WARREN COUNTY SCHOOL DISTRICT PROJECT MANAGER

To be determined

MGT PROJECT DIRECTOR

Mr. Jay Pfeiffer

MGT PROJECT TEAM MEMBERS

Dr. Hong Gao Mr. Jim Christie Mr. Jeremy Billington Research Support



Project Director, Jay Pfeiffer, Mr. Pfeiffer has over 35 years of experience in education and training at the state level. His experience and knowledge includes combining labor market and education data as well as applying data in performance measurement and supply/demand analyses. He has garnered several awards for productivity in state government and was recognized by the Data Quality Campaign on March 10 for his work in promoting the development of education and labor integrated systems In addition to state government experience, Mr. Pfeiffer has been a consultant for at least 15 states and agencies in performance measurement, data collection, and information systems, particularly as they pertain to the labor market.

**Team Member, Hong Gao, Ph.D.**, is experienced in research methods and quantitative (both parametric and non-parametric statistical tests) and qualitative data analysis. She has worked on many evaluation projects, from Arkansas and Nevada Reading First to Maryland Bridges to Excellence Act Evaluation. She is experienced in all stages of evaluation projects: document/information/literature reviews, data collection, data analysis, and reporting.

Team Member, Jim Christie, is a consultant with MGT and has more than ten years of Web development and technology experience. He has served as lead Web developer and database manager for the Maryland GEAR UP external evaluation, and the external evaluations of Arkansas, Nevada, Illinois, Kentucky, Mississippi, and New Jersey Reading First programs. These evaluations have all included on-line survey components, information concerning implementation of school-based professional development activities, and student outcomes including demographic data. Mr. Christie also has served as database manager and Web developer for the Georgia and South Carolina Departments of Education's Reading Excellence Evaluation and the automated evaluation of the Arkansas 21<sup>st</sup> Century Community Learning Centers. In addition, his previous technology experience includes positions at the Florida Departments of Transportation and State.

Team Member, Jeremy Billington, Mr. Billington has served on many of MGT's educational evaluation project teams, including the Reading First evaluations and the State of New York's longitudinal special education impact study. Mr. Billington has managed the collection of large data sets and is experienced in data entry, database management, and reporting. His background included extensive software user support functions and his methodological expertise focuses on survey research, conducting qualitative and quantitative research, statistical analysis and qualitative analysis of data.

**Research Support Team.** The project team will be supported by additional MGT analysts and research assistants as necessary to complete this project successfully. Each team member has experience working on similar research studies.

#### 5.0: Work Plan

**Exhibit 3** shows MGT's detailed plan for providing WCSD consulting services directed at evaluating program offerings for career students. The plan includes tasks, time lines, personnel responsible, and deliverables. The time lines shown are subject to change depending on the official start date of the evaluation project and needs of WCSD per our discussions at the kick-off meeting. We will begin the evaluation study with a project start

up meeting with WCSD representatives to review the scope of work and evaluation plan. We will communicate regularly with the WCSD project manager throughout the course of the study to provide status reports and discuss any project issues which may arise.

We have conducted needs assessment and evaluation projects for many studies of a similar scope and we will draw upon our extensive knowledge of instrument development and existing templates for protocol development. Extant relevant data will be obtained through coordination with the WCSD project manager.

MGT will complete and submit the evaluation report to WCSD and present the findings to the WCSD Board of Directors at the first regularly scheduled board meeting after submission of the written report.



#### EXHIBIT 3 WORK PLAN

				5
	TASKS	Persons Responsible	Time Line	Deliverable(s)
TASK 1.1:	Project start-up meeting	MGT Project Director: Mr. Jay Pfeiffer	April 2009	Finalized project plan
TASK 1.2:	Establish and confirm time lines for all deliverables	MGT Project Director: Mr. Jay Pfeiffer and WCSD Project Manager	April 2009	Time lines for all deliverables
TASK 1.3:	Establish communication plan between WCSD and MGT Project Director	MGT Project Director: Mr. Jay Pfeiffer	On-going	Regular status reports and project related issues as needed
TASK 1.4:	On-going project management and quality control	MGT Project Director: Mr. Jay Pfeiffer	On-going	Overview/monitoring to ensure timely and high quality products
	ACTIVITY 2.0: EVALU	ATION DESIGN AND REPO	ORTS	
	TASKS	Persons Responsible	Time Line	Deliverable(s)
TASK 2.1:	Identify and/or obtain relevant documents and existing performance data from WCSD	Evaluation Design and Reports Leader: Mr. Jay Pfeiffer and Dr. Hong Gao	April/May 2009	Inventory of relevant documents and data and their sources
TASK 2.2:	Develop and refine detailed evaluation design and analysis plan	Evaluation Design and Reports Leader: Mr. Jay Pfeiffer and Dr. Hong Gao	April/May 2009	Finalized design and analysis plan
TASK 2.3:	Develop reporting template	Evaluation Design and Reports Leader: Mr. Jay Pfeiffer and Dr. Hong Gao	April/May 2009	Finalized reporting template

# EXHIBIT 3 WORK PLAN (Continued)

	TASKS	Parsons Posnonsible	Time Line	Deliverable(s)
TASK 3 1.	Identify WCSD current program offerings and	Persons Responsible Information Data Collection and	April/May 2009	Information collected on
1A0K 0.1.	competencies associated with each of the programs	Management Leader: Dr. Hong Gao	Aprilimay 2009	WCSD career center offerings
TASK 3.2:	Collect information data and statistics on occupations that are projected to grow in Warren County, areas of its vicinity, and the state of Pennsylvania from Department of Labor, U.S. Census Bureau, and Pennsylvania Department of Labor and Industry	Information Data Collection and Management Leader: Dr. Hong Gao	April/May 2009	Information collected from national, state, and regional sources
TASK 3.3:	Collect information data on necessary knowledge and skills for the identified occupations as well as competencies identified by accepted national certification organizations and recognized industry groups	Information Data Collection and Management Leader: Dr. Hong Gao	May 2009	Information on knowledge and skills collected from national, state, and regional sources; competencies identified by accepted national certification organizations and recognized industry groups
TASK 3.4:	Develop and refine survey for the employers in Warren County and areas of its vicinity on areas of labor market demand and necessary knowledge and skills, based on existing list of competencies for current programs	Survey Data Collection and Management Leader: Mr. Jim Christie	May 2009	Data collection protocols
TASK 3.5:	Conduct online survey	Survey Data Collection and Management Leader: Mr. Jim Christie	June 2009	Data on survey response rates
TASK 3.6:	Create data file for analysis and reporting	Survey Data Collection and Management Leader: Mr. Jim Christie	June 2009	Data File

# EXHIBIT 3 WORK PLAN (Continued)

	ACTIVITY	4.0: DATA ANALYSIS		
	TASKS	Persons Responsible	Time Line	Deliverable(s)
TASK 4.1:	Classify collected information on employment and knowledge and skills based on the project questions	Data Analysis Leader: Dr. Hong Gao	July 2009	Organized information based on the project questions
TASK 4.2:	Monitor survey and interview data collection and response rates	Data Analysis Leader: Dr. Hong Gao	July 2009	One hundred percent response rate
TASK 4.3:	Conduct data analysis and prepare data for reporting	Data Analysis Leader: Dr. Hong Gao	July 2009	Analysis for reporting
	ACTIVIT	Y 5.0: REPORTING		
	TASKS	Persons Responsible	Time Line	Deliverable(s)
TASK 5.1:	Written report on the project questions and the evaluation of current program offerings	Evaluation Design and Reports Leader: Mr. Jay Pfeiffer and Dr. Hong Gao	July 2009	Draft Written Report
TASK 5.2:	Presentation of findings and report to WCSD Board of Directors	MGT Project Director: Mr. Jay Pfeiffer	First regularly scheduled board meeting after submission of the report	Final Report and Presentation
TASK 5.3:	Follow-up Consultation	MGT Project Director: Mr. Jay Pfeiffer	Upon request	Updated Final Report as Presentation

<sup>\*</sup>The report will be finalized and presented to WCSD within 90 days of the initiation date.



#### 6.0: Assumptions

The RFP includes time allocations for the project and the evaluator is expected to complete the report within 90 days of the contract. MGT responded to the RFI with these allocations in mind. The following assumptions apply to our work plan and cost proposal:

- Extant Documentation. All documents relevant to the project will be available for the MGT team's review and use.
- Staff Availability. Key District staff members will be available at specified times to provide information necessary for the completion of this project.
- Allocated Time. The time frames provided in the RFP are adequate estimates of what is necessary for satisfactory completion of the project's services.

#### 7.0: Estimated Project Budget

Based on our understanding of the project, we are prepared to produce a final report for a total fixed price of \$41,325 inclusive of all professional fees and travel-related and other expenses. We have allocated 256 staff hours (not including travel time) to this project, based on our experience with similar efforts and the relevant requirements for this project. The follow-up consulting services will be \$220 per hour.

We recognize our proposed budget represents a significant investment by WCSD and want to make sure you receive services and a report corresponding to the value of this investment. We also recognize that we may have misinterpreted your needs, perhaps placing too much emphasis on some components of the project and not enough on others. Therefore, we are prepared to negotiate a final budget for any or all of the proposed services, work plan, and time line to fully meet your expectations and requirements for this project.

Exhibit 4 shows the hourly rate for the key team members.

#### EXHIBIT 4 HOURLY RATE

Project Director	\$220
Senior Consultant	\$180
Consultant	\$160
Senior Analyst	\$105
Research Support	\$70

We are excited about the opportunity to provide WCSD with consulting services on its career center program offerings. Should you wish to discuss the proposal, please do not hesitate to contact **Mr. Jay Pfeiffer** at (850) 386-3191.



### **APPENDICES**

### APPENDIX A:

### SECOND QUARTER DATA FOR WARREN COUNTY

# APPENDIX A: 2ND QUARTER 2008 (APRIL, MAY, JUNE) QUARTERLY CENSUS OF EMPLOYMENT AND WAGES, INDUSTRY (5 DIGIT) DATA FOR WARREN COUNTY, PRIVATE

Code	Industry	Average Establishments	Emp. Month 1	Emp. Month 2	Emp. Month 3	Average Employment	Average Weekly Wage
81393	Labor Unions & Other Labor Organizations	***	***	***	***	***	***
81392	Professional Organizations	***	***	***	***	***	***
81391	Business Associations	***	***	***	***	***	***
81331	Social Advocacy Organizations	***	***	***	***	***	***
81311	Religious Organizations	***	***	***	***	***	***
81291	Pet Care (except Veterinary) Services	***	***	***	***	***	***
81232	Drycleaning and Laundry Services	***	***	***	***	***	***
81231	Coin-Operated Laundries and Drycleaners	***	***	***	***	***	***
81121	Electronic Equipment Repair/Maintenance	***	***	***	***	***	***
81119	Other Automotive Repair and Maintenance	***	***	***	***	***	***
81112	Automotive Body, Interior & Glass Repair	***	***	***	***	***	***
72241	Drinking Places (Alcoholic Beverages)	***	***	***	***	***	***
72231	Food Service Contractors	***	***	***	***	***	***
72121	RV Parks and Recreational Camps	***	***	***	***	***	***
72119	Other Traveler Accommodation	***	***	***	***	***	***
72111	Hotels (except Casino Hotels) and Motels	***	***	***	***	***	***
71399	All Other Amusement and Recreation Ind	***	***	***	***	***	***
71395	Bowling Centers	***	***	***	***	***	***
71394	Fitness and Recreational Sports Centers	***	***	***	***	***	***
71393	Marinas	***	***	***	***	***	***
71211	Museums	***	***	***	***	***	***
71131	Promoters with Facilities	***	***	***	***	***	***
71111	Theater Companies and Dinner Theaters	***	***	***	***	***	***
62431	Vocational Rehabilitation Services	***	***	***	***	***	***

Code	Industry	Average Establishments	Emp. Month 1	Emp. Month 2	Emp. Month 3	Average Employment	Average Weekly Wage
62423	Emergency and Other Relief Services	***	***	***	***	***	***
62422	Community Housing Services	***	***	***	***	***	***
62331	Community Care Facility for the Elderly	***	***	***	***	***	***
62322	Residential Mental & Substance Abuse Care	***	***	***	***	***	***
62211	General Medical and Surgical Hospitals	***	***	***	***	***	***
62191	Ambulance Services	***	***	***	***	***	***
62161	Home Health Care Services	***	***	***	***	***	***
62149	Other Outpatient Care Centers	***	***	***	***	***	***
62141	Family Planning Centers	***	***	***	***	***	***
62139	Offices of All Other Health Practitioner	***	***	***	***	***	***
62134	Offices of Specialty Therapists	***	***	***	***	***	***
62131	Offices of Chiropractors	***	***	***	***	***	***
61161	Fine Arts Schools	***	***	***	***	***	***
61151	Technical and Trade Schools	***	***	***	***	***	***
61121	Junior Colleges	***	***	***	***	***	***
61111	Elementary and Secondary Schools	***	***	***	***	***	***
56221	Waste Treatment and Disposal	***	***	***	***	***	***
56211	Waste Collection	***	***	***	***	***	***
56199	All Other Support Services	***	***	***	***	***	***
56174	Carpet and Upholstery Cleaning Services	***	***	***	***	***	***
56171	Exterminating and Pest Control Services	***	***	***	***	***	***
56161	Security and Armored Car Services	***	***	***	***	***	***
56159	Other Travel Arrangement Services	***	***	***	***	***	***
56149	Other Business Support Services	***	***	***	***	***	***
56141	Document Preparation Services	***	***	***	***	***	***
56132	Temporary Help Services	***	***	***	***	***	***
54199	All Other Professional & Technical Svc	***	***	***	***	***	***
54192	Photographic Services	***	***	***	***	***	***
54181	Advertising Agencies	***	***	***	***	***	***
54161	Management Consulting Services	***	***	***	***	***	***

