



June 30, 2026

Part 6 Other Attachment Forms—Region 3 (Mid-Atlantic) | Assistance Listing Number 84-283B

FY 2026 Grant Competition



Office of Elementary and Secondary Education (OESE): Program and Grantee Support Services: Comprehensive Centers Program

Submitted to:

**U.S. Department of Education
Office of Elementary and Secondary
Education
through Grants.gov**

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Attachment 1: Reference List / Bibliography



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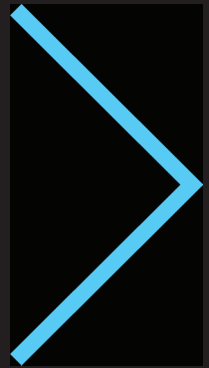
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88	National Center for Education Statistics. (2024, November 14). <i>Most U.S. public K–12 schools offer after-school programs but many cannot accommodate all students who want to participate</i> . U.S. Department of Education, Institute of Education Sciences. https://ies.ed.gov/learn/press-release/most-u-s-public-k-12-schools-offer-after-school-programs-many-cannot-accommodate-all-students-who
89	DC Action. (2026). <i>DC Kids Count: Education</i> . https://wearedcaction.org/dc-kids-count/key-measures/education/ ; Office of the Deputy Mayor for Education. (2023, December 1). <i>FY 2024 performance plan</i> . Government of the District of Columbia. https://oca.dc.gov/sites/default/files/dc/sites/oca/page_content/attachments/Office%20of%20the%20Deputy%20Mayor%20for%20Education_2023-12-01.pdf
90	New Jersey Department of Education. (2024, March 19). <i>New Jersey Department of Education awards second wave of \$7 million in high-impact tutoring grants to 57 school districts and charter schools</i> . State of New Jersey. https://www.nj.gov/education/news/2024/031924.shtml



Attachment 2: Resumes



Kerry Hoffman, PhD

Project Role: Co-Project Director

Level of Effort: .5 FTE

35 Years | SEA Technical Assistance | SEA Assessment | LEA and School Leadership | Professional Certified Coach

RELEVANT EXPERIENCE

Kerry Hoffman has extensive experience at the state, regional, and local levels, with deep expertise supporting state educational agencies (SEAs) and education stakeholders across the Great Lakes and Mid-Atlantic regions. She has strengthened evidence use in education decision-making by building systems and staff capacity to apply research evidence, interpret research and data, and translate findings into evidence-informed policy and practice decisions.

KEY QUALIFICATIONS

Area	What/Where
Experience related to objectives	35 years in education; U.S. Department of Education (ED)/Office of Elementary and Secondary Education Comprehensive Centers Program; Center for Literacy Education and Research (CLEAR); local educational agency (LEA) and school leadership educator
Comprehensive Center relevance	Project Director/Co-Executive Director—Region 3 Mid-Atlantic Comprehensive Center (MACC); Co-Director Region 8 Comprehensive Center
SEA technical assistance	Delaware Department of Education capacity building for enhancing mentoring; Indiana Department of Education capacity-building recruiting and retaining educators and employability skills; Michigan Department of Education capacity building in family engagement for early literacy
Evaluation/performance measurement	Supports internal and external evaluation in Region 3 Comprehensive Center and Region 8 Comprehensive Center; supported internal and external evaluation in Indiana-Region 8 Comprehensive Center
Capacity building	Develops capacity of SEA and LEA staff; technical assistance (TA) tools and resource development; research and policy scans; communities of practice; coaching
Target population/lived experience	Former SEA staff, teacher, school leader; former district administrator with Comprehensive Support and Improvement, Targeted Support and Improvement, Additional Targeted Support and Improvement schools

Education

- PhD, Curriculum and Instruction, Purdue University, 2002
- MS, Curriculum and Instruction, Texas A&M University–Corpus Christi, 1992
- BS, Curriculum and Instruction, Texas A&M University–Corpus Christi, 1991

Certifications and Trainings

- Educational Administration, Indiana, 2008
- Professional Certified Coach, International Coaching Federation, 2021

Related Technical Expertise

- Adult learning principles
- Coaching
- Data use, continuous improvement and evaluation performance management
- High-need populations
- Implementation science
- K–12 systems and policy expertise
- Literacy improvement
- Mathematics improvement
- Stakeholder engagement and partnerships
- State learning agendas/strategic plans
- Technical assistance and capacity building to SEAs, LEAs, and education systems



SELECT PROJECT EXPERIENCE

MACC, ED, Washington, DC, 2024–Present

Executive Co-Director. Dr. Hoffman co-developed with SEA leadership (Delaware, District of Columbia, Maryland, New Jersey, and Pennsylvania Departments of Education) needs sensing and needs assessment processes to surface priorities, constraints, and readiness, and she identified high-leverage needs to drive annual service plans. She co-developed partnership-level logic models tied to short- and medium-term outcomes to guide implementation, monitoring, and continuous improvement across multiyear initiatives. She built capacity by co-designing and delivering in-person and virtual professional learning for SEA staff and education stakeholders, collaborating on the creation of research and state scans, co-developing resources and toolkits, and providing quick-turnaround support for SEA staff. She supported evidence-informed policy decisions by serving as a thought partner to SEA leaders—identifying similar efforts across the region and nation, facilitating decision points, and co-planning for implementation, including co-creation of resources. She provided technical support and capacity building in a variety of areas, including teacher workforce, literacy, numeracy, workforce readiness, and high-quality instructional materials. She delivered various TA support, such as white papers and state scans, through rapid-response, short-turnaround consultations.