Code	Industry	Average Establishments	Emp. Month 1	Emp. Month 2	Emp. Month 3	Average Employment	Average Weekly Wage
54151	Computer Systems Design and Rel Services	***	***	***	***	***	***
54138	Testing Laboratories	***	***	***	***	***	***
54137	Other Surveying and Mapping Services	***	***	***	***	***	***
54136	Geophysical Surveying & Mapping Services	***	***	***	***	***	***
54135	Building Inspection Services	***	***	***	***	***	***
54131	Architectural Services	***	***	***	***	***	***
54119	Other Legal Services	***	***	***	***	***	***
54111	Offices of Lawyers	***	***	***	***	***	***
53229	Other Consumer Goods Rental	***	***	***	***	***	***
53223	Video Tape and Disc Rental	***	***	***	***	***	***
53221	Consumer Electronics & Appliances Rental	***	***	***	***	***	***
53211	Passenger Car Rental and Leasing	***	***	***	***	***	***
53131	Real Estate Property Managers	***	***	***	***	***	***
53121	Offices of Real Estate Agents & Brokers	***	***	***	***	***	***
53119	Lessors of Other R.E. Property (new def. 2007)	***	***	***	***	***	***
50440	Miniwarehouses & Self-Storage Units (new	***	***	***	***	***	***
53113	def. 2007) Lessors of Nonresidential Buildings (new def.		-				
53112	2007)	***	***	***	***	***	***
52599	Other Financial Vehicles (new def. 2007)	***	***	***	***	***	***
52429	Other Insurance Related Activities	***	***	***	***	***	***
52421	Insurance Agencies and Brokerages	***	***	***	***	***	***
52411	Direct Life & Health Insurance Carriers	***	***	***	***	***	***
52312	Securities Brokerage	***	***	***	***	***	***
52311	Investment Banking & Securities Dealing	***	***	***	***	***	***
52232	Financial Transaction Process/Clearing	***	***	***	***	***	***
52213	Credit Unions	***	***	***	***	***	***
52212	Savings Institutions	***	***	***	***	***	***
51912	Libraries and Archives	***	***	***	***	***	***
51791	Other Telecommunications (New def. 2007)	***	***	***	***	***	***
51721	Wireless Telecommunications Carriers	***	***	***	***	***	***

Code	Industry	Average Establishments	Emp. Month 1	Emp. Month 2	Emp. Month 3	Average Employment	Average Weekly Wage
51511	Radio Broadcasting	***	***	***	***	***	***
51213	Motion Picture and Video Exhibition	***	***	***	***	***	***
51111	Newspaper Publishers	***	***	***	***	***	***
42512	Wholesale Trade Agents and Brokers	***	***	***	***	***	***
42511	Business to Business Electronic Markets	***	***	***	***	***	***
42499	Other Nondurable Goods Merchant Whsle	***	***	***	***	***	***
42495	Paint & Supplies Merchant Wholesalers	***	***	***	***	***	***
42491	Farm Supplies Merchant Wholesalers	***	***	***	***	***	***
42471	Petroleum Bulk Stations and Terminals	***	***	***	***	***	***
42469	Other Chemical Merchant Wholesalers	***	***	***	***	***	***
42399	All Other Durable Goods Merchant Whsle	***	***	***	***	***	***
42386	Other Transport Goods Merchant Whsle	***	***	***	***	***	***
42385	Service Industry Goods Merchant Whsle	***	***	***	***	***	***
42383	Industrial Machinery Merchant Whsle	***	***	***	***	***	***
42381	Construction Equip Merchant Wholesalers	***	***	***	***	***	***
42369	Other Electronic Parts Merchant Whsle	***	***	***	***	***	***
42361	Wiring & Equipment Merchant Wholesalers	***	***	***	***	***	***
42351	Metal Merchant Wholesalers	***	***	***	***	***	***
42345	Medical Equipment Merchant Wholesalers	***	***	***	***	***	***
42331	Lumber and Wood Merchant Wholesalers	***	***	***	***	***	***
42314	Used Motor Vehicle Part Merchant Whsle	***	***	***	***	***	***
42312	New Motor Vehicle Part Merchant Whsle	***	***	***	***	***	***
42311	Motor Vehicle Merchant Wholesalers	***	***	***	***	***	***
23839	Other Building Finishing Contractors	***	***	***	***	***	***
23832	Painting and Wall Covering Contractors	***	***	***	***	***	***
23819	Other Building Exterior Contractors	***	***	***	***	***	***
23816	Roofing Contractors	***	***	***	***	***	***
23815	Glass and Glazing Contractors	***	***	***	***	***	***
23814	Masonry Contractors	***	***	***	***	***	***
23813	Framing Contractors	***	***	***	***	***	***
	Charles Manager Control of the Contr						

Code	Industry	Average Establishments	Emp. Month 1	Emp. Month 2	Emp. Month 3	Average Employment	Average Weekly Wage
23811	Poured Concrete Structure Contractors	***	***	***	***	***	***
23731	Highway, Street, and Bridge Construction	***	***	***	***	***	***
23711	Water and Sewer System Construction	***	***	***	***	***	***
23622	Commercial Building Construction	***	***	***	***	***	***
23621	Industrial Building Construction	***	***	***	***	***	***
23611	Residential Building Construction	***	***	***	***	***	***
22131	Water Supply and Irrigation Systems	***	***	***	***	***	***
22121	Natural Gas Distribution	***	***	***	***	***	***
22112	Electric Power Transmission/Distribution	***	***	***	***	***	***
22111	Electric Power Generation	***	***	***	***	***	***
21311	Support Activities for Mining	***	***	***	***	***	***
21232	Sand, Clay, & Refractory Mineral Mining	***	***	***	***	***	***
11212	Dairy Cattle and Milk Production	***	***	***	***	***	***
11133	Noncitrus Fruit and Tree Nut Farming	***	***	***	***	***	***
55111	Management of Companies and Enterprises	6	975	997	1,031	1,001	\$865
62412	Services for the Elderly and Disabled	235	604	610	611	608	\$250
62311	Nursing Care Facilities	4	552	528	520	533	\$452
72221	Limited-Service Eating Places	25	387	419	399	402	\$179
72211	Full-Service Restaurants	33	369	372	363	368	\$214
81341	Civic and Social Organizations	15	270	274	266	270	\$178
62111	Offices of Physicians	25	213	216	229	219	\$880
21111	Oil and Gas Extraction	20	109	118	129	119	\$984
62441	Child Day Care Services	7	100	101	74	92	\$416
62121	Offices of Dentists	11	83	83	82	83	\$877
52211	Commercial Banking	11	72	72	70	71	\$697
71391	Golf Courses and Country Clubs	4	71	108	122	100	\$336
54121	Accounting and Bookkeeping Services	9	66	49	51	55	\$666
23891	Site Preparation Contractors	15	63	60	69	64	\$487
81211	Hair, Nail, and Skin Care Services	13	50	51	51	51	\$286
81111	Automotive Mechanical Repair/Maintenance	15	45	46	45	45	\$427

Code	Industry	Average Establishments	Emp. Month 1	Emp. Month 2	Emp. Month 3	Average Employment	Average Weekly Wage
	Wired Telecommunications Carriers (new def.						
51711	2007)	6	42	47	43	44	\$971
23822	Plumbing and HVAC Contractors	8	37	36	39	37	\$536
62419	Other Individual and Family Services	4	34	35	32	34	\$499
54194	Veterinary Services	3	29	34	33	32	\$579
54133	Engineering Services	5	29	30	33	31	\$768
23899	All Other Specialty Trade Contractors	4	27	24	24	25	\$346
56173	Landscaping Services	6	24	33	39	32	\$349
11331	Logging	8	24	27	28	26	\$652
56172	Janitorial Services	3	24	24	21	23	\$333
81222	Cemeteries and Crematories	7	21	25	25	24	\$208
81221	Funeral Homes and Funeral Services	3	14	16	16	15	\$595
52229	Other Nondeposit Credit Intermediation Electrical & Other Wiring Installation	4	14	15	15	15	\$783
23821	Contractors	3	12	12	10	11	\$972
23835	Finish Carpentry Contractors	3	9	9	10	9	\$496
62132	Offices of Optometrists	3	8	8	8	8	\$446
81321	Grantmaking and Giving Services	4	6	6	6	6	\$883
81411	Private Households	5	6	5	5	5	\$340
52393	Investment Advice	4	5	5	5	5	\$1,070
11531	Support Activities for Forestry	3	4	12	4	7	\$434

Note: Asterisks indicate non-disclosable data

Source: PA Dept of Labor and Industry

#### APPENDIX B:

RELEVANT PROJECT EXPERIENCE WITH NEEDS ASSESSMENT

# APPENDIX B: RELEVANT PROJECT EXPERIENCE WITH NEEDS ASSESSMENT

#### ACADEMIC PROGRAM NEEDS ASSESSMENT

Client: Texas A&M University - Corpus Christi

Texas A&M University - Corpus Christi retained MGT to conduct a academic program needs assessment across their local market, the 11-county Coastal Bend region, and a broader area reaching to the San Antonio and Houston metro areas. The study relied on the compilation and review of existing demographic, educational and occupational data across the geographies in question. Stakeholder input from on-campus and off-campus was accomplished by interviews, focus groups and surveys. The research was aimed at identifying current and future interest, need and demand for degree programs: (1) for which TAMUCC is already authorized, but have not been implemented; (2) for new programs where TAMUCC does not have current authority to deliver; (3) or expanding existing programs; (4) for developing additional transfer programs; and (5) for expanding distance education options. Both a written report and presentation of findings and recommendations were offered by MGT.



#### ANALYSIS OF EDUCATIONAL NEEDS OF CAPE GIRARDEAU AREA

Client: Cape Girardeau Education Coalition Task Force

MGT was retained by Cape Girardeau Education Coalition Task Force through the Cape Girardeau Chamber of Commerce in cooperation with the Missouri Department of Higher Education to conduct a comprehensive postsecondary education needs assessment for the local market area in southeast Missouri and southwest Illinois. The study relied on the collection and review of market demographic, education and occupational data, along with extensive qualitative and quantitative input from a variety of local stakeholders. These included community leaders, business representatives, education leaders, current local college students, high school seniors, and residents. The purpose of the study was to identify gaps and gauge demand for academic programs, related training and other student services in the local community across all postsecondary education levels.



#### REVIEW OF TEXAS MEDICAL EDUCATION NEEDS ASSESSMENT

Client: Texas Higher Education Coordinating Board

The Texas Higher Education Coordinating Board (THECB) periodically reviews the need for new or expanded professional education programs in the state's system of higher education. During 2008, the THECB staff updated its earlier (2002) report pertaining to the need for additional medical education programming in the state. MGT was invited to assist the THECB staff in reviewing and refining draft materials prior to their presentation to the Texas Legislature.



#### **NEW PROGRAM MARKET RESEARCH**

Client: National College of Natural Medicine

The National College of Natural Medicine in Portland, Oregon, engaged MGT to conduct a new program needs assessment within the college's primary market to validate the need for four proposed programs and identify other potential baccalaureate programs for consideration. MGT analyzed market data, interviewed stakeholders, and conducted a Web-based survey of key target audiences to identify and prioritize potential new programs.



#### NEW PROGRAM NEEDS ASSESSMENT

Client: Franklin University, OH

Franklin University engaged MGT to conduct a market-wide assessment of degree program needs to identify potential new programs for the immediate future. By reviewing and analyzing existing data and gathering input from key internal and external stakeholders in the metro area, MGT identified those program opportunities that had the best potential for success and expansion and were compatible with the mission and strategic initiatives of the university.



#### HIGHER EDUCATION NEEDS ASSESSMENT

Client: Tarleton State University - Central Texas Center

Tarleton State University - Central Texas Center retained MGT to conduct a needs assessment of its primary and secondary service markets. The study involved a review of market demographics, educational trends and participation, and college programs currently available to area residents and employees. MGT interviewed key college and community stakeholders and surveyed area employers and local college and high school students. Other project activities included calculating demand estimates and identifying critical issues regarding program and service needs at all levels of higher education for university and center officials to consider when developing strategic plans and initiatives for the Central Texas Center.



#### HOMELAND SECURITY PROGRAM NEEDS ASSESSMENT

Client: Indian River Community College, FL

Indian River Community College (IRCC) retained MGT for assistance in preparing a needs assessment and developing a strategic plan document for its newly designated Florida Banner Center for Homeland Security and Defense. MGT's role was to identify needs, demand, curriculum, access, and capacity issues, as well as to help IRCC identify



and prioritize strategies and plans for achieving immediate and longer-term goals and sustainability for the new program. Activities included identifying and analyzing existing data sets, as well as collecting and reviewing stakeholder input from institutional administrators, industry representatives, and related entities statewide. Finally, MGT worked with IRCC and program administrators to prepare a strategic plan document. Both the needs assessment and the strategic plan were to be submitted for review to the appropriate state agencies and organizations responsible for implementing and funding the Florida Banner Center programs.



#### **AMARILLO HIGHER EDUCATION MARKET ANALYSIS**

Client: West Texas A&M University

West Texas A&M University engaged MGT to conduct a market analysis and needs assessment to determine the potential for establishing an off-campus center in Amarillo. The project included a review of current demographic data, population projections, current higher education attainment and participation levels, and occupational growth projections within the market. MGT obtained both qualitative and quantitative input from business and community leaders, major employers, local high school and college students, and other stakeholders. After collecting and analyzing relevant data, MGT calculated a set of demand estimates to determine future program needs and presented its findings and recommendations to university officials and community leaders



#### **UNIVERSITY OF IDAHO**

Client: Needs Assessment Survey

MGT provided a needs assessment for the University of Idaho to ascertain the viability of a satellite facility in Sandpoint, Idaho.



#### DOCTORAL PROGRAM NEEDS ASSESSMENT

Client: Minnesota State Colleges and Universities

MGT completed a statewide needs assessment of three new doctoral programs (Psychology-Psy.D.; Education-Ed.D.; and Nursing Practice- DNP) authorized by the Minnesota State Colleges and Universities (MnSCU). MnSCU sought more detailed input regarding the implementation of the programs. MGT compiled existing data and information on each industry sector that might require such degreed professionals; obtained input from related professional associations and organizations within the state; and held focus groups with members of each profession, individuals interested in pursuing such programs, and educators in these disciplines. Issues and implications of program implementation were identified, and demand estimates for start-up and program maturity (5-10 years) were developed.



#### NEEDS ASSESSMENT OF HIGHER EDUCATION

Client: Minnesota State Colleges and Universities

The Minnesota State Colleges and Universities (MnSCU) engaged MGT to conduct a comprehensive program needs assessment in the South I-35 Corridor of southern Minnesota. The project included analysis of market demographics; the existing program inventory available locally; and input from a cross-section of stakeholders, current higher education users, and potential students. MGT conducted personal interviews, focus groups, and survey research to determine perceptions, opinions, needs, and preferences regarding improved or enhanced access to programs and services. The analysis also included facility needs, capacity and space utilization at each of two existing sites in the region, and delivery options and management models for meeting current and projected higher education needs.



#### **COMMUNITY NEEDS ASSESSMENT**

Client: Indian River County, FL

Indian River County contracted with MGT to conduct a comprehensive needs assessment to identify the social, health, and public safety needs of the county, and to develop a comprehensive implementation plan to assist in delivering effective social, health, and public safety services in the future.



### HIGHER EDUCATION NEEDS ASSESSMENT OF THE SNOHOMISH, ISLAND, AND SKAGIT COUNTIES AREA

Client: State of Washington Higher Education Coordinating Board

The Washington State Legislature directed the Washington Higher Education Coordinating Board (HECB) to undertake a higher education needs assessment of the Snohomish, Island, and Skagit Counties area. MGT, in collaboration with NBBJ, was selected to perform the following four major areas of study: 1. Assess the higher education needs in Snohomish, Island, and Skagit Counties. 2. Evaluate alternative organizational models for meeting identified needs and recommend the type of institution(s) to be established. 3. Assess sites for establishment of an institution. 4. Identify costs and process for completing a master plan for higher education expansion in the study area. MGT also worked with an advisory group consisting of state and local elected officials; community, business, or education leaders; and representatives of the higher education community in conducting the needs assessment. As directed by the Legislature in the study authorization, the HECB will utilize the information prepared by MGT in submitting an interim report of preliminary findings to the Legislature and governor by January 15, 2006.



#### PROGRAM NEEDS ASSESSMENT

Client: University System of New Hampshire

The University System of New Hampshire engaged MGT to conduct a needs assessment and market study for the College of Lifelong Learning as they plan for future initiatives, revamped programming, and market repositioning. The MGT team reviewed existing population, enrollment, and job outlook data for the entire state and four service regions of the College. Review of the total program inventory for the University System, community/technical colleges, and private institutions was also undertaken to identify gaps and oversupply of programs at all levels. MGT collected input from a variety of internal and external stakeholders to USNH and CLL, including students, officials, local community leaders, and business representatives through focus groups, surveys, and interviews. Program opportunities were identified for CLL, including advantageous delivery models, locations, scheduling, and pricing options. Finally, MGT assisted USNH and CLL outline marketing strategies to reposition the institution in light of the needs assessment findings.



#### NEEDS ASSESSMENT FOR EDUCATION MASTER PLAN

Client: Kern Community College District, Cerro Coso Community College, California

Kern Community College District and the Cerro Coso Community College, California, contracted with MGT to assist in their educational master plan development by determining the needs for courses and programs in the Mammoth Lakes and Bishop areas of California. These areas are in a rapidly growing recreational community located on the east slope of the Sierra Nevada range. This location has a need for programs that may differ from the norm in both type of program and method of delivery. The primary purpose of the study was to determine the specific demand for services, the projected demographics and economics of the region, and the role the college can serve.

MGT assessed the demand for services in the Mammoth Lakes/Bishop region, both in terms of programs and desired outcomes, and gathered information on alternative methodologies for providing the necessary services. MGT also determined the resources required; the role that Cerro Coso Community College and Kern Community College District can play in the community; the potential for enrolling out-of-district and international students; and the need for and interest in providing student housing. Innovative programs and other revenue generating activities that have been successful in similar circumstances were identified and presented in a report to the college and the district.



#### **EDUCATIONAL PLANNING SERVICES**

Client: Clarke County School District, Georgia

MGT provided educational facilities planning services for the Clarke County School District in Georgia to include development of educational specifications, needs assessment, preparation of recommendations, and presentation of a facilities master plan.



Specific phases included community involvement, development of education specifications, workshops on educational trends, capacity and utilization analysis, facility assessment, and master planning development.



#### **EMPLOYER STUDY PLAN**

Client: Workforce Central Florida

Workforce Central Florida retained MGT to assist with conducting an employer needs assessment. The MGT team conducted focus groups, interviews, and a five-county phone/Web survey.



#### INTERACTIVE LEARNING CENTER NEEDS ASSESSMENT

Client: Boise State University, Idaho

MGT performed a needs assessment and initial programming study for the Interactive Learning Center for Boise State University, Idaho. The project was developed based on MGT's conversations with university personnel and a review of the materials provided.

The following components were included in this study: a complete review of needs and priorities at Boise State University in terms of the programming of the Interactive Learning Center; the incorporation of successful best practices from universities around the nation; and a process for creative thinking and the expansion of possibilities as the needs at Boise State are identified. MGT produced a report that will provide the framework for a creatively designed facility that will shape and enable current and future best practices.



#### BORDER HEALTH NEEDS ASSESSMENT

Client: City of El Paso, Texas

MGT analyzed health demographics and statistical information to help the Border Health Institute identify future health care demand trends. MGT benchmarked El Paso against other communities to compare its access to health resources. MGT also completed case studies of communities that had successfully implemented collaborative, regional approaches to meeting the community's health care needs.



#### ASSESSMENT OF HIGHER EDUCATION NEEDS

Client: Rockford Area Chamber of Commerce, Illinois

The Rockford Area Chamber of Commerce and the Rockford Council of 100 in Illinois retained MGT to conduct a needs assessment study for higher education in the surrounding area. Information on program needs, preferences, obstacles and barriers to access, current availability, and utilization was collected from businesses, community leaders, current local college students, and area high school college bound students.



MGT also collected demographic, educational, and occupational statistics and projections for the market area. All data and information were compiled into a listing of priority program needs, demand estimates, and possible options for meeting this need at the baccalaureate and graduate levels.



#### UNIVERSITY NEEDS ASSESSMENT

Client: Shenandoah University, Virginia

Shenandoah University in Winchester, Virginia, contracted MGT to conduct a preliminary program needs assessment for their Northern Virginia Campus located in Leesburg. MGT developed a set of questionnaires to identify higher education program needs and preferences at all levels from undergraduate and graduate to continuing education. MGT researchers conducted a series of telephone interviews with community leaders, local education officials, economic development professionals, and major business representatives in the service area around the Northern Virginia campus. Information was also collected and analyzed to examine barriers to higher education, preferred providers, and the desire for a multiple provider higher education center in the local market. MGT prepared a written summary of interview results and pending issues for University officials.



#### ASSESSMENT OF EMPLOYER AND WORKFORCE NEEDS

Client: Maui County Workforce Investment Board, Hawaii

MGT assisted the Maui County, Hawaii, Workforce Investment Board with conducting a comprehensive needs assessment of the county's workforce. Our researchers utilized focus groups, surveys, and interviews of employers, employees, and older workers to determine what skills employers will require their employees to possess in the near future. MGT also researched the trends are at work in the labor and business markets that will change the skills required; the skills workers will need to get a job, maintain a job, and advance in their careers in the near term; whether different skills are required for each step in the career progression; and what employers can do to remain competitive. After analyzing the collected data, MGT presented a report to the Maui County Workforce Investment Board.



#### ASSESSMENT OF THE HIGHER EDUCATION NEEDS OF THE QUAD CITIES

Client: Illinois Quad City Chamber of Commerce

The Illinois Quad City Chamber of Commerce contracted MGT to conduct a community needs assessment of higher education. The study identified current and emerging higher education needs for local employers, employees, and other residents, as well as the human and financial resources, facilities, and equipment necessary for program development and implementation. The study provided information necessary for the Quad Cities community and education partners to create a vision for higher education for the area over the next decade. Project activities included analysis of economic and



demographic data and interviews with community, business, and education leaders. MGT also conducted student, prospective student, and employer surveys.



#### HEATH CARE PROGRAM NEEDS ASSESSMENT

Client: Palm Beach Community College, Florida

Palm Beach Community College contracted with MGT to assist the college in conducting an assessment of demand for alternative delivery of nursing program services and to evaluate the need for new programs in other health related professions. The study involved an analysis of labor market data, economic development interests, student and employer demand, and the ability of the college to provide alternative or expanded programs and services.



#### NEEDS ASSESSMENT AND SCHOOL IMPROVEMENT PROJECT

Client: Indiana Department of Corrections

MGT assisted in conducting a two-year schoolwide improvement project for the Indiana Department of Corrections. The project included providing technical assistance to the North Central Juvenile Correctional Facility and the Indianapolis Juvenile Correctional Facility in preparing a school profile; developing a vision and mission statement; analyzing and reporting school data; and developing a school improvement plan. MGT's methodology included one-on-one interviews; focus groups; surveys of staff, students, and parents; and an analysis of state and local data.



#### ASSESSMENT OF GRADUATE EDUCATION NEEDS

Client: College of Charleston, South Carolina

The College of Charleston, South Carolina, retained MGT to conduct a needs assessment of graduate programs in the Tri-County area for the newly established Lowcountry Graduate Center, a joint site between the College, The Citadel, and Medical University of South Carolina. MGT reviewed the market conditions and factors relevant to graduate-level programs, surveyed local businesses and other key stakeholders, conducted focus groups with employees, and developed demand estimates by program type for the Center.



#### MARKET SURVEY

Client: Tidewater Community College, Virginia

Tidewater Community College, Virginia, retained MGT to conduct a needs assessment survey in three of the institution's markets surrounding their respective campuses. A Random Digit Dialing sample used with a telephone interview methodology was used to



collect perceptions and opinions of the college and identify postsecondary education and training needs of adult residents within the cities of Virginia Beach, Chesapeake, and Norfolk. MGT prepared a telephone survey questionnaire, developed sampling procedures and specifications, tested and conducted the survey, analyzed data by market and resident segments, and prepared a full report of findings and an electronic executive summary for distribution to internal and external constituents and stakeholders.



#### HIGHER EDUCATION NEEDS ASSESSMENT

Client: The McConnell Foundation, California

The McConnell Foundation of Redding, California, selected MGT to conduct a comprehensive assessment of higher education needs across a six-county area of Northern California. The study was conducted in cooperation with two area community colleges and two four-year public institutions serving the market. Research activities included the compilation and analysis of population figures and other related demographics, educational participation and enrollment trends, and occupational outlook projections by county. Additionally, MGT performed extensive efforts to gather needs information directly from local higher education providers, currently enrolled students, high school guidance counselors, local community leaders, and major employers throughout the region. Higher education needs were identified by geography, level, and program category, and demand estimates were developed. The MGT team identified opportunities to deliver programs through a variety of mechanisms or cooperative efforts for each of the participating schools to consider.



#### **EMPLOYER NEEDS ASSESSMENT**

Client: Workforce Central Florida

Workforce Central Florida hired MGT to assist with the development and analysis of an employer's need assessment of firms in a five-county area. The study included an evaluation of current services and solicited other future services of interest.



#### GRADUATE CENTER EDUCATION MARKET STUDY

Client: Rensselaer Polytechnic Institute, New York

MGT conducted a comprehensive market study to determine the need, preferences, demand, and pricing options for select graduate and professional programs in the Hartford and Groton Connecticut locations of Rensselaer Polytechnic Institute. The market needs assessment consisted of gathering original information from area employers through personal interviews, a mail survey, and employee focus groups. Information was also gleaned from a review of market economic conditions, occupational outlook projections, and population demographics. MGT developed an analysis of programmatic costs and prepared a pricing option matrix for current and potential programs at each site.



#### ACADEMIC PROGRAM NEEDS ASSESSMENT

Client: Florida International University

MGT conducted a programmatic needs assessment study for Florida International University in the Broward County market. This effort included the review of changing market demographics and educational and enrollment data trends. MGT collected information on program and services needs and preferences from adult residents of the county through a telephone survey, and on business/employer needs through a mail survey. The research team conducted personal interviews with a select group of major employers in the market area, as well. After identifying interest levels and preferences for various credit and noncredit education and training in the county, MGT developed demand estimates by program level for university planners to use in the market.



#### PROGRAM NEEDS ASSESSMENT

Client: Old Dominion University, Virginia

MGT conducted a program needs assessment for Old Dominion University, for the proposed Newport News, Virginia, Center of the university, which they planned to locate in the downtown harbor area. MGT reviewed population and educational market data, interviewed key employers in the local area, and prepared a summary of programmatic needs. MGT also developed estimates of demand for the proposed new center and cost estimates of new major programs to be included at this site of Old Dominion University.



#### NEEDS ASSESSMENT/ANALYSIS OF COMMUNITY COLLEGE

Client: Jamestown Community College, New York

MGT conducted a comprehensive assessment of program needs and an analysis of market opportunities in the Jamestown Community College (JCC) service area. The analysis of credit and noncredit program and service needs targeted the main campus and several off-campus sites around the six-county designated market area. Additionally, MGT identified existing JCC programs that were experiencing enrollment declines or were underachieving enrollment potential. We reviewed their short- and long-term needs, advantages, disadvantages, and evaluated potential revisions. We also gathered information on ideas for enhancements to several new programs already in the planning and implementation process.

MGT worked with the college administration and faculty to help identify potential program opportunities that could span beyond the local service area into other state, regional, or even international markets through various program delivery mechanisms, ventures, and relationships with public and private sector providers and users. We also coordinated a review of industry, occupational, and programmatic trends and changes that would be compatible with current or existing JCC disciplines and faculty strengths, and other provider interests. A final report identified program opportunities, summarized advantages and disadvantages to JCC, and drew conclusions as to the potential impacts of each.



#### NEEDS ASSESSMENT STUDY

Client: University of North Florida

The University of North Florida retained MGT to conduct a needs assessment to assist in the possible development of selected doctoral programs at the university. Activities included an analysis of primary and secondary markets, interviews with and surveys of local employers, and an assessment of internal capacity.



#### PROGRAM NEEDS ASSESSMENT STUDY

Client: Florida Gulf Coast University

MGT conducted a program needs assessment for Florida Gulf Coast University. The study included a demographic and market analysis of the designated five-county institutional service area; a similar analysis of selected secondary markets in close geographic proximity to the university; interviews with academic program directors, university leaders, and other administrators; interviews with local employers, community leaders, and education officials; and research groups with current Florida Gulf Coast University and ECC students and high school guidance directors. MGT's study identified academic programs, continuing education programs, and the service needs of the market that the university can pursue in the future.



#### COMMUNITY NEEDS SURVEY

Client: Quad Cities Graduate Center, Illinois

MGT conducted a community needs assessment for the Quad Cities Graduate Center, a consortium of 12 Illinois and lowa universities. The study identified external trends and needs in the Quad Cities area that would impact the types of graduate education required by employers and residents over the next several years. MGT analyzed economic and demographic data and conducted interviews with community leaders, business leaders, and member institutions. MGT also provided technical assistance to the Graduate Center in conducting surveys of local employees and students and synthesized all relevant data into a comprehensive final report.



#### DISTRICT PROGRAM AND SERVICES NEEDS ASSESSMENT STUDY

Client: College of DuPage, Illinois

The College of DuPage in Illinois contracted with MGT to design and conduct a needs assessment of the institution's service district. Original opinion, perception, education, and training needs information was collected from area adult residents and local businesses through several surveys. MGT polled 1,000 local citizens through a random digit dialing telephone survey. The respondents were asked to describe future education needs, their awareness and perceptions of the College of DuPage, and their likelihood of using the



college for education, training, recreational, social, cultural, or other services in the near future. They were also asked to offer suggestions for making the college more responsive to local resident needs. MGT also conducted a mail survey of approximately 1,000 local businesses. The two-phase survey was directed to business owners, managers, CEOs, and then to personnel, human resources, or education/training directors. Perceptions of the institution and general needs were gathered from management, and then details of training and education needs by employee category were identified. The results of both surveys were presented in a written report that highlighted current areas of education and training needs and identified future needs.