Region 8 Comprehensive Center, ED, Washington, DC, 2019–2024

Co-Director. Dr. Hoffman co-developed partnership-level logic models tied to short- and medium-term outcomes to guide implementation, monitoring, and continuous improvement across multiyear initiatives. She built capacity by co-designing and delivering in-person and virtual professional learning for SEA staff and education stakeholders, collaborating on the creation of research and state scans, co-developing resources and toolkits, and providing quick-turnaround support for SEA staff. She supported evidence-informed policy decisions by serving as a thought partner to SEA leaders—identifying similar efforts across the region and nation, facilitating decision points, and co-planning for implementation, including co-creation of resources. She provided technical support and capacity building in a variety of areas, including teacher workforce, literacy, numeracy, workforce readiness, and high-quality instructional materials. She delivered various TA support, such as white papers and state scans, through rapid-response, short-turnaround consultations.

Indiana State Coordinator. Dr. Hoffman supported evidence-informed policy decisions for the Indiana Department of Education by co-developing project plans and concept papers/TA proposals that aligned scope, deliverables, and outcomes for state priorities (teacher pipeline; employability skills). She identified high-leverage needs through facilitated engagement with SEA offices and partners, translating insights into actionable plans and targeted TA. She co-designed and implemented TA projects, coaching SEA and district teams while strengthening evidence-based decision-making. She built SEA and LEA capacity through state and research scans, toolkits, and professional learning, and she supported evaluation data collection, analysis, federal reporting, and the development of data visualizations and concise summaries for leadership and partner use.

Literacy-Focused Professional Learning and TA, Purdue University, CLEAR, West Lafayette, IN, 2011–2019

Director. Dr. Hoffman directed center operations and designed sustained professional learning for schools and districts focused on literacy systems, curriculum implementation, and



instructional coherence. She translated research into actionable tools and trained leaders to apply evidence in improvement efforts. She provided coaching and TA to leaders and instructional coaches, including data collection, analysis, visualization, and program evaluation.

District Improvement Strategy and Research Leadership, Muncie Community Schools, Muncie, IN, 2008–2011

Director of Grants and Research/Director of Secondary Education. Dr. Hoffman led needs assessments and partnered with district leaders to develop evidence-based improvement strategies, managed research, and aligned grant initiatives to district priorities. She provided technical support in data collection, analysis, interpretation, and reporting to monitor implementation and outcomes. She supported curriculum, instruction, and assessment decisions through coaching, professional learning, and data-informed planning.

Curriculum Leadership and Program Improvement, Carmel High School, Carmel, IN, 2006–2008

Assistant Principal for Curriculum/International Baccalaureate Coordinator. Dr. Hoffman led curriculum alignment and implementation monitoring to support evidence-informed instructional improvement. She analyzed assessment and program data to guide continuous improvement efforts and designed professional learning focused on data use and evidence-based instruction. She managed International Baccalaureate program operations, reporting, and stakeholder communications.

Assessment Literacy and TA, Indiana Department of Education, Division of Student Assessment, Indianapolis, IN, 2004–2006

Assessment Consultant. Dr. Hoffman provided TA and training to educators and district leaders on assessment literacy, data interpretation, and evidence-based decision-making. She supported assessment development, administration, and reporting while serving as a rapid-response resource for district inquiries.

SELECT PRESENTATIONS

Hoffman, K., & Buckley, R. (2024, April). *Equitable family-school partnerships: A framework for developing and sustaining effective practices* [Conference presentation]. Stronger Connections Grant State Education Agency Directors Meeting, Washington, DC.

Baratta, R., Hoffman, K., & Mattson, B. (2023, February). *Learning from Indiana—Innovative approaches to solving the national teacher shortage* [Conference presentation]. National Elementary and Secondary Education Act Conference, Indianapolis, IN.

EMPLOYMENT HISTORY

ICF. Senior Consultant, Director, Education. 2019–Present.

Purdue University. Director, Center for Literacy Education and Research. 2011–2019.

Muncie Community Schools. Director, Secondary Education/Grants and Research. 2008–2011.

Carmel Clay Schools/Carmel High School. Assistant Principal for Curriculum. 2006–2008.

Indiana Department of Education. Assessment Consultant, English/Language Arts. 2004–2006.

Indiana University Indianapolis. Assistant Professor. 2002–2004.

Purdue University. Graduate Assistant. 1999–2002.

Richard King High School. Teacher. 1991–1999.



Kandace Jones, MBA

Project Role: Co-Project Director

Level of Effort: .5 FTE

20+ Years | K–12 Capacity Building | Federal and State TA |
Strategic Leadership | National Education Expert Consultant



Education

- MBA, Marketing, Florida Agricultural and Mechanical University, 2002
- BS, Business Administration, Florida Agricultural and Mechanical University, 2002

Certifications and Trainings

- Certificate in Advancing Youth Development, DC Children and Youth Investment Trust, 2011
- Broad Residency in Urban Education, 2008
- Certified Life Coach, World Coach Institute, 2012

Related Technical Expertise

- Adult learning principles
- Coaching
- Communications and dissemination
- Data use, continuous improvement and evaluation performance management
- Evaluation/high-need populations
- Implementation science
- K–12 systems and policy expertise
- Stakeholder engagement and partnerships
- State learning agendas/strategic plans
- Technical assistance and capacity building to SEAs, LEAs, and education systems

RELEVANT EXPERIENCE

Kandace Jones is a results-driven leader with more than 20 years of experience providing executive leadership across federal, state, and local education initiatives. Currently serving as co-executive director of the Mid-Atlantic Comprehensive Center (MACC), she brings expertise overseeing large-scale technical assistance (TA) delivery, managing multimillion-dollar budgets, and leading high-performing teams. Ms. Jones excels at managing staff and partners across technical, operational, and evaluation functions while ensuring client-driven, coordinated service delivery.

KEY QUALIFICATIONS

Area	What/Where
Experience related to objectives	More than 20 years in K–12 education consulting, federal TA, and organizational leadership across nonprofits, federal agencies, and national research organizations
Comprehensive Center relevance	Co-executive director, MACC (current); co-director, Region 15 Comprehensive Center (WestEd); Co-Director, Region 8 Comprehensive Center and Appalachia Regional Comprehensive Center (ICF)
SEA technical assistance	State educational agency (SEA) leadership in DC, DE, MD, NJ, and PA (current MACC); state and local education leaders across 3 midwestern states (Region 8 Comprehensive Center) and 13 western states and 3 U.S. territories (Region 15 Comprehensive Center); U.S. Department of Education (ED) School Improvement Grant TA across 50 states and about 600 school districts
Evaluation/performance measurement	Performance management lead for Superintendent's cabinet-level operational plans at Pomona Unified School District; built capacity of state and local administrators to evaluate their education initiatives in the Appalachia states
Capacity building	Led more than 200 staff teams delivering K–12 TA; managed over 90 consultants across over 50 projects at WestEd; developed and facilitated staff professional development; designed online community of practice for \$4 billion School Improvement Grant initiative serving about 1,500 schools
Target population/lived experience	Chief executive officer of junior achievement serving 57,000 youth; TA for historically underserved student populations; oversight of after-school and summer programs serving about 12,000 District of Columbia Public Schools students



SELECT PROJECT EXPERIENCE

MACC, ED, Washington, DC, 2025–Present

Co-Executive Director, Subject Matter Expert. Ms. Jones leads K–12 capacity-building TA for SEAs and local educational agencies (LEAs) across the District of Columbia, Delaware, Maryland, New Jersey, and Pennsylvania. She serves as an education subject matter expert building the capacity of SEA/LEA leaders to implement priority initiatives aimed at improving student outcomes in the Mid-Atlantic region.

Region 15 Comprehensive Center, ED, Washington, DC, 2022–2023

Project Director/Co-Director. Ms. Jones served as co-director of the largest ED-funded center in the Comprehensive Center Network, the Region 15 Comprehensive Center. She led capacity-building efforts supporting state and local education leaders to implement, evaluate, and sustain initiatives aimed at improving PreK–12 educational outcomes throughout 13 western states and 3 U.S. territories. Ms. Jones designed and facilitated staff professional development on topics related to improving educational outcomes for PreK–12 students.

Region 8 Comprehensive Center/Appalachia Regional Comprehensive Center, ED, Ann Arbor, MI, 2012–2022

Expert Consultant/Co-Director. Ms. Jones served as co-director of the Region 8 Comprehensive Center and state coordinator for the Appalachia Regional Comprehensive Center, building the capacity of state and local administrators to implement, evaluate, and sustain education initiatives. Ms. Jones collaborated with partners in the Regional Comprehensive Centers to assess the needs of state partners and support them in the highest-priority areas of need.

School Improvement Grant TA, ED, Washington, DC, 2009–2011

Advisor for School Turnaround. Ms. Jones coordinated TA and capacity-building support for states, districts, and schools implementing ED’s School Improvement Grant across 50 states, 3 U.S. territories, about 600 school districts, and about 1,500 schools. This TA included but was not limited to facilitating communities of practice; sharing research-based practices and emerging promising practices; coordinating ongoing partnerships with national experts and TA providers to host webinars and conferences; and directing TA to SEAs in support of LEA implementation of reform efforts. She contributed to vision and strategy development for ED’s 21 Comprehensive Centers.

SELECT PUBLICATIONS AND PRESENTATIONS

Presentations

Jones, K. T. (2026, May). *Peer consultancy* [Conference presentation]. American History and Civics Grantee Meeting, Alexandria, VA.

Jones, K. T., Taylor, T., Bowman, A., & Cornett, C. (2023, February). *Design and implementation considerations for resource allocation review* [Conference presentation]. National ESEA Conference, Indianapolis, IN.

Jones, K. T., Kenyatta, C., Colton, A., Buckley, R. (2020, October). *Tools and guidance for evaluating bias in instructional materials* [Presentation]. Michigan Department of Education, Lansing, MI.