#### NEEDS ASSESSMENT

Client: South Carolina Commission on Higher Education

The South Carolina Commission on Higher Education contracted with MGT to review the current Mission Resources Requirement Model (MRR), or funding formula, for public higher education. MGT developed a set of guiding principles and criteria to evaluate funding formulas. Comparisons of regional and national reports that address funding were performed to identify data definitions and determine clarity, consistency, and uniformity. MGT identified institutional peers and compared the funding of those institutions to funding for the South Carolina institutions. Analyses compared funding per student for each South Carolina institution to funding per student at the peer institutions and to the Southern Regional Education Board institutions of the same type. MGT compared the MRR to other funding formulas, and developed options and recommendations for revisions to the Model. MGT also evaluated current definitions, guidelines, and other information related to financial reporting and made recommendations for changes in definitions and reporting standards.



#### ANALYSIS OF POST-GRADUATION PLANS

Client: Illinois Board of Higher Education

MGT conducted an analysis of the postgraduation plans of Illinois high school graduates for the Illinois Board of Higher Education. MGT developed a survey and administered it to 7,500 students. The purpose of this study was to determine whether or not recent graduates planned to attend colleges and, if so, where. The study also examined factors contributing to college choice.



#### GRADUATE ENGINEERING NEEDS ASSESSMENT

Client: State College and University System of West Virginia

MGT conducted a needs assessment for graduate engineering programs and related undergraduate and continuing education needs for the West Virginia State College and University System in Charleston, West Virginia. The project included a current inventory review of programs and courses at all levels for engineering-related topics and other



areas of interest to those currently employed in engineering and engineering technology industries. MGT conducted a series of stakeholder interviews at institutions currently providing engineering courses in the state and with key business and industry leaders in a three-county area surrounding Charleston. The interviews helped the research team formulate a set of quantitative survey items that were distributed to a much larger sample of businesses to measure the demand for various engineering-related programs and training.

MGT also developed lists of interest level, demand estimates, and program/training needs to help university academic officers, deans, and state system planners determine what programming changes would be best suited for residents, employers, and employees in the Charleston area.



#### ASSESSMENT OF POSTSECONDARY NEEDS AND OPPORTUNITIES

Client: City of Spokane, Washington

MGT conducted an assessment of postsecondary education needs and opportunities in the Spokane, Washington, area. The focus of the project was on the needs of area and statewide employers and on the needs of prospective students in the region. The study also explored programs and opportunities that would draw students to the area served by a branch of Washington State University. MGT conducted a comprehensive assessment and literature review, a telephone survey of perspective upper-division and graduate students, interviews with employers, and site visits with stakeholders. MGT provided Washington State University with extensive recommendations concerning program availability, program accessibility, and program attractability.



#### TRAINING NEEDS ASSESSMENT

Client: Florida Department of Environmental Protection

MGT conducted an agency-wide training needs assessment of over 5,000 employees of the Florida Department of Environmental Protection. The project included completing a mail survey of 4,400 employees, personal interviews, and focus groups with senior management staff. MGT conducted all phases of the needs assessment process, including the design of needs assessment methodologies and instruments. The assessment was conducted on a statewide basis using a variety of quantitative and qualitative methods.



### MARKET RESEARCH STUDY

Client: Illinois Mathematics and Science Academy

MGT conducted a survey of middle and high school mathematics and science teachers in Illinois regarding their potential interest in a proposed professional development center to be developed by the Illinois Mathematics and Science Academy. MGT designed the survey, analyzed the data, and presented the academy with a final report.





#### POSTSECONDARY EDUCATIONAL NEEDS ASSESSMENT

Client: Roanoke Higher Education Authority, Virginia

The local Higher Education Authority in Roanoke, Virginia, engaged MGT to conduct a postsecondary educational needs assessment of the region. The study was sponsored by a number of local, regional, and state higher education institutions currently active in the Roanoke area or seeking to expand into the region through outreach, extension, or distance learning initiatives. MGT provided a detailed analysis of local needs that would be served at a downtown education center, existing campuses, existing sites, or new locations in the region.

The project was divided into three phases. The first phase consisted of a review of existing research, data, and studies on graduate, undergraduate, continuing education, and vocational technical education and workforce training. The second phase consisted of qualitative interviews with major local employers; discussion sessions with local employers; and discussion sessions with local employees, residents, students, and economic development representatives. The interviews, in addition to surveys, were designed to determine key postsecondary educational needs, including degree and non-degree course work, programs, and training. During the final phase of the assessment, MGT prepared a detailed set of findings and conclusions and made recommendations for academic and training programmatic and service revisions or additions in the local area.

MGT worked with a consortium of institutions to serve a variety of audiences and provide numerous levels of education and training to all facets of the population. MGT staff members employed a variety of delivery options and modes of instruction for the programs. MGT also used qualitative and quantitative original data collection to establish needs and preferences and to calculate demand estimates by level and type of education and training.



#### ASSESSMENT OF HIGHER EDUCATION NEEDS

Client: Illinois Board of Higher Education

MGT contracted with the Illinois Board of Higher Education to perform a pilot needs assessment for Lake County, Illinois. The project involved the design and evaluation of mail surveys for employers and human resource directors, a telephone survey of adult residents, and an analysis of data from a survey of high school juniors. The study directly addressed several policy questions:

- 1. What unmet need is there for additional training and education of the sort typically provided by the College of Lake County, a comprehensive two-year community college?
- 2. What unmet need is there for coursework leading to a bachelor's degree or for certificate programs beyond the associate degree level?
- 3. What unmet need is there for graduate-level courses and/or programs?
- 4. How satisfied are employees with the knowledge and skills of the entry-level college graduates they hired in the past year?





#### NEEDS ASSESSMENT FOR HIGHER EDUCATION CENTER

Client: Old Dominion University, Virginia

MGT utilized a variety of research-gathering techniques, including personal interviews, student intercept, and mail and telephone surveys to identify perceptions, needs, preferences, and opinions regarding a proposed new higher education facility in the Virginia Beach area. The main objective of the study was to determine if there was a significant unmet need in the local area to justify the construction of a new facility adjacent to the local community college. The proposed facility would offer only upper division and graduate courses, allowing local residents to complete their baccalaureate or graduate degree wholly at this off-campus site.

University planners sought to determine the demand from various potential target groups, such as community college students, employees and employers, and local adult residents at-large. They also wished to estimate the effect a new facility at this location would have on the main campus and the existing Virginia Beach Center. MGT researchers designed a survey methodology to reach each of the target populations. Data collected from each group allowed the consultant to calculate estimates of demand based on past interest levels, current preferences and priorities, past market share, and population change patterns for the local area.

MGT provided all data collection activities for the project, and through various statistical analyses identified preferences and needs across groups as well as those uniquely specific to the target populations featured in the study. These findings assisted university planners in determining the demand and a minimum enrollment threshold expected for a new facility. Second, the research results let the University identify programs of moderate or high interest by the groups, as well as preferences for student services and cultural, social, and business-related activities and events the institution could provide through the Virginia Beach site.



# STATEWIDE ENGINEERING NEEDS ASSESSMENT FOR KENTUCKY COUNCIL ON HIGHER EDUCATION

Client: Kentucky Council on Higher Education

The Council on Higher Education commissioned an independent statewide assessment of the needs for additional undergraduate engineering education opportunities in response to a legislative proposal to create a new program in a particular region of the state. The Council sought independent and objective information about whether an unmet need exists in the region, how that region's needs compare to needs elsewhere in the state, and the capacity of existing programs to respond to the need. Relevant experience gained from the project included: analysis of engineering enrollment and degree production by state; examination of the role that engineering programs play in economic development; and documentation of educational needs in a specific region.





# STATEWIDE ENGINEERING EDUCATION NEEDS ASSESSMENT FOR GEORGIA BOARD OF REGENTS

Client: Georgia Board of Regents

MGT assisted the Georgia Board of Regents in assessing the need for graduates trained in engineering or engineering technology across several major regions of the state. MGT interviewed major employers, analyzed economic and employment data, and reviewed student plans. Additionally, MGT considered the capacity of existing and proposed programs to produce quality graduates who would fill the needs of industry. Relevant experience gained from the project included: analysis of engineering and degree production by state; examination of the role that engineering programs play in economic development; and documentation of educational needs in a specific region.



#### HIGHER EDUCATION NEEDS ASSESSMENT

Client: University of Missouri System

The University of Missouri System retained MGT to conduct an educational needs assessment of the St. Louis Metropolitan area. Specifically, MGT was contracted to prepare the needs assessment documentation required in applications for establishment of residence center programs that must be approved by the Missouri Coordinating Board for Higher Education (CBHE). The system institution, University of Missouri, St. Louis (UMSL), submitted applications to the Board for residence centers in St. Charles County and Jefferson County. MGT's role was to identify and document perceived need and demand for the program offerings, degree programs, and services of a residence center in each of the proposed service areas.

The methodology carried out by MGT to meet CBHE requirements included in-class surveys of area high school seniors and current community college students, telephone surveys of area adult residents, and personal interviews with a cross-section of local business representatives and community leaders. Through these data collection mechanisms, MGT identified key program areas of interest, support services and other activities expected from a UMSL residence center, estimates of interest level and need for the various groups, and the level of support in the communities for a UMSL presence.

Additionally, MGT computed a demand estimate based on current and projected population changes of college-age population, current educational attainment levels, and anticipated enrollment goals. The analysis enabled the university to identify a potential enrollment pool beyond current enrollment levels. This estimate highlighted what the maximum potential enrollment might be under the best case scenario.

A final component of the assessment study was to identify and assess other possible options for increasing the higher education degree opportunities in the two target areas. These options were heavily related to some form or combination of distance learning. MGT provided a broad-based perspective on distance learning options in each area and possible options for the UMSL and the Missouri System to pursue.



MGT was also contracted to provide expert testimony before CBHE at the time the applications were considered. Both applications for residence centers were approved by the Board.



#### **EDUCATIONAL NEEDS ASSESSMENT**

Client: Sul Ross State University, Texas

Sul Ross State University in Texas retained MGT to conduct a comprehensive educational needs of the university's off-campus site in Uvalde, Texas, serving Uvalde, Del Rio, and Eagle Pass. The study was separated into two components based on the two unique service areas. Information concerning higher education needs was collected from various constituencies within each area. An internal assessment reviewed various main campus and off-campus data such as enrollment trends and projections, degrees awarded, program applicants and majors, and current student body profiles. Original data were collected from various segments of the university community to help determine academic program needs. These groups included administration and faculty, and students at both the main campus and the branch campus locations.

MGT performed an external analysis to determine population demographics, including population projections and growth patterns for the two service areas, educational attainment levels, and college participation rates. Interviews with community leaders and business representatives, as well as a telephone survey of a sample of area residents, obtained additional information about academic program needs from outside the university setting.

A final component of the study gathered data from potential sources of new enrollments for the university. These included local high school counselors and teachers, college bound seniors from local high schools visiting the university, and local junior college students planning to transfer to an upper division school upon completing their local Associate Degree. All information was used to develop a profile of the future needs for degree programs in the two service areas. Current perceptions about the university were also compiled. MGT worked closely with the university to develop recommendations for programming revisions and additions that will meet the expressed needs of the residents of each service area.



#### LAW ENFORCEMENT RESOURCE NEEDS ASSESSMENT

Client: Orange County Board of County Commissioners, Florida

The Orange County, Florida, Board of County Commissioners requested a review of the Sheriff's Office manpower allocation plan and the workload standard and formula that was established by ordinance in 1983. MGT, in association with David M. Griffith & Associates, conducted four major activities, which included: preparation of an independent manpower assessment and model; assessment of the manpower model currently in use; determination of whether the independent or current manpower assessment model was most applicable; preparation of recommendations on how manpower and associated capital needs could be funded; and development of alternative revenue opportunities for the Sheriff's Office operations.



Relevant experience gained in the project included: development of law enforcement manpower and operations projections models; cost analysis of a large law enforcement agency; and development of law enforcement funding alternatives and revenue enhancement strategies that included impact fees, utility tax, franchise fees, contract services, and revised service fees.



#### POSTSECONDARY EDUCATION NEEDS ASSESSMENT

Client: Washington Higher Education Coordinating Board

MGT conducted a comprehensive assessment of postsecondary education needs in North King and South Snohomish Counties, Washington, the rapidly growing suburban area north and east of Seattle. The study also involved determination of the extent of unmet needs and an in-depth evaluation of alternative organizational models that would best meet the needs. The project involved: development and use of a decision matrix in the evaluation; a needs analysis involving a combination of objective and subjective analysis; an analysis of the extent that existing institutions could meet area needs; a cost/benefit analysis of alternative models; and an analysis of alternative sites that could accommodate the selected organizational model at ultimate enrollment levels.

In the study, MGT worked closely with an interagency and multi-institutional project coordination team as well as with a variety of interested citizen advisory committees and community groups. The majority of the study outcomes were adopted by the Washington Higher Education Coordinating Board and subsequently implemented by the state Legislature. A replication of the analytic elements of this study was subsequently conducted for the Everett Chamber of Commerce concerning the Snohomish, Island, and Skagit County area.



#### HIGHER EDUCATION NEEDS ASSESSMENT

Client: Maryland Higher Education Commission

The Maryland Higher Education Commission and the Montgomery County High Technology Council retained MGT to conduct a preliminary review of the need for additional upper division and graduate-level programs in Montgomery County. The effort included a review of current demographic characteristics and future projections of population, along with the current educational profile for residents in various locations throughout the county. MGT also examined the most recent enrollment figures for Montgomery County residents and college participation rates, illustrating county and statewide comparative analyses.

Substantial local community and business needs had been documented through independent assessment studies. MGT prepared a summation and review of these various efforts to determine their validity and to reach some consensus agreement on the overall perceived needs for additional higher education. A review of current program activities at upper division and graduate level was completed as part of this process. Finally, MGT provided the Commission with estimates of future enrollment and the associated costs in terms of state funding allocations per FTE and the facility/space requirement costs that would be needed to fulfill the growth in upper division and graduate



program enrollments. Based on our review, MGT provided the Commission with a series of recommendations concerning program changes and additions along with methods for meeting these needs in terms of facilities and institutional program participation.