- Jones, K. T. (2018, November). *The state of education in Michigan—Charting a course for success from middle school to high school and beyond* [Panel presentation]. Each One Teach One Conference, Detroit, MI.
- Jones, K. T. (2018, May). *From stress to peace for teens* [Keynote presentation]. Mariner's Inn Shelter and Treatment Program for the Homeless, SHE Program for Girls, Detroit, MI.
- Jones, K. T. (2018, January). *Building trauma-sensitive schools* [Facilitation of learning session], Richmond, VA.
- Jones, K. T. (2017, April). *State education agency best practices in college and career readiness* [Presentation]. Virginia Department of Education School Improvement Leadership Council Meeting, Richmond, VA.
- Jones, K. T. (2016, June). *Best practices in engaging stakeholders in the design and implementation of new content standards and assessments* [Facilitation of panel discussion]. Appalachia Regional Comprehensive Center Advisory Board Meeting, Nashville, TN.
- Jones, K. T. (2015, July). *Adjusted cohort graduation rate site review summary* [Analysis presentation]. District of Columbia Public Schools, Office of School Turnaround, Washington, DC.
- Jones, K. T. (2014, September). *Evaluating external providers in school turnaround* [Facilitation of breakout session]. Center for School Turnaround Conference, Burlingame, CA.
- Jones, K. T. (2014, March). *Emerging practices in rewarding performance in turnaround schools* [Facilitation of breakout session]. Indistar Summit, Albuquerque, NM.
- Jones, K. T. (2013, May). *Best practices in formative assessment*. Coordinated presentation with the Center for Standards and Assessments Implementation for the Virginia Department of Education. Richmond, VA.
- Jones, K. T. (2012, November). *Policy analysis of online engagement of state departments of education* [Facilitated learning session with education technology expert John Ross]. Virginia Department of Education, Richmond, VA.
- Jones, K. T. (2011, August). *K–12 education agenda* [Briefing presentation]. White House Community Briefing, Washington, DC.
- Jones, K. T. (2011, November). *Next steps in school turnaround* [Presentation]. School Improvement Grant Regional Capacity Building Conference-East, Washington, DC.
- Jones, K. T. (2011, November). *Capacity-building for school turnaround* [Conference presentation]. U.S. Department of Education Comprehensive Center Directors Meeting, Washington, DC.

EMPLOYMENT HISTORY

AEM Corporation. Education SME/Co-Executive Director for the Mid-Atlantic Comprehensive Center. 2025–Present.

American Institutes for Research. Vice President, Education Systems and Policy. 2023–2025.

WestEd. Project Director/Co-Director, Region 15 Comprehensive Center. 2022–2023.

ICF. Expert Consultant/Director, Region 8 Comprehensive Center. 2012–2022.



Junior Achievement of Southeastern Michigan. President and Chief Executive Officer. 2018–2019.
District of Columbia Public Schools. Lead Consultant, Advisor of Special Projects, Director of Out-of-School Time Programs. 2011–2012, 2015.
U.S. Department of Education. Advisor for School Turnaround. 2009–2011.
U.S. Department of Education. Broad Resident and Chief of Staff, Special Assistant to the Assistant Secretary. 2009–2010.
Pomona Unified School District. Broad Resident and Special Assistant to the Superintendent. 2008–2009.
Global Elevation. Chief Executive Officer, Co-Founder. 2007–2009.
The Gallup Organization. Director of School Partnerships, Associate Partner. 2006–2007.
Platform Learning, Inc. Regional Director—Ohio, Senior Regional Launch Director, Program Director—New York. 2004–2006.
Procter & Gamble. Assistant Brand Manager. 2002–2004.



Erika Cook, PhD

Project Role: Engagement and Partnerships Lead

Level of Effort: .2 FTE

33 Years Education | SEA Chief Academic Officer | ED State Services Instruction Partners

RELEVANT EXPERIENCE

Erika Cook, PhD, has over 33 years of education experience as a teacher and administrator to a state and national nonprofit senior leader. She has also supported the Appalachian, Midwest, and Mid-Atlantic Comprehensive Center (MACC) regions for ICF providing technical assistance (TA) and leading communications and dissemination. Dr. Cook currently leads communications and dissemination for MACC.

Education

- PhD, Leadership and Policy, Loyola University, 2006
- MA, Curriculum and Instruction, University of Iowa, 1995
- BS, Political Science, University of Kansas, 1992

Certifications and Trainings

- Leading Successful Schools Northwestern Kellogg, 2008
- Superintendents Academy, AASA, 2019

Related Technical Expertise

- Educational leadership
- K–12 education policy
- High-quality instructional materials
- Technical assistance to SEAs, REAs, and LEAs
- Collaborator engagement and partnerships
- Strategic plans, ESSA plans evidence-based instructional practices
- Academic and career pathways
- Literacy, math, science, social studies improvement
- Student assessment
- Communication and dissemination
- Special populations
- Implementation science
- Data-based continuous improvement
- Educator quality and workforce

KEY QUALIFICATIONS

Area	What/Where
Experience related to objectives	Worked 33 years in education from classroom teacher and building/district administrator to senior leader as chief academic officer (CAO) for the State of Iowa and executive director of state partnerships for Instruction Partners
Comprehensive Center relevance	Served as MACC networking and communications lead and as Midwest and Appalachia Comprehensive Centers TA provider
SEA technical assistance	Provided thought partnership to state educational agency (SEA) leaders in Nebraska, Ohio, Rhode Island, New Mexico, Mississippi, and Wisconsin as the executive director of state partnerships at Instruction Partners. Provided thought partnership to colleagues in the Council of Chief State School Officers (CCSSO) CAO Network as a SEA leader
Evaluation/performance measurement	Facilitated and participated in peer review panels for the U.S. Department of Education (ED).
Capacity building	Piloted and scaled evidence-based instruction in mathematics in Nebraska SEAs, regional educational agencies (REAs), and local educational agencies (LEAs), resulting in 15% growth on statewide assessment
Target population/lived experience	Oversaw special populations programming, services, and assessments in Iowa including obtaining a \$7.3 million federal grant to develop an Alternate English Language Proficiency Assessment (ELPA) assessment



SELECT PROJECT EXPERIENCE

Comprehensive Center, ED, Washington, DC, 2019–Present (Part-Time)

Comprehensive Center Director. Dr. Cook leads communications and dissemination for MACC. She uses social media, blogs, website, webinars, and the Comprehensive Center Network as channels to disseminate the work of the Mid-Atlantic states. She has also provided TA to departments of education in Regions 5 and 8. She has helped design the Getting Ready for Summer Series for Ohio, Michigan, and Indiana educators. She has provided TA to Kentucky Department of Education leaders on chronic absenteeism. She has also supported state consultants on academic standards review, adoption, and implementation.