#### **HIGHER EDUCATION NEEDS**

Client: Maryland Communications Center

MGT conducted a study of the higher education needs in the Tri-County area of Southern Maryland. The emphasis of the needs assessment was on engineering, engineering management, and computer science programs at the upper division and graduate level. MGT also assisted in developing a set of site location criteria for the location of the technology center. This effort included the preparation and issuance of a request for proposals for facility sites, the review of all responsive proposals, and the recommendation of a site for the facility in St. Mary's County. The final project report illustrated the results of the needs assessment based on interviews with community leaders and major employers, especially the military and defense related contractors with operations in Calvert, Charles, and St. Mary's counties.

A demographic and educational attainment comparative analysis was also included as part of the study. MGT was able to integrate both program and site/facilities needs assessments into a comprehensive preliminary planning study for Southern Maryland and the various sponsoring agencies.



# **EDUCATION AND TRAINING NEEDS ASSESSMENT**

Client: Florida Association of Court Clerks

MGT conducted an education and training needs assessment for the Association and, using the results of the assessment, developed a program and curriculum that addressed identified needs and requirements. All programs were structured to allow Clerk's and Comptroller's from counties of varying sizes to take advantage of offerings and for individuals of differing backgrounds and experience levels to participate as well.



# COMMUNITY COLLEGE NEEDS ASSESSMENT

Client: Wyoming Community College Commission

MGT conducted a statewide program needs assessment for the Wyoming Community College Commission. MGT conducted a telephone survey with a random sample of 1,200 adult residents to gather information on program, course, degree, noncredit, and continuing education opportunities and preferences from the general public and employers throughout the state. Statewide information as well as area and college-specific data were collected from respondents. Data on quality of existing programs and services provided by the seven colleges, accessibility information, convenience factors, and provider preference were examined. A statewide mail survey was completed with a sample of businesses. The sample was geographically dispersed across the state and



represented varying industry and service types as well as size of company. The final results of all needs assessment activities were compiled in a comprehensive report to the Commission. It included a series of recommendations for possible improvements in the community college program and service functions from the citizen and business perspective. Each of the seven community colleges received a summary report of the study results that covered only their service area. These reports included college-specific recommendations.



#### COMPREHENSIVE NEEDS ASSESSMENT

Client: Broward County, Florida

Broward County, Florida, selected MGT for a comprehensive study based on demonstrated ability to research, evaluate, and assess community-based needs, as well as the ability to collect, assess, and analyze statistical and demographic data. The comprehensive needs assessment for Broward County encompassed all children's services, including: child care, mental health, juvenile justice, education, substance abuse, child abuse and neglect, developmental disabilities, and dysfunctional families. Specific tasks included: analyzing the service delivery system by four geographical sections of Broward County; analyzing the countywide service delivery system; profiling service gaps and barriers to service utilization to include recommendations to bridge those gaps and means of overcoming the barriers; developing a demographic profile of children and the conditions within which they live; prioritizing areas of existing service needs and a fouryear projection of service needs priorities; and recommending improvements of the integration of local, state, and federal programs as they relate to children, youth, and families, MGT prepared a report of findings and recommendations for long-range planning and coordination for presentation to the Children's Service Board and the County Commission.

Relevant experience gained in this project included: collecting, processing, and analyzing data from children's services agencies; gaining knowledge of programs providing the comprehensive range of children's services; developing service needs projections models; providing statistical analysis of demographic and census data; and developing funding criteria, evaluation methodologies, and planning and coordination strategies.



#### FEASIBILITY AND NEEDS ASSESSMENT OF A GRADUATE STUDY CENTER

Client: Iowa Board of Regents

MGT was contracted to perform a feasibility study for a graduate study center in Council Bluffs, Iowa. The study was conducted to determine the need for a graduate study center or other viable alternatives for providing courses and programs of study leading to degrees or certificates.

MGT used surveys of area residents, educators and employers to help determine the need for a graduate study center, the types of courses that should be offered, approximate demand for courses when established. A facilities assessment catalogued existing space and compared it to the possible space needed for various alternative types of course delivery.





#### HIGHER EDUCATION NEEDS ASSESSMENT

Client: University of Houston, Texas

The University of Houston retained MGT to conduct a broad assessment of the higher education needs of both the State of Texas and the Houston area. The study included an assessment of Texas' competitiveness in a global economy and the role of higher education in increasing the state's competitive position. The relative contribution of the Houston economy to the state's economy was examined along with the higher education needs of the Houston economy. Finally, the study identified the role of the University of Houston in responding to the higher education needs of both the sate and the Houston area.

Relevant experience gained in this project included: analysis of higher education requirements for a state to be competitive in a global economy; analysis of the role of a large metropolitan area in a state's economy; analysis of the higher education needs of a large metropolitan area; and analysis of the role of a large graduate research university in meeting the needs of a large metropolitan area as well as the needs of a large state.



#### **EDUCATION PROGRAM NEEDS ASSESSMENT**

Client: Southwest Missouri State University

Southwest Missouri State University, Springfield, selected MGT to collect and analyze data to assess the potential need for new undergraduate degree programs in the health professions, graduate programs in chemistry, and nontraditional programs for place-bound adults. This study was in response to the University's own planning and to comply with a request from the Missouri Coordinating Board for Higher Education. As part of the needs assessment efforts, MGT compiled information from the following sources: interviews with university faculty and administrators; interviews with area employers; a telephone and mail survey of potential students; focus groups of prospective students; and analysis of existing economic and demographic databases. From the data collection and analysis, MGT developed estimates of probable demand for various programs.



#### HIGHER EDUCATION NEEDS ASSESSMENT

Client: Alcorn State University, Mississippi

MGT conducted a needs assessment of the local Natchez, Mississippi, area for new and expanded higher education course work. The project activities included a review of current offerings at the community college and university level, accessibility of offerings, and employer and community educational and training needs. MGT also polled the postsecondary education plans of high school seniors and community college students and reviewed area economic and demographic data. Additional opinion data were collected from current university students, residents, community college students, high school seniors, and business and community leaders concerning higher education needs and opportunities.





#### NEEDS ASSESSMENT IN ENGINEERING EDUCATION

Client: Okaloosa-Walton College, Florida

MGT conducted a needs assessment in engineering education for the Joint Center of Okaloosa-Walton Community College and the University of West Florida. The study included an analysis of the status of engineering education at the technician, technologist, and engineer levels in Florida. MGT conducted an engineering education needs assessment based on surveys of local industries, interviews with community and business leaders, and an analysis of existing data and documents for the Greater Fort Walton Beach area. MGT presented a report, with suggestions as to the feasibility of extending engineering education opportunities to Northwest Florida through the Joint Center. Relevant experience gained from the project included: knowledge of preengineering and professional engineering programs in Florida; interviews with key business and industry leaders in the area; engineering education questionnaire development; large-scale survey administration; data analysis and reporting; and working with an advisory committee of community and educational leaders.



#### NEEDS ASSESSMENT OF POSTSECONDARY EDUCATION

Client: Minnesota Higher Education Coordinating Board

MGT, in cooperation with SRI International, conducted a comprehensive needs assessment for the Minnesota Higher Education Coordinating Board. This study focused on the postsecondary education needs of residents in a corridor between St. Cloud and Rochester, Minnesota. The project described current and future postsecondary education needs of Minnesota residents, evaluated resources available to meet these needs, and identified and analyzed alternative ways of preparing for the future. MGT staff surveyed educational interests and demand and conducted a capacity analysis of higher education facilities. Tasks included student surveys and focus groups, resident and employer interviews, and site visits to educational institutions.



#### NEEDS ASSESSMENT STUDY FOR SCHOOL FOOD SERVICE INSTITUTE

Client: Mississippi Board of Trustees of Higher Learning

MGT conducted a needs assessment study to determine the feasibility of establishing a national school food service institute in Mississippi. The study included the assessment of national training needs, research into existing curriculum, and the development and application of specific criteria to sites in Mississippi. The study was coordinated with the U.S. Department of Agriculture and a national advisory committee composed of school food service representatives.

The needs assessment concerning the proposed National School Food Service Management Institute revealed that there is a need for a National Institute which could function to coordinate and improve current research, development, and training activities



in school food service. Three categories of identified needs were focused and coordinated applied research and development; standardized, relevant and readily available training; an effective and efficient system of technology transfer. Specific needs relative to research, development, and training were also delineated.

The final report presented a comprehensive summary of the National Institute including the mission, goals, functions, summary of needs, site identification, and implementation process. Data provided were based on the results of a Needs Assessment Study and Site Selection Evaluation and input obtained from members of the National Advisory Committee for School Food Service Management Institute.



#### **EDUCATIONAL NEEDS ASSESSMENT**

Client: University of Southern Mississippi

MGT conducted a comprehensive educational needs assessment for the University of Southern Mississippi's Gulf Coast Regional Campus to determine if current policies, programs, and course offerings could be improved to better serve the needs of the region. The assessment included: analysis of current laws and policies; analysis of existing databases; executive interviews with community leaders; survey of current students at the Gulf Coast campuses; survey of area high school seniors; survey of area community college students; personal interviews with area employers; survey of employees in the area; telephone survey of the general population; review of the operational relationship between campuses; evaluation of alternative campus sites; and assessment of potential for expanded conference center.



#### COMMUNITY NEEDS ASSESSMENTS

Client: St. Petersburg College, Florida

Performed surveys of the primary service area for specific junior college programs to assess the community need for program graduates. Determined the attitudes and opinions of key business and industry contacts regarding specific degree granting programs at the junior college. Job skills assessment and verification for each program.



#### ANALYSIS OF REGIONAL NEEDS FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

Client: Southeastern Regional Council for Educational Improvement

MGT was asked to assist the Southeastern Regional Council for Educational Improvement to assess the needs for educational research and development in the southeastern United States. The Council is a joint endeavor of the Chief State School Officers of twelve southeastern states. The results of the needs assessment were used in developing an R & D agenda for a proposed Regional Education Laboratory that would be funded by the National Institute of Education and operated by the Council.



The needs assessment entailed the conduct of public hearings in each of the target states. Elected officials, state school system personnel, local administrators, university professors and classroom teachers were invited to attend. R & D proposals from these meetings were summarized and synthesized. Another aspect of the needs assessment was a detailed analysis of statistical information that compared the region with the rest of the country in terms of pupil population, student performance, instructional personnel, staffing, and financial support.

Relevant experience gained from this project includes: understanding of the organization of public education in the Southeast; familiarity with educational research and development issues; use of educational and demographic databases.



# ASSESSMENT OF TRAINING NEEDS OF A STATE DEPARTMENT OF HIGHWAYS AND PUBLIC TRANSPORTATION

Client: South Carolina Department of Highways and Public Transportation

MGT conducted a needs assessment of the state's largest agency in order to determine the training needs of its 6,300 employees. The Department was seeking to update and expand its training programs for all employees from top-level managers to specialized technicians. The results of the assessment formed the basis for revitalizing the training program.

In this engagement, MGT conducted job task analyses; interviewing and surveying managers and employees to determine training needs; and estimating the start-up and maintenance costs for a recommended training program to meet these needs. This project illustrates the following relevant experience:

- Conducting needs assessments for large state agencies.
- Determining multiple training needs of an organization.
- Recommending appropriate training programs.
- Estimating cost for starting and maintaining training programs.
- Conducting large scale, multi-instrument mail surveys.



#### ST. PETERSBURG JUNIOR COLLEGE COMMUNITY NEEDS ASSESSMENT

Client: St. Petersburg College, Florida

MGT conducted a series of community needs assessments for a large Florida community college. Telephone survey methods were used to conduct needs assessment interviews and curriculum and skills objectives validation for numerous undergraduate programs. Local professionals in specific fields corresponding to program curricula revealed hiring practices, trends and projections, training skills, and education requirements, and feasibility and satisfaction with the community college programs. MGT assisted in questionnaire design, sampling frame compilation, and sample selection. An introductory letter was mailed to potential respondents followed by scheduling and call-back telephone interview procedures.

Project responsibilities and skills included telephone survey methods, questionnaire design, sampling procedures, and educational program demand assessment





#### METROPOLITAN AREA EDUCATIONAL NEEDS ASSESSMENT

Client: Jacksonville Economic Development Council, Florida

MGT assessed the postsecondary educational needs of business and industry in a fivecounty area of northeast Florida. This project required a survey of businesses to determine the types of postsecondary educational programs needed in the area, the relative level of need, and logistical considerations in creating and/or expanding program offerings at local educational institutions.

A representative group of business, association and government employers was selected using a stratified sampling procedure. In addition, over 1,000 area employees received a questionnaire concerning their interest in educational and training programs. Residents and students also were surveyed as part of the study. The results were analyzed and submitted to the Council in a comprehensive final report.

Relevant experience demonstrated by this project includes sampling of businesses and industries for survey research programs; design and use of a needs assessment instrument; personal interviewing of business/industry management; analysis and forecasting of educational program needs.



# APPENDIX C:

RELEVANT PROJECT EXPERIENCE WITH WORKFORCE AGENCIES

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### ASSESSMENT OF EMPLOYER AND WORKFORCE NEEDS

Client: Maui County Workforce Investment Board, Hawaii

MGT assisted the Maui County, Hawaii, Workforce Investment Board with conducting a comprehensive needs assessment of the county's workforce. Our researchers utilized focus groups, surveys, and interviews of employers, employees, and older workers to determine what skills employers will require their employees to possess in the near future. MGT also researched the trends are at work in the labor and business markets that will change the skills required; the skills workers will need to get a job, maintain a job, and advance in their careers in the near term; whether different skills are required for each step in the career progression; and what employers can do to remain competitive. After analyzing the collected data, MGT presented a report to the Maui County Workforce Investment Board.



#### **EMPLOYER NEEDS ASSESSMENT**

Client: Workforce Central Florida

To develop a better understanding of the current and future the needs of employers in its five- county service area, Workforce Central Florida engaged MGT to conduct a 2006 employer study. The project was a follow-up to MGT's 2004 employer study.



# **EVALUATION OF TECH PREP INITIATIVE**

Client: Indiana Department of Workforce Development

MGT evaluated the Tech Prep Program in Indiana for the Indiana Department of Workforce Development. The evaluation was designed to provide sound answers to questions posed by the Department of Workforce Development regarding the level of implementation of Tech Prep in Indiana schools, how the level of implementation influenced student outcomes in Tech Prep, and how Tech Prep programs should be improved.



#### PERFORMANCE REVIEW OF THE SAN ANTONIO BETTER JOBS PROGRAM

Client: City of San Antonio, Texas

MGT conducted a performance review of the San Antonio Better Jobs program, including an assessment of all organizations involved, efficiency of programs, communication, and effectiveness. MGT created an organizational structure and accountability system to



ensure the most efficient and effective system for workforce development in San Antonio. In addition to an organizational assessment of certain city departments, creation of a services inventory, and development of a performance measurement accountability system, MGT conducted strategic planning activities with city staff and a committee of citizens appointed by the city council.



#### JOB CORPS CAREER DEVELOPMENT FACILITATOR TRAINING

Client: Florida Agency for Workforce Innovation, Office of Job Corps

MGT designed, developed, coordinated, and delivered Career Development Facilitator training to admissions counselors on behalf of the Office of Job Corps for the State of Florida. MGT was responsible for all aspects of training design development and delivery, including developing curriculum, selecting training sites, and facilitating and leading training sessions for over 32 admissions counselors and senior staff of the Job Corps program. The primary emphasis of the training was on developing assessment skills, case management skills, and outreach skills, and utilizing labor market information to improve the employment outcomes of Job Corps customers.



#### ANALYSIS OF WORK FIRST PROGRAM

Client: Michigan Workforce Development Agency

The State of Michigan and Health Management Associates retained MGT to assist with assessing the level of customer satisfaction and outcome attainment among Work First program participants. MGT staff helped with survey development, delivery, and analysis.



#### PERFORMANCE REVIEW

Client: Alachua/Bradford Workforce Development Board/WAGES Coalition, Florida

MGT conducted an evaluation on behalf of the Alachua-Bradford Regional Workforce Board to determine the level of satisfaction with services being provided by one-stop service centers in two counties. The evaluation encompassed multiple evaluation methods, including surveys, focus groups, and mystery shoppers. MGT conducted the evaluation over a five-month time period.



# APPENDIX D: DETAILED RESUMES



### RANGE OF EXPERIENCE

Mr. Pfeiffer has over 35 years of experience in education and training at the state level. His experience and knowledge includes combining labor market and education data as well as applying data in performance measurement and supply/demand analyses. He has garnered several awards for productivity in state government and was recognized by the Data Quality Campaign on March 10 for his work in promoting the development of education and labor integrated systems In addition to state government experience, Mr. Pfeiffer has been a consultant for at least 15 states and agencies in performance measurement, data collection, and information systems, particularly as they pertain to the labor market.

# PROFESSIONAL AND BUSINESS HISTORY

MGT of America, Inc., Director and Senior Associate of the Longitudinal Education Data Practice, February 2009-present

Florida Department of Education, Deputy Commissioner, Division of Accountability, Research, and Measurement, February 2007-January 2009; Assistant Deputy Commissioner, Division of Accountability, Research, and Measurement, February 2005-February 2007; Director, Office of K-20 Education Information and Accountability, September 2002-February 2005; Director, Workforce Education and Outcome Information Services Bureau, June 1996-September 2002; Director, Florida Education and Training Placement Information Program, February 1988-June 1996

Florida Council on Vocational Education, Planner/Evaluator, February 1987-June 1988

Florida Department of Labor and Employment Security, State Job Training Coordinating Council, Deputy Executive Director, October 1984-February 1987

Florida Occupational Information Coordinating Committee, Planning Information Coordinator, January 1978-July 1984

Florida Department of Community Affairs, State Employment and Training Council, Manpower Management Supervisor, September 1972-January 1978

University of Florida, Finance and Accounting Division, Research Assistant, June 1970-August 1972

United States Marine Corps, Commissioned Officer, February 1966-October 1969

Florida Governor's Council on Indian Affairs, Inc., Board of Directors, 1995-Present

YEARS OF EXPERIENCE:

39

EDUCATION:

University of Florida, B.S., 1969

PROFESSIONAL AWARDS:

Florida TaxWatch Recognition for Achievement Pertaining to Sunshine Connections, 2006

Baumgartner Award for Lifetime Achievements in Information Services from the National Association of State Workforce Agencies, 2005

Florida TaxWatch Recognition for the Development of the Workforce Development Funding Formula, 1999

Davis Productivity Awards for Notable Accomplishments in Enhancing Government Services (shared with staff), 1994, 1992, 1991, 1989

Director of the Occupational Identifier Project when it was Recognized as the "1986 Outstanding Achievement by a State" by the National Alliance of Business



#### PROFESSIONAL AND BUSINESS EXPERIENCE

Established education data practice to assist states and other organizations in building integrated longitudinal education data systems, focused on linking secondary to postsecondary education and the workforce.

Directed budgeting, strategic planning, contracts and grants, personnel, and staffing for the Division Office at the Department of Education's public education data systems from PreK through graduate school, which included the state's assessment system for all public education.

Represented the State of Florida on the National Longitudinal Data System Advisory Committee of the Council of Chief State School Officers.

Served as the executive sponsor to implement an internet portal into the Department of Education's data systems.

Directed an ad hoc state committee established to examine Florida's K-12 assessment and accountability programs.

Coordinated the timing and release of high profile test and accountability system results.

Supervised administrative data systems for secondary and postsecondary assessment, PK-12 Staff and Student Data, Community College Staff and Student Data, the PK-20 Longitudinal Education Data Warehouse, and the Florida Education and Training Placement Information Program.

Led and analyzed labor market and student demand affecting key transition points in Florida's K20 education pipeline.

Directed efforts by the Department of Education to develop performance measures in cooperation with the Agency for Workforce Innovation for the federally funded Workforce Investment Act.

Worked with the Data Quality Campaign, the Institute for Education Sciences, the CALDER Institute for longitudinal data, the National Governor's Association, and the State Higher Education Executive Officers on issues of connecting and using data across education sectors and with related agency services.

Administered state and federal grants and related procurements including grants from the National Postsecondary Education Cooperative dealing with higher education public reporting and the National Center for Education Statistics on longitudinal data.

Co-directed the development of "Sunshine Connections" - a Web-based information portal creating a business intelligence approach to accessing education information.



Staff two initiatives by the State Board of Education focusing on access to higher education including postsecondary workforce programs. The initiatives focused on the economic demand for postsecondary education as well as the flows of students from high schools into postsecondary environments.

Responsible for supervising managers overseeing student and staff information systems for K12, career and technical education, adult education, community colleges, and universities. Responsibilities included maintaining cross cutting systems including a K20 education data warehouse and an automated follow-up system.

Coordinated the development and implementation of the K-20 Accountability System representing all of Florida's education sectors.

Served as lead staff in negotiating to create an information portal and applications environment for state and local education performance information systems.

Staffed the Higher Education Funding Advisory Committee.

Represented the Department of Education in national meetings, including those sponsored by the National Governor's Association, the National Association of State Workforce Agencies, State Higher Education Executive Officers, the National Commission on Higher Education Management Systems, the National Postsecondary Education Cooperative, the EdTrust, and the National Association of School Heads.

Served on several national data collection projects using record linkage methodologies including the Longitudinal Employer Dynamics project of the U.S. Census; the Federal Employment Data Exchange Project with the Department of Defense, U.S. Postal Services, and the Office of Personnel Management; and the Administrative Data Analysis and Research project through the U.S. Department of Labor.

Worked on the National Governor's Association Best Practices project dealing with integrated performance information systems.

Chaired the Workforce Estimating Conference to identify occupations in demand at the state and local levels using labor market and student placement information.

Supervised the development and maintenance of information systems to support Workforce Education programs in Florida, including management information and follow-up services. Designed and developed statistical and analytical reports.

Developed funding formulas using performance output and outcome measures for Florida's public postsecondary vocational and adult general education programs.

Directed response to reporting and performance measurement requirements to federal legislation, including the Carl D. Perkins Act and the Workforce Investment Act. Participated in national workshops pertaining to these acts.



Represented the Commissioner of Education in chairing the State level Occupational forecasting Conference, which involved gathering and analyzing occupational opportunities for all levels of education and training.

Represented the State of Florida by chairing a national committee on the development of unit record data systems for higher education entities as part of the National Center for Education Statistics.

Supervised the development and implantation of a system which is used to collect employment and continuing education data of former students or program participants from job training and education programs, including high schools, postsecondary institutions, and universities. Data have been arrayed to facilitate labor market analysis, program evaluation, and direct student counseling.

Served on an internal Equal Employment Opportunity and Insurance Committee.

Served on a task force to develop a new secondary testing program for the state of Florida.

Represented the Commissioner of Education on the Governor's Alliance for Employment of the Handicapped and the Governor's Select Committee on Workforce 2000.

Served as a consortium member of a project involving five states in the development of a revised labor market information system for the United States.

Developed position and issue papers related to state and federal vocational education and job training policy.

Responsible to the legislature for further development of the Occupational Identifier Project which became the Florida Education and Training Placement Information Program in June 1988.

Served as the State Labor Market Information Coordinating Committee Staff Director that developed policy related to data collection pertaining to the labor market.

Coordinated the review of 24 local job training and placement plans for unemployed and low income Floridians. Effort included a statewide policy and coordination plan.

Directed the Occupational Identifier Project, which ultimately was implemented in the Department of Education as the "Florida Education and Training Placement Information Program." This included conducting background research, designing pilot applications, and detailing specifications for software development.

Coordinated with various job training and education agencies to design and implement a computerized occupational supply and demand information system.



Conducted research studies pertaining to improving labor market data resources for planning and program evaluation.

Conducted seminars with private sector and public sector representatives on the use of labor market data for program planning.

Developed background materials that resulted in the legislative establishment of the Occupational Identifier Project.

Reviewer of lessons learned publication sponsored by the Fordham Institute on longitudinal education data systems.

Consultant and presenter for the James Hunt Institute of North Carolina with respect to establishing longitudinal education data systems.

Consultant and discussant for California's Education Data System Action Committee, EdTrust West.

Consultant, University of Missouri, with representatives of state agencies and universities in establishing longitudinal K-16 data systems.

Worked on Data System Evaluation and organizational design, State of North Dakota.

Proposal Reviewer for longitudinal data systems at the Hewlett Foundation.

Advisory Council Member for the Early College High School Initiative, Student Information System Advisory Council.

Independent Reviewer for a National Science Foundation proposal regarding prisoner reentry into general society.

Consultant for the Montana Department of Education/National Governor's Association for integrated performance information management systems.

Independent Reviewer at the Academy for Educational Development.

Consultant for the Jacob France Center at the University of Baltimore, Maryland.

Independent reviewer for the National Center for Vocational Education Research.

Consultant with MGT of America, on a Feasibility Study of the implementation of a follow-up information system for the State of Ohio.

Work with Management, Planning, and Research, Inc. Berkeley, California on national performance measures for vocational education programs funded through federal law.



Participated in a seminar at Appalachian Education Laboratory, Washington, D.C. on performance management information systems.

Consulted with the State of Ohio on automated student follow-up and performance funding.

Consulted with the Montana Department of Education on performance measurement.

Participated in a seminar with the State of Massachusetts on performance measurement for workforce programs.

Worked with the State of California Workforce Development Board as a member of a Peer Review committee on developing a performance measurement approach for workforce development programs.

Participated on a workgroup with the U.S. Department of Labor to develop recommended regulations related to performance measurement required by the Workforce Investment Act of 1998.

Consultant for the State of Louisiana in implementing performance measures for workforce development programs.

Consultant with the State of Texas on developing guidelines for establishing comprehensive follow-up systems in states to support education and workforce development program evaluations. Resulted in publication of "A Field Guide to Automated Follow-up: Cost Effective Collection of Performance Information" and "The Basics of Follow-up by the State of Texas." These publications were co-authored by Marc Anderberg. July 1, 1995-1998.

Consultant for Florida State University/U.S. Agency for International Development on sustaining job placement and career centers at fourteen Indonesian Universities, developed guidelines for conducting tracer and follow-up studies on graduates including reporting results.

Consultant for the National Postsecondary Education Cooperative on integrating postsecondary education data into management and policy development decisions.

Consultant for the State of Texas on developing an empirical approach to identifying new and emerging occupations using longitudinal data collected from employers

Consultant for Volusia County (Florida) Schools on developing evaluation mechanisms for their School-to-Work transition planning grant to the U.S. Departments of Education and Labor.



Consultant for Partners in International Employment and Training (PIET), a subcontractor with the U.S. Agency for International Development in developing and conducting two weeks of seminars on the topics of university-level career guidance and job placement for professionals from Indonesia. Provided training in the conduct of follow-up studies. The professionals represented government agencies from Jakarta and universities in Sumatra.

Consultant for the Center for International Studies, Florida State University on the implementation of a "Education to Labor Market Information System" in nine public Universities in Indonesia.

Consultant for the State of North Dakota regarding the use of record linkage techniques in collecting follow-up data as part of an evaluation strategy for public education and training programs.

Worked with Jerry Strudwick, Senior Policy Analyst, International Institute for Research, and James Cobbe, Ph.D., Professor of Economics, Florida State University, on a report, "The Role of Job Placement Centers in Indonesian Universities" in providing curriculum feedback, career counseling, and job placement services.

Consultant for the Center for International Studies, Florida State University on the USAID Higher Education Development Program with the Government of Indonesia in Jakarta, Palembang, Medan and Parapat, Indonesia. Effort was to do a baseline examination of the status of job placement and career centers in select Indonesian universities.

Consultant for the Texas State Occupational Information Coordinating Committee on creating a vision for an automated follow-up process that relies on record linkage techniques.

Worked with David Stevens, Ph.D., of the University of Baltimore in developing materials associated with the use of record linkage techniques in developing outcome data on former students as a part of a handbook for state officials.

Consultant for the State of Massachusetts regarding the enactment of certain provisions in unemployment insurance law.

Consultant for the State of North Carolina regarding the collection and use of follow-up information to assess education and training program effectiveness.

Consultant for the Utah Council on Occupational Information on student follow-up.

Consultant for the Florida Council on Vocational Education to develop issue papers related to changes in the labor force and the job market.

Consultant for the U.S. Department of Education on strategies to develop vocational program impact evaluations.



Worked with Evaluation Systems Design, Inc. Tallahassee, Florida, on a paper, "Employment Strategies for Offenders in Florida prior to 1983."

Worked with William Stronge, Ph.D., Florida Atlantic University on a paper, "Approaches to Identifying New and Emerging Occupations."

Worked with Christopher D. Howell, Ph.D., on a Lee County Employment Survey.

Worked with the California Occupational Information Coordinating Committee on the California Occupational Information System Report.

Worked with Morgan Lyons, Ph.D., on the County of Los Angeles CETA Data Base Project.

Consultant for the Florida Council of Handicapped Organizations CETA/Handicapped Service Linkage Project.

### PRESENTATIONS

Guest Speaker at the Commonwealth Club in San Francisco, California, on the benefits of a comprehensive, longitudinal educational data system. Followed up with testimony before the California Assembly in Sacramento, Spring 2008.

Keynote Speaker for "Data Days," Governor's Initiative for the "year of education" in Berkeley, California, August 2007.

Testimony given to the Secretary's Commission on the Future of Higher Education (sponsored by U.S. Department of Education) on the subject of longitudinal, integrated data systems, March, 2006.