State Partnerships and TA, Instruction Partners, Nashville, TN, 2020–2024

Executive Director of State Partnerships. Dr. Cook was recruited to build a state partnerships team and TA service line to improve instruction nationwide. She was promoted from managing director to senior managing director to executive director. She served on the senior leadership team, charting strategic direction and organizational decisions. She grew new business to over \$16 million, leading to a 600% growth in team members. She provided thought partnership for state and national leaders on strategy, partnerships, and vision. She developed a regional center evidence-based instruction model resulting in 15% assessment growth. She was honored to coach the CCSSO Instructional Materials Professional Development Network. Her clients included SEAs in Nebraska, Ohio, Rhode Island, New Mexico, Kentucky, Mississippi, and Wisconsin.

State Academic Leadership and Assessment Oversight, Iowa Department of Education, Des Moines, IA, 2015–2020

CAO. Dr. Cook led teaching and learning, educator quality, and student assessment. She directed writing, adoption, and implementation of the Iowa Academic Standards, and she oversaw 13 discipline adoptions and reviews. She led a “passing” federal student assessment peer review process (English language proficiency and statewide). She spearheaded a pilot for the Urban Education Network, scaling evidence-based instruction practices. She oversaw the application and ED grant of \$7.8 million to develop an alternate assessment for English learners. She shepherded budgets, contracts, and requests for proposals, totaling over \$20 million annually. She oversaw educator quality and workforce including accreditation for 32 educator and administrative preparation programs. She represented Iowa at CCSSO’s biennial convenings for CAOs. She led the Iowa Core and student learning, all statewide assessments (Iowa Statewide Assessment of Student Progress, Dynamic Learning Maps, English Language Proficiency Assessment for the 21st Century [ELPA21]), and the accreditation process for 32 educator and administrator preparation programs. She served on the Midwest REL Advisory Board and was the Region 9 state lead.

Assessment Peer Review and Evaluation, ED, Office of Elementary and Secondary Education, Washington, DC, 2019–Present (Part-Time)

Peer Review Lead. Dr. Cook facilitated assessment panels and reviewed data, processes, research studies, and psychometrics to evaluate and provide recommendations for state standards and assessment systems. She served on panels to evaluate innovative assessment grant proposals.



ELPA21 Peer Review Response Development, University of California, Los Angeles, Los Angeles, CA, 2022–2023 (Part-Time)

ELPA21 Consultant. Dr. Cook helped write the peer review response including assessment alignment, validity, and reliability for ELPA21.

Building Administration Leadership, West Des Moines School District, Des Moines, IA, 2011–2015

District and Building Administrator. Dr. Cook was recruited home as a building administrator for her alma mater, Valley High School (3,000 students).

Social Studies Program Leadership, Hinsdale Township School District 86, Hinsdale, IL, 2006–2011

Social Studies Curriculum Director. Dr. Cook was promoted to administrator, supervising the social studies faculty, instruction, and programming.

SELECT PUBLICATIONS AND PRESENTATIONS

Cook, E., & Becker, A. (2026). Travel to learn: How, when, and why to apply for overseas professional development. *Social Education*, 77(3), 138–142.

https://www.socialstudies.org/sites/default/files/publications/articles/se_770313138b.pdf

Cook, E. (2013). A rigorous curriculum really matters. *Principal Leadership*, 13(8), 36–40.

<https://eric.ed.gov/?id=EJ1016780>.

PROFESSIONAL AFFILIATIONS

Fulbright Association, 2000–Present

West Des Moines Sister Cities Commission, 2012–Present

Iowa ACT Board, 2015–2023

Iowa Association of Supervision and Curriculum Development, 2018–2020

REL Midwest Board, 2016–2020

Iowa Library Commission, 2018–2020

EMPLOYMENT HISTORY

ICF. Communications and Dissemination Lead, Education Director. 2019–Present.

Instruction Partners. Executive Director of State Partnerships. 2020–2024.

Iowa Department of Education. CAO. 2015–2020.

West Des Moines School District. Administrator. 2011–2015.

Hinsdale Township District 86. Administrator. 2006–2011.

Northwestern University Center for Talent and Development. Faculty Member. 2004–2007.

College Board. Sabbatical, National Manager. 2003–2004.

Hinsdale Township District 86. Faculty Member. 1998–2006.

West Des Moines School District. Faculty Member. 1996–1998.



Andrew MacDonald, MPP

Project Role: Internal Evaluator

Level of Effort: .25 FTE

18 Years | Federal Evaluation | SEA Technical Assistance |
Mixed Methods

RELEVANT EXPERIENCE

Andrew MacDonald has 18 years of experience providing training and technical assistance (TA) on using data, research, and evaluation to inform education programs and policy. He has partnered with state educational agencies (SEAs), local educational agencies (LEAs), regional educational agencies, schools, nonprofits, and groups to strengthen data capacity, support evidence-based decision-making, and foster cultures of continuous learning and innovation.

Education

- MPP, Public Policy, American University, 2014
- BA, History and Political Science, University of Kansas, 2008

Certifications and Trainings

- Power Analysis, Eastern Evaluation Research Society Professional Development Seminar, 2019
- Qualitative Research Methods Training, ICF Learning Institute, 2016
- Designing Randomized Controlled Trials, American Evaluation Association Professional Development Seminar, 2015

Related Technical Expertise

- Adult learning principles
- Coaching
- Communications and dissemination
- Data use, continuous improvement and evaluation performance management
- Evidence-based practices
- K–12 systems and policy expertise
- Stakeholder engagement and partnerships
- State learning agendas/strategic plans
- Technical assistance and capacity building to SEAs, LEAs, and education systems

KEY QUALIFICATIONS

Area	What/Where
Experience related to objectives	18 years in education research and evaluation for clients including the U.S. Department of Education (ED), numerous SEAs, foundations, nonprofits, and institutes of higher education
Comprehensive Center relevance	Internal evaluator, Mid-Atlantic Comprehensive Center (MACC)
SEA technical assistance	Designed and delivered training on evaluation and performance measurement for state agencies in Louisiana, Maine, Michigan, Texas, Virginia, and West Virginia
Evaluation/performance measurement	18 years of experience directing and implementing complex evaluations of education interventions; training in designing randomized controlled trials
Capacity building	Develops evaluation capacity of practitioners; supports virtual learning communities; develops and trains on use of TA tools
Target population/lived experience	Vice president of parent-teacher association in Arlington, VA



SELECT PROJECT EXPERIENCE

MACC, Washington, DC, 2025–Present

Internal Evaluator. Mr. MacDonald provides guidance to state co-directors on how to effectively evaluate capacity-building services delivered to SEAs. He has developed guidance about developing meaningful milestones, outputs, and outcomes for MACC initiatives across all five states in the region, and he has provided individual and small group trainings to stakeholders across the region about implementing this guidance in their initiatives. He has helped develop data collection instruments to measure the impact of MACC on the capacity of SEAs, including their organizational, human, and policy capacities. His responsibilities also include administering surveys to SEA staff and working with MACC staff to reflect on data to improve delivery.

Evaluation of Rethinking Responsive Education Ventures Program, Maine Department of Education (MDOE), Augusta, ME, 2020–2024

Project Director. In 2020, MDOE received a \$16.9 million grant from ED to support innovative approaches to education, including outdoor education, extended learning opportunities, alternative pathways to graduation, and online learning. ICF's evaluation included core evaluative elements, such as statewide student and family surveys and analysis of student academic achievement, as well as evaluation capacity-building elements. The latter included close collaboration with more than 40 schools across the state to conceptualize their local innovations into logic models, then establish systems and processes for collecting, analyzing, and reflecting on the output and outcome data they collected. Mr. MacDonald led a 10-person team to develop a training approach that used principles of adult learning to strengthen the evaluation capacity at the school, LEA, and SEA level and promote ongoing innovation and learning across the state. This included building communities of practice for educators involved in similar innovative models (e.g., outdoor education) and developing a coaching model to provide ongoing, tailored support to schools implementing innovative education models. He led in-person training for the first cohort of innovation coaches to build capacity in using data and evaluation to improve school initiatives, and he guided the development of Innovation Implementation Guides developed by his team with evidence-based recommendations drawn from evaluation findings.

Evidence and Evaluation Handbook and Evaluation Training and Technical Assistance for AmeriCorps Grantees in Virginia, Virginia Service Commission, Richmond, VA, 2017

Project Director. In 2017, the Virginia Service Commission used State Service Commission Investment Funding to engage ICF to strengthen the evaluation capacity of state commission staff and the grantees receiving AmeriCorps formula funding. Mr. MacDonald led a team that created an Evidence and Evaluation Handbook for the Virginia Service Commission to guide their reviews of the evidence base and evaluation plan sections of grant proposals. This handbook provided guidance to Commission staff about how to assess the “evidence tier” of AmeriCorps grant applicants based on the research design and outcomes achieved in evaluation reports submitted with their applications. He led an in-person training for Commission staff about how to use the handbook. In addition to the evaluation capacity building for Commission staff, he also delivered training for AmeriCorps grantees in the state about evidence and evaluation and led a team that delivered one-on-one evaluation coaching for individual grantees.



Technical Assistance for the Arts in Education Program, ED, Washington, DC, 2014–2016

Task Lead. ED provides grants to school districts seeking to integrate arts into their core curriculum. As part of the TA team, Mr. MacDonald served as lead author and editor of a quarterly newsletter to grantees. He wrote articles that translated the latest research on arts integration into engaging and useful resources for policymakers and grant stakeholders. Each newsletter also included two grantee profiles. To write these profiles, Mr. MacDonald interviewed key grantee stakeholders to learn about their experiences and accomplishments. The newsletters also included summaries and links to research relevant to grantees and policymakers in the arts education world.

Evaluation of Innovative Schools Program, Walton Family Foundation, Bentonville, AR, 2018–2021

Deputy Project Director. The Walton Family Foundation provides funding to new schools with innovative educational models through its Innovative Schools Program. In 2018, the Foundation engaged ICF to produce case studies on funded schools learn more about their local context, challenges and successes with their educational models, and prospects for scaling and replication. Mr. MacDonald conducted interviews and focus groups with school leaders, local partners, teachers, students, and parents. He also coordinated data collection on quantitative outcome measures, including student academic performance, teacher recruitment and retention, and parental engagement. He authored case studies and a summary report identifying themes, challenges, and factors associated with successful innovations.

SELECT PUBLICATIONS AND PRESENTATIONS

Presentations

MacDonald, A, Fischer, G, Morales, V, & MacDonald. (2025, November). *E pluribus unum evaluation: Using a common theory of change for a multi-site evaluation* [Conference presentation]. AEA Evaluation 2025 Conference, Kansas City, MO.