Keynote Panelist in Education Data Summit sponsored by the National Governor's Association, the Council of Chief State School Officers, the U.S. Department of Education, and the Florida Department of Education, February, 2006.

Organizer and presenter in the Integrated Performance Information Summit – The Data Feast – sponsored by the National Governor's Association, September 2005.

Keynote Speaker for the Florida Association of Institutional Research Annual Conference, Access to Higher Education, July 2005.

Facilitator for the U.S. Department of Education Data Quality Institute, Career and Technical Education Performance Measures, June 2005.

Reviewer for the National Science Foundation, a proposal to evaluate the impact of general education diploma outcomes, March 2005.



# PRESENTATIONS (Continued)

Panelist on Achieving the Dream: Community Colleges that Work, Jobs for the Future, Washington D.C., February 2005.

Verbal Presentation to the State Board of Education for the State of Montana on integrated performance information systems and K20 education performance accountability, January 2005.

Verbal Testimony to the Florida House of representatives various committees, March 1995, 1996, 1997, 1998, 1999, and 2002.

Written testimony to the State of Nevada legislature concerning the development of automated student data bases in that state, Carson City, 1995.

Verbal and written testimony for the Joint meeting of the U.S. Senate Committee on Labor and Human Resources and the House Committee on Education and Labor. Washington, D.C., 1982.

Written testimony for the U.S. Senate Committee on Labor and Human Resources. Orlando, 1981.

## PAPERS AND PUBLICATIONS

With Patricia Windham, "State Integrated Education Data Systems," New Directions for Community Colleges, Spring 2008.

Chapter Author, "Minding the Gap," a publication of Jobs for the Future, published by Harvard University Press, Summer 2007.

"From Performance Reporting to Performance-Based Funding: Florida's Experiences with Workforce Development" in New Directions for Community Colleges: Determining the Economic Benefits of Attending Community College, 1998.

With Marc Anderberg, "A Field Guide to Automated Follow-up: Cost Effective Collection of Performance Information," 1998.

"Lessons Learned: Florida's Education and Training Placement Information Program" in The Journal of the American Vocational Education Research Association, 1994.





#### RANGE OF EXPERIENCE

Dr. Hong Gao is experienced in research methods and quantitative (both parametric and non-parametric statistical tests) and qualitative data analysis. She has worked on many evaluation projects, from Arkansas and Nevada Reading First to Maryland Bridges to Excellence Act Evaluation. She is experienced in all stages of evaluation projects: document/information/literature reviews, data collection, data analysis, and reporting.

# PROFESSIONAL AND BUSINESS HISTORY

MGT of America, Inc., Tallahassee, FL, Senior Consultant for the Pk-12 Program Evaluation Team, December 2008–Present

Florida State University, Tallahassee, FL, Research faculty for the Florida Research Center for Science, Technology, Engineering, and Mathematics (FCR-STEM) and the Florida Center for Reading Research (FCRR) at Florida State University, May 2007–November 2008

MGT of America, Inc., Tallahassee, FL, Research analyst for the Pk-12 Program Evaluation Team, May 2006–May 2007

Florida State University, Tallahassee, FL, Graduate assistant to evaluation coordinator Ms. Carole Hayes at the Office for Distributed and Distance Learning, May 2003–Aug 2006

Florida State University, Tallahassee, FL, Graduate assistant to Dr. Marty Beech at the Center for Performance Technology July 2002–August 2003

Florida State University, Tallahassee, FL, Research assistant to Dr. Amy Baylor at the Department of Educational Research, August 2001–May 2002

University of South Florida, Tampa, FL, Research assistant to Dr. Michael Churton at Educational Outreach, January 2001–August 2001

University of South Florida, Tampa, FL, Instructor of English Language Institute for learners with intermediate level of language proficiency, January 2001–May 2001

China Youth College for Political Science, Beijing, China, Junior faculty member in the Center for Foreign Language Teaching, September 1998–July 2000

# YEARS OF EXPERIENCE:

8

#### EDUCATION:

Ph.D., Educational Psychology, Florida State University, Fall 2007

M.S., Educational Measurement and Statistics, Florida State University, Summer 2006

M.A., Teaching English as a Foreign Language, Beijing Normal University, July 1998

B.A., English Language and Literature, Beijing Normal University, July 1995

# PROFESSIONAL AFFILIATIONS:

Member of Golden Key International Honor Society, 2008

Member of SEA (Southeast Evaluation Association), 2004

Member of AERA (American Educational Research Association), 2003

Member of FSU Instructional Systems Student Association, 2002

Member of AACE (Association for the Advancement of Computing in Education), 2002

Member of AECT (American Educational Communications and Technology), 2001



#### PROFESSIONAL AND BUSINESS EXPERIENCE

Team member for the evaluation of the Maryland GEAR UP (the Gaining Early Awareness and Readiness for Undergraduate Program) which provides tutoring, mentoring, information on college preparation and financial aid, an emphasis on core academic preparation and access to scholarship opportunities.

Team member for the final year of the evaluation of the Bridge to Excellence (BTE) project for the Department of Education in Maryland. Conducted return on investment analysis using hierarchical linear modeling.

Team member for the evaluation of the Mississippi GEAR UP (the Gaining Early Awareness and Readiness for Undergraduate Program) which provides tutoring, mentoring, information on college preparation and financial aid, an emphasis on core academic preparation and access to scholarship opportunities.

Conduct statistical analyses, assist research faculty members with statistical analyses and reports, conduct secondary analyses of existing data in reading and STEM related fields.

Statistician for the analysis of 2007-2008 data for New Jersey Reading First, generated basic statistics based on demographic data and grade level, and modeled student growth pattern within the academic year using HLM software.

Statistician for the Florida Assessment Project where a validation study was conducted on a new assessment instrument to assess students reading proficiency. Responsibilities included generating ability estimates for individual students using Mplus software, reviewing literature related to Guttman scaling, assessment of unidimensionality using Guttman scaling, and generating ROC curves.

Statistician for the comparisons in reading comprehension between Focused Reading Initiative (FRI) schools and NON-FRI schools as well as between the FRI schools that were site visited and the FRI schools that were not site visited.

Led researcher for the analysis of FCAT (Florida Comprehensive Assessment Test) math data by gender, ethnicity, free/reduced-priced lunch status, limited English proficiency (LEP) status, and disability (SWD) status from 2002 to 2006 for grades three through ten and primary person for the drafting of the report. Multiple perspectives were provided to inform policy making.

Researcher on the Florida PROMiSE (http://flpromise.org/) team that is responsible for the training of the principals to provide instructional leadership on the use of new mathematics and science standards and the evaluation of the impact of the training. Florida PROMiSE addresses the need to improve the mathematics and science achievement of students through professional development.

Principal Researcher on the analysis of the relationship between various school resources and student achievement in mathematics in Florida in 2006 using hierarchical linear modeling technique.



Assist project managers with data analysis in a variety of projects ranging from evaluation of state Reading First programs to State retirement systems.

Research Analyst for the evaluation of Mississippi Reading First project which is part of the nationwide effort to enable all students to become successful early readers. Major responsibilities included conducting basic statistical analyses at both school and district level.

Research Analyst for the evaluation of Arkansas Reading First project and Nevada Reading First project, both of which are part of the nationwide effort to enable all students to become successful early readers. Major responsibilities included conducting basic statistical analyses at both school and district level as well as using hierarchical linear modeling technique to analyze longitudinal data.

Research Analyst for the evaluation of New York Pre-school Special Education project. This seven-year project (from 2000-2007) was to determine the long-term effect of pre-school special education programs and services on the educational achievement, emotional well-being, social adjustment, and placement of school-aged students through Grade 4 who received special education programs and services during their pre-school years. Major responsibilities included conducting a variety of statistical analyses to assess the impact of the special education programs and services.

Research Analyst for the evaluation of the Bridge to Excellence (BTE) project for the Department of Education in Maryland. This three-year evaluation project is an attempt to assess the impact of substantial increases in State aid for education phased in over a period of six years on the students' academic performance. Major responsibilities included conducting statistical analysis of online survey data and student performance data at local school system level, compiling qualitative data from phone interviews and online surveys, reviewing master plan updates for school year 2005-06 and 2006-07, using Microsoft ACCESS to build database containing information for student performance data, demographic data, enrollment, graduation, drop-out data at school level, and collaborating with colleagues to construct instruments for on-site visits.

Research Analyst for the evaluation of Mississippi teacher retirement system for Mississippi Economic Council. Major responsibilities included conducting literature reviews of the teacher retirement systems in the selected blueprint states, compiling an annotated bibliography, and drafting up the final report.

Research Analyst for the evaluation of Pinellas Comprehensive School Reform project for James Sanderlin Elementary for the school year 2005-06 and Woodlawn Elementary for the school year 2005-06 and 2006-07. Major responsibilities included contacting the client to finalize the project scope, analyzing the Florida's Comprehensive Assessment Test (FCAT) data, and drafting up the sections related to student performance.

Assisted in creating comparison charts for the school district efficiency reviews for Roanoke City Public Schools and Prince William Public Schools in the State of Virginia.



Use SPSS to analyze a variety of surveys on online student satisfaction, students' withdrawal, mentor performance, and faculty satisfaction and conduct qualitative analysis of free responses at course level, program level, and university level. Assist evaluation coordinator in revising and updating the survey instruments for efficient analysis and feedback to the online instructors. Conduct research using longitudinal data and analyzing survey results across semesters, courses, and programs.

Participated in working on the project "Accommodations and Modifications for Students with Disabilities" with Florida Department of Education. Assisted Dr. Beech in developing assessment activities for students with disabilities using principles of instructional design. Assisted Dr. Beech in developing materials for the workshop for training sessions in Florida. Assisted with updating the database of resources for teachers working with students with disabilities. Assisted with the literature review on classroom assessment in math and science for students with disabilities.

Developed proposals for professional conferences. Drafted manuscripts for publication in educational journals. Assisted with information for the course on the design of constructive learning environments.

Collected and organized information on the basic infrastructure of distance education in Peoples Republic of China to assist in the development of a database for international programs at the University of South Florida.

Prepared lesson plans and provided language instruction on a daily basis. Conducted formative and summative evaluation of learning results and prepared reports on students' progress to the Institute. Attended weekly meetings for instructors.

Prepared lesson plans and provided language instruction on reading and writing on daily basis. Conducted formative and summative evaluation of learning results and prepared reports on students' progress to the Institute. Attended weekly meetings for faculty members and participated in cooperative lesson planning activities.

#### PRESENTATIONS

#### NATIONAL AND INTERNATIONAL PRESENTATIONS

Li, H. & Gao, H. (August, 2008). Emotional well-being and academic performance of children with disabilities. Annual Conference of American Psychological Association. Boston, MA.

Li, H. & Gao, H. (August, 2008). Children with and without disabilities: a comparative study. Annual Conference of American Psychological Association. Boston, MA.

Gao, J., **Gao, H.** & Rew. W. J. (March, 2008). *School resources, student achievement, and equity in Florida.* 52<sup>nd</sup> Annual Conference of Comparative and International Education Society. Teachers College, Columbia University, New York, NY.



# PRESENTATIONS (Continued)

- Gao, H., Losh, S., Shen, E., Turner, J. & Rong, Y. (April, 2007). The effects of collaborative concept mapping on learning, problem solving, and learner attitude. The annual conference of AERA (American Educational Research Association). Chicago, IL.
- Gao, H. Shen, E., & Pop, M. (October, 2005). *Collaborative concept mapping: a case study.* The annual conference of AECT (Association for Educational Communications and Technology). Orlando, FL.
- Gao, H. & Shen, E. (October, 2004). A review of group work. The annual conference of AECT (Association for Educational Communications and Technology). Chicago, IL.
- Shen, E., Warren, D., Baylor, A. & Gao, H. (October, 2004). The effect of agent effect on learning, motivation, and perceived agent persona. The annual conference of AECT (Association for Educational Communications and Technology). Chicago, IL.
- Gao, H. & Shen, E. (October, 2003). Stay connected: a framework for pre-service teachers to learn during their field internships. The annual conference of AECT (Association for Educational Communications and Technology). Anaheim, CA.
- Gao, H. & Shen, E. (October, 2003). Online learning environment in a graduate level course on project: task complexity, communication tools, and online interaction. The annual conference of AECT (Association for Educational Communications and Technology). Anaheim, CA.
- Gao, H., Shen, E, & Armstrong, B. (April, 2003). Online learning environment of a graduate level course on project management: task complexity, communication tools, and online interaction. The annual conference of AERA (American Educational Research Association). Chicago, IL.
- Driscoll, M., Kim, Y., Suh, S., Lee, Y., Hu, H. Gao, H., Fay, S. & Shen, E. (2002). What is AECT really about? A content analysis of the convention program over the past five years. The annual conference of AECT (Association for Educational Communication and Technology). Dallas, TX.
- Gao, H. & Baylor, A. L. (November, 2002). Strategies for designers to support collaborative learning in professional development online communities. The annual conference of AECT (Association for Educational Communication and Technology). Dallas, TX.
- Shen, E., Armstrong, B., & Gao, H. (November, 2002). Communication patterns in a graduate level course on project management: face-to-face and online. The annual conference of AECT (Association for Educational Communication and Technology) International Conference, Dallas, TX.

#### INVITED TALKS/PRESENTATIONS

Gao, H. & Rew, W. J. (2008). What have we learned about the achievement gaps in Mathematics in Florida? Female-Minority Initiative Workgroup Meeting, Florida Center for Research in Science, Technology, Engineering, and Mathematics Education. Orlando, Florida.



#### PUBLICATIONS

Gao, H. (submitted). Task as a factor affecting facilitation in group work. Manuscript submitted to the *International Journal on E-Learning (IJEL)*.

Gao, H., Shen, E., Losh, S. & Turner, J. (2007). A review of studies on collaborative concept mapping: what have we learned about the technique so far? What is next? *Journal of Interactive Learning Research*, 18(4), 479-492.

Gao, H., Baylor, A. & Shen, E. (2005). Designer support for online collaboration and knowledge construction. *Educational Technology & Society*, 8(1), 69-79.

Gao, H., Baylor, A. L. & Shen, E. (November, 2002). Strategies for designers to support collaborative learning in professional development online communities. *Proceedings of Association for Educational Communication and Technology*. Dallas, TX.

Shen, E., Armstrong, B., & Gao, H. (November, 2002). Communication patterns in a graduate level course on project management: face-to-face and online. *Proceedings of Association for Educational Communication and Technology*, Dallas, TX.

#### WHITE PAPER

Gao, H. & Gao, J. (2008). A comprehensive analysis on the Florida student performance in FCAT math by gender, ethnicity, and FRL/LEP/SWD status from 2002 to 2006 for grades three through ten.