MacDonald, A. (2021, April). *What you don't know can't help you: Using mixed methods to help small organizations get the most out of evaluation* [Conference presentation]. Annual Conference of the Eastern Evaluation Research Society, Virtual.

MacDonald, A. (2019, June). *Thinking strategically about data and evaluation* [Conference presentation]. America's Service Commissions Regional Conference, Pittsburgh, PA.

Zandniapour, L., Zhang, X., & MacDonald, A. (2017, November). *Collecting program information from the ground up: Strategies for building organizational evidence* [Presentation]. American Evaluation Association: Evaluation 2017, Washington, DC.

EMPLOYMENT HISTORY

ICF. Director, Manager, Associate. 2014–Present.

Corporation for National and Community Service. Research Assistant. 2013–2014.

SRI International. Graduate Student Associate. 2012–2013.

U.S. African Development Foundation. Program Analyst. 2008–2012.



Elizabeth Eaton

Project Role: State Coordinator (DE)

Level of Effort: .25 FTE

20 Years | SEA Training & Technical Assistance | Strategic Communications | Coaching | Learning Strategy Development

RELEVANT EXPERIENCE

Elizabeth Eaton has nearly 20 years of experience leading training and technical assistance (TA) initiatives across a broad array of practice areas within education, juvenile justice, and child welfare. She is skilled in managing and delivering capacity-building TA for state and local educational agencies (SEAs/LEAs) and community-based organizations. At the heart of her approach to TA design and delivery is working closely with educators, practitioners, and partners to identify problems, conduct root cause analyses, develop logic models grounded in a clear theory of action, and create action plans that leverage organizations' strengths and capacities.

KEY QUALIFICATIONS

Area	What/Where
Experience related to objectives	20 years in education training, TA, applied research, and program evaluation; U.S. Department of Education (ED)/Office of Elementary and Secondary Education, ED/Institute of Education Sciences (IES), Office of Juvenile Justice and Delinquency Prevention (OJJDP), and Children's Bureau (CB) projects
Comprehensive Center relevance	Mid-Atlantic Comprehensive Center (MACC), Region 8 Comprehensive Center, Appalachia Regional Comprehensive Center (ARCC), Regional Educational Lab (REL) Mid-Atlantic
SEA technical assistance	Delaware Department of Education teacher apprenticeship and school improvement; Virginia Department of Education (VDOE) college and career readiness; Ohio Department of Education and Workforce whole child education and accelerated learning
Evaluation/performance measurement	Applied research, program evaluation, mixed methods, and continuous quality improvement (CQI)
Capacity building	Strategic planning; coaching; professional learning communities and communities of practice (CoPs); TA tools and resources; training curriculum development; e-learning
Target population/lived experience	Works directly with SEA leaders, LEA administrators, educators, and practitioners

Education

- BS, Psychology, George Mason University, 2005

Certifications and Trainings

- Co-Active Practitioner Credential, 2026

Related Technical Expertise

- Adult learning principles
- Coaching
- Communications and dissemination
- Data use, continuous improvement, and evaluation performance management
- Implementation science
- K–12 systems and policy expertise
- Stakeholder engagement and partnerships
- State learning agendas/strategic plans
- Technical assistance and capacity building to SEAs, LEAs, and education systems



SELECT PROJECT EXPERIENCE

MACC, ED, Washington, DC, 2024–Present

State Co-Director, Delaware. Ms. Eaton conducts needs sensing, develops TA work plans, and delivers and supports TA initiatives for states in implementing key education initiatives. She leads an initiative with the Delaware Department of Education to train and support mentor teachers participating in the Delaware Educator Apprenticeship Program.

Youth Risk Behavior Data Collection CoP, Massachusetts Department of Elementary and Secondary Education (DESE), Everett, MA, 2020–Present

CoP Facilitator. Ms. Eaton facilitates the Youth Risk Behavior Data Collection CoP, a voluntary learning network for schools, districts, and community organizations involved in youth health programming. She works with DESE to develop the CoP launch strategy, supports the strategic planning and facilitation of CoP convenings, leads meetings with the CoP planning committee, develops summary reports, and maintains the CoP resource repository and distribution list.

Region 8 Comprehensive Center, ED, Washington, DC, 2020–2024

TA Specialist. Ms. Eaton provided capacity-building TA to support the Ohio Department of Education and Workforce in improving educational outcomes for students across the state. In collaboration with Ohio's Whole Child Advisory Group, she supported the development and implementation of the whole child framework. She led a regional webinar series for educators and practitioners across the region focused on accelerating learning strategies.

Identification and Care of Children With Prenatal Alcohol and Other Drug Exposures in Child Welfare, CB and Centers for Disease Control and Prevention (Prime: James Bell Associates), Washington, DC, 2019–2025

Subcontract Manager and Product Development Lead. Ms. Eaton managed the subcontract agreement and led the development of a resource collection to improve the practices of child welfare professionals regarding the identification and care of children with prenatal alcohol exposure, including practice guides, family tipsheets, and a three-part e-learning training series.

National Training and Technical Assistance Center (NTTAC), U.S. Department of Justice, OJJDP, Washington, DC, 2018–2019

CQI Manager. Ms. Eaton led the project's CQI practices, which ensured training and TA services offered to practitioners through OJJDP's NTTAC were of the highest quality and aligned with OJJDP's mission and vision. She also oversaw the updating and dissemination of OJJDP's Core Performance Standards.