#### WORK IN PROGRESS

Gao, H. (submitted to Instructional Science). The role of task as a factor affecting facilitation in group work.

Gao, H., Pop, M., Shen, E., Losh, S. & Turner, J. Learner interaction in collaborative concept mapping: experience from a group of graduate level learners in an introductory educational psychology course.

Gao, H., Shen, E., Losh, S. & Turner, J. The effects of key concepts and individual preparation in collaborative concept mapping on learning, problem-solving, and learner attitude.

#### PAPERS CITING RESEARCH

Computer Science Professor George S. from INSA of Lyon (National Institute of Applied Sciences) in France (2006), Bridging the Gap between Human Communications and Distance Learning Activities, book chapter in Eshaa M. Alkhalifa (Ed.), Cognitively Informed Systems: Utilizing Practical Approaches to Enrich Information Presentation and Transfer, Idea Group Publishing, 2006, ISBN 1-59140-843-1, P. 102-116.

McDonald, Jacquelin (2007). The role of online discussion forums in supporting learning in higher education. Dissertation submitted to College of Education, **University of Southern Queensland, Australia.** 



# PUBLICATIONS (Continued)

Coutinho, Clara Pereira & Bottentuit Junior, Joao Batista at University of Minho, Portugal. (2008). Using concept maps with postgraduate teachers in a web-based environment: an exploratory study. In Proceedings of the Workshop on Cognition and the Web: Information Processing, Comprehension and Learning. Granada, Spain. 24-26 April 2008, pp. 139-145.

## AWARDS

Recognition as the employee with outstanding services to MGT of America, Inc., 2007

Dissertation research grant awarded by the Office of Graduate Studies at the Florida State University, 2003

Grant awarded by the Congress of Graduate Students at Florida State University for the presentations at AECT conference in Anaheim, CA, 2003

Grant awarded by the Congress of Graduate Students at Florida State University for the presentation at AERA conference in Chicago, IL, 2003

Grant awarded by the Congress of Graduate Students at Florida State University for the presentations at AECT conference in Dallas, TX, 2002

Grant awarded by the Congress of Graduate Students at Florida State University for the presentations at the 18<sup>th</sup> Annual Conference on Distance Teaching and Learning in Madison, WI, 2002

Gagne-Briggs Scholarship for outstanding first-year graduate students, Instructional Systems, Florida State University, 2001

College Fellowship for the first-year doctoral students, College of Education, University of South Florida, 2000





#### RANGE OF EXPERIENCE

Mr. Christie has more than ten years of Web development and technology experience. He has served as lead Web developer and database manager for external evaluations of Arkansas, Nevada, Illinois, Kentucky, Mississippi, and New Jersey Reading First programs. MGT's Reading First evaluations use a technology-based integrated data collection and management design to gather data on individual student outcomes; document the implementation of professional development and school-based reading initiative improvements; and assess the impact of program activities on improved student outcomes in literacy. Mr. Christie has also served as database manager and Web developer for the Georgia Department of Education's Reading Excellence Evaluation; the Teacher of a New Era project, piloted by Florida A&M University; and the automated evaluation of the Arkansas 21st Century Community Learning Centers. In addition, he has served as a team member on a project conducted by the Florida Partnership for School Readiness to develop an interactive Web site to serve as the communication hub for implementation of Florida's Early Learning/Universal Pre-Kindergarten Education program.

# Technology Skills:

HTML, ColdFusion, JavaScript, SQL, Access, Stored Procedures, C++, Java, CSS, PHP, MySQL, Visual Basic .Net, PhotoShop, PageMaker, PowerPoint, DreamWeaver, and other industry tools.

#### PROFESSIONAL AND BUSINESS HISTORY

MGT of America, Inc., Consultant/Web Programmer, November 2006–present; Senior Analyst/Web Programmer, July 2005–November 2006; Analyst/Web Programmer, February 2004–June 2005; Web Programmer, May 2003–February 2004

Technology Consultant, Self-employed, March 2002-May 2003; May 1999-August 1999

Florida Division of Historical Resources, Web Site Manager, February 2000–March 2002; Web Site Designer, August 1999–February 2000

Florida Department of Transportation, Public Information Specialist, October 1997–May 1999

WFSU-FM, Tallahassee, Reporter/Producer/Assistant News Director, October 1994–1997

YEARS OF EXPERIENCE:

14

#### EDUCATION:

Pursuing M.S., Information Studies, Information Architecture and Technology, Florida State University, Anticipated degree award date April 2009

A.S., Computer Programming and Analysis, Tallahassee Community College, Honors, 2006

B.A., Communications; Minor: English Literature, State University of New York, Oswego, 1993

#### CERTIFICATIONS:

Certified Webmaster, Florida State University Center for Professional Development, 1998

# PROFESSIONAL AFFILIATIONS:

Southeast Evaluation Association



#### PROFESSIONAL AND BUSINESS EXPERIENCE

Team Member, data manager, and Web site developer for the Maryland GEAR-UP project. MGT was awarded its second contract to evaluate the state of Maryland's GEAR-UP program, designed to increase college awareness and student math achievement in selected high schools. The five- year project involves conducting Web-based surveys of high school students and their parents, maintaining an interactive database of student achievement data, and assessing the GEAR-UP program's goals and objectives.

Project Manager for the Kentucky Department of Education Reading First/Read to Achieve project. The five-year project which began in 2006 combines numerous student and personnel data sources into one comprehensive Web-base data entry and reporting application for nearly 400 Reading First and Read to Achieve schools in Kentucky.

Web developer and database manager on a multi-year evaluation of the Reading First program in Illinois. This state received a six-year, \$215 million grant from the U.S. Department of Education to improve the reading skills of students in kindergarten through grade three. MGT's program evaluation is both formative and summative in scope. It involves 151 schools in 20 Illinois school districts.

Team Member of a three-year process and impact evaluation of the federal Reading First program for the Mississippi Department of Education. The evaluation includes the development of a comprehensive evaluation plan, creation of a Web-based data collection and reporting system, analysis of achievement and other outcome data, analysis of qualitative data collected for program sites, and development of comprehensive annual evaluation reports.

Team Member on the Arkansas Department of Education Reading First Web site for the MGT Program Evaluation section. The project will assess the overall effectiveness of Reading First in having all children reading on grade level by the end of third grade. The Web site features a secure user log-in and a dynamic menu of options based on the user's position. Data collected include budget and expenditures for each school; activity logs and professional development for teachers and principals; and student demographics, intervention, and performance.

Team Member of Nevada's Reading First program Web site for the MGT Program Evaluation section. The project, over a year period through the Web site and other means, developed an evaluation design to address program implementation and outcomes; documented the implementation of professional development and school-based reading initiative improvements; and assessed the impact of program activities on improved student outcomes in literacy.

Team Member of a six-year evaluation of New Jersey's Reading First program authorized under the federal No Child Left Behind Act. The purpose of the federal program is to ensure that all students learn to read at grade level or above by the end of third grade.

Team Member on a project for 21st Century Community Learning Centers in Arkansas for the MGT Program Evaluation section. This Web site collects detailed data about



each school's programs, such as staffing and hours of operation. It also tracks school program activities and student data, and includes a reporting feature that compares each program's status to a statewide aggregate.

Team Member and sole Web site programmer on a project for 21<sup>st</sup> Century Community Learning Centers in Olympia, Washington, for the MGT Program Evaluation section.

Team Member on a comprehensive needs assessment for Indian River County Florida to identify the social, health and public safety needs of the county, and to develop a comprehensive implementation plan to assist in delivering effective social, health and public safety services in the future.

Team Member of a three-year evaluation of the implementation and impacts of the Maryland Bridge to Excellence (BTE) Act. The project is assessing the extent to which local school systems' strategic plans to improve student achievement, coupled with \$1.3 in additional state funding for K-12 education, result in improved student, school, and school system performance.

Team Member of a project conducted for the Florida Partnership for School Readiness to develop an interactive Web site to serve as the communication hub for implementation of Florida's Early Learning/Universal Pre-Kindergarten Education program.

Sole programmer for Florida A&M University's Teachers of a New Era Web site. The project's mission is to increase the productivity of effective teachers and to improve instruction for PK-12 students in ways that impact student learning as demonstrated by standardized test results and a commitment to lifelong learning. The Web site is designed to serve as a central point for the project's various Design Teams as they complete the process of revising teaching standards. Features include a password-protected Design Team section where users can view, upload, and download meeting materials, an interactive calendar, and a searchable public comment section.

Sole programmer of the Florida State Board of Education Universal Pre-Kindergarten Advisory Council Web site for the MGT Program Evaluation section. The site serves as a central point for council members and the public to learn more about how universal pre-Kindergarten education is being instituted in Florida. Key features include a dynamic What's New section and Meeting Schedule, as well as an interactive Calendar of Events. The Project Manager can control all of these features via a password-protected administration page.

Sole programmer of the Florida State Board of Education K-20 Performance Accountability Web site for the MGT Program Evaluation section. This site was developed under a state law implementing a uniform K-20 accountability system. It offers similar features to the Universal Pre-Kindergarten Web site, and includes a searchable Public Input section and a Photographic Slideshow.



Team Member on a comprehensive, three-year evaluation of GA READS, Georgia's Reading Excellence Act Program.

Team Member of a survey conducted by the National Youth Gang Center, Institute for Intergovernmental Research, Florida. MGT assisted with the database management and collection of survey data for the 2004 annual National Youth Gang Survey, which included over 2,500 law enforcement agencies across the United States

Team Member on the data collection Web application EqualWorks<sup>®</sup> for the MGT Disparity section. The application serves as a reporting function to track information on vendors of contracts/subcontracts, payments, and the usage of minority vendors as it relates to their availability and company goals.

### RELEVENT MASTER'S DEGREE COURSEWORK TO DATE

#### Research Methods in Information Studies:

Examines the principles and methods of systems analysis and research in the context of information studies. Considers problem identification and definition, techniques of data collection and analysis including statistical analysis. The course also discusses typical problems studied.

#### Assessing Information Needs:

Provides students with an overview of the user's perspective in the analysis of information needs and preferences. Provides the fundamentals to a broad approach emphasizing a unifying structure to understand human information seeking behaviors.

#### Database Management Systems:

Examines the basic principles, elements and concepts of design, implementation, and utilization of database management systems. Within database management systems, treats various models of data and databases. Also considers the administrative tasks associated in the database management environment.

#### Management of Information Organizations:

This course is designed to develop a conceptual framework for integrating fundamental management concepts, principles, theories, and practices into an effective personal management process that relates to information organizations of the 21st century.

#### Advanced Web Applications:

Examines theory, concepts and techniques for designing, producing, and evaluating World Wide Web applications to meet specific information needs. Students engage in design projects applying theoretical constructs to the provision of Web-based information resources using advanced authoring techniques.

## Information Systems Management:

An introduction to the role of information systems in organizations and how this relates to organizational objectives and structures. Covers the basics of management and information as they relate to each other in the operation of an information center.



#### RANGE OF EXPERIENCE

Mr. Billington has knowledge of fundamental economic principles and business practices. He has demonstrated the ability to learn new concepts quickly, work well in a team environment, and communicate ideas clearly and effectively. Mr. Billington possesses strong project management, organizational and analytical skills. He has collected massive amounts of data, and is experienced in database management, ensuring quality charts, tables, formatting, and data entry.

His methodological expertise focuses on survey research, conducting qualitative and quantitative research, statistical analysis and qualitative analysis of data. He is highly proficient in Microsoft Excel, PowerPoint, Word, Access, and SPSS.

# PROFESSIONAL AND BUSINESS HISTORY

MGT of America, Inc., Senior Analyst, March 2008–Present, Analyst, January 2007–February 2008, Research Associate, July 2005–December 2006; Research Assistant, January 2005–June 2005; Practice Area Assistant (Program Evaluation Division), January 2004–December 2004

## PROFESSIONAL AND BUSINESS EXPERIENCE

Team member for a project with Scholastic Inc. in the assessment of their pilot System 44 reading intervention program for middle school students. The purpose of the project was to provided testing services and statistical analyses concerning the reliability and validity of the tests and student gain scores. Members also gathered qualitative data from students and teachers participating in the program.

Team member of a three-year evaluation of the implementation and impact of the Maryland Bridge to Excellence (BTE) Act. The project assessed the extent to which local school systems' strategic plans to improve student achievement, coupled with \$1.3 billion in additional state funding for K-12 education, result in improved student, school, and school system performance.

Team Member of a project for the Early Learning Coalition of Palm Beach in addressing service delivery design issues, specifically decisions regarding contracted versus in-house service delivery.

Team Member of a six-year evaluation of New Jersey's Reading First Program authorized under the federal No Child Left Behind Act. The purpose of the federal program is to ensure that all students learn to read at grade level or above by the end of third grade.

YEARS OF EXPERIENCE:

5

#### EDUCATION:

B.S., Major: Applied Economics, Minor: Business, Florida State University, 2004

A.A., Tallahassee Community College, 2002



Team Member of a three-year process and impact evaluation of the federal Reading First Program for the Mississippi Department of Education. The evaluation includes the development of a comprehensive evaluation plan, creation of a Web-based data collection and reporting system, the analysis of achievement and other outcome data, the analysis of qualitative data collected for program sites, and the development of comprehensive annual evaluation reports.

Team Member for Florida A&M University's Teachers of a New Era. The project's mission is to increase the productivity of effective teachers and to improve instruction for PK-12 students in ways that impact student learning as demonstrated by standardized test results and a commitment to lifelong learning.

Team Member of an external evaluator program for Nevada's Reading First Program, which over a year period will develop an evaluation design to address program implementation and outcomes; document the implementation of professional development and school-based reading initiative improvements; and assess the impact of program activities on improved student outcomes in literacy.

Team Member of a comprehensive, three-year evaluation of GA READS, Georgia's Reading Excellent Act Program.

Team Member of a comprehensive, two-year evaluation of the state's Reading Excellence Act Project, the SC READS Initiative, for the South Carolina Department of Education (SDE).

Team Member of a longitudinal (seven-year) evaluation of the impacts of preschool special education for the New York State Department of Education.

Team Leader of a National Youth Gang Survey conducted by National Youth Gang Center, Institute for Intergovernmental Research, Florida. MGT assisted with the database management and collection of survey data for the 2004 annual National Youth Gang Survey. The survey included over 2,500 law enforcement agencies across the United States.

Team Member on an evaluation of Georgia's Abstinence Education Program for the state's Department of Human Resources. The first objective of the project was to provide a thorough process evaluation and outcome of the programs to date. The second purpose was to develop an evaluation framework, including forms and data-collecting procedures.