ARCC, ED, Washington, DC, 2018–2019

Virginia State Coordinator. Ms. Eaton provided capacity-building support to VDOE related to college and career readiness initiatives in the areas of work-based learning and the implementation of new requirements under VDOE's new Profile of a Virginia Graduate policy; the design of education reforms related to algebra readiness; and the development of policy and practice recommendations to inform teacher compensation reforms.

Capacity Building Center for States, CB, Washington, DC, 2015–2022

Child Welfare Virtual Expo Project Manager. Ms. Eaton was responsible for tracking and managing the conference planning progress; serving as liaison with the virtual conference



provider; coordinating the preparation of subject matter experts; managing content development designed for adult learners; and overseeing six functional teams, including leading the evaluation team that assessed the quality, relevance, and usefulness of the event and associated content.

District Reform Support Network, ED, Office of State Support, Washington, DC, 2013–2015 (Prime: AEM Corporation)

Program Manager. Ms. Eaton oversaw a portfolio of five district grantees and provided TA to support effective grant implementation, including leading the development of grantee logic models. She managed a CoP that provided individualized and collective TA opportunities for grantees in adopting effective leadership practices to support personalized learning.

Reform Support Network, ED, Office of State Support, Washington, DC, 2010–2015

Program Manager. Ms. Eaton oversaw the day-to-day planning, implementation, and management of all School Turnaround CoP activities, including webinars, written products and online tools, a web-based portal, and work groups. She managed all contract activities for the School Turnaround CoP, including budget and subcontractor management.

National Laboratory Network, ED, IES, Washington, DC, 2006–2010 (Prime: Pennsylvania State University)

Reference Desk Administrator. Ms. Eaton led a team of representatives across all RELs to design, pilot, and maintain a collaborative REL Reference Desk, which provided access to the latest research and allowed RELs to coordinate references, referrals, and responses. She led the design and development of *Ask A REL*, the public face of the Reference Desk. She monitored all inquiries and responses and facilitated collaboration among the RELs.

SELECT PUBLICATIONS AND PRESENTATIONS

Publications

Richards, T., Miller, N., Eaton, E., Newburg-Rinn, S., & Bertrand, J. (2023). Preserving families of children in child welfare with fetal alcohol spectrum disorders: challenges and opportunities. *Child Welfare*, 101(3), 209–234.

Eaton, E., O’Conner, R., Sisson, W., Horwood, T. J., Decker, S., Roberts, T., et al. (2009, January). *Evaluation of the Beginning Teacher Induction and Mentoring (BTIM) program* (Report to the Texas Education Agency). ICF.

Eaton, E., & Nelson, A. (2007). New options for the modern student. *ASCD Infobrief*, 50, 1–8.

Presentations

Eaton, E., & Gray, A. (2019, January 23). *Comprehensive strategies to retain, recruit, and support talented teachers* [Presentation]. Virginia Board of Education, Richmond, VA.

EMPLOYMENT HISTORY

ICF. Senior Manager, Manager, Senior Associate, Associate, Analyst, Research Assistant. 2005–Present.

Caliber Associates. Research Assistant. 2005.

Whisper Ridge of Leesburg. Case Manager (Intern). 2004–2005.

George Mason University. Survey Researcher. 2004–2005.



Jim Lesko, EdD

Project Role: State Strategy Lead (DE)

Level of Effort: .25 FTE

45+ Years | State TA and Capacity Building | SEA Leadership
| Special Education | Stakeholder Engagement Early Learning
Systems



Education

- EdD, Leadership and Policy, University of Delaware, 2001
- MEd, Early Childhood Special Education, University of Washington, 1983
- BA, Special and Elementary Education, William Paterson University, 1978

Related Technical Expertise

- Adult learning principles
- Communications and dissemination
- Data use, continuous improvement, and evaluation performance management
- Implementation science
- K–12 systems and policy expertise
- Stakeholder engagement and partnerships
- State learning agendas/strategic plans
- Technical assistance and capacity building to SEAs, LEAs, and education systems

RELEVANT EXPERIENCE

Jim Lesko is an experienced state and local education leader with more than 45 years in early learning, special education, systems-level technical assistance (TA), and state-level systems management. A Delaware resident who spent 27 years as an educator in the state, Mr. Lesko brings deep familiarity with Delaware's education serves as a point of contact for state educational agencies (SEAs), managing needs assessments, developing and monitoring TA plans, and leading remote teams of TA specialists. He has directed large-scale federal TA projects for the Preschool Development Grant (PDG) and Race to the Top–Early Learning Challenge (RTT-ELC), specializing in stakeholder engagement and managing complex, multi-state deliverables and reporting.

KEY QUALIFICATIONS

Area	What/Where
Experience related to objectives	More than 45 years in early learning as state/local administrator, TA coordinator, and project director; director of early development and learning resources, Delaware Department of Education; 27 years as a Delaware educator; directed PDG and RTT-ELC national TA projects
Comprehensive Center relevance	Current MACC Delaware State Co-Director Delaware; engaged in managing and supporting state-level system implementation projects both federally and state funded.
SEA technical assistance	Director, Early Development and Learning Resources Office, Delaware Department of Education (managing state initiatives directly with governor's and secretary's staff); TA for state system planning in MS and GA; stakeholder engagement and partnership TA in DE, IL, NJ, PA, and WY
Evaluation/performance measurement	Planned and interpreted RTT-ELC grantee needs assessments and developed state work plans from findings; analyzed data quality for PDG and RTT-ELC; early childhood cost and financial analysis for WY and IL



Area	What/Where
Capacity building	Directed and managed remote teams of 12–15 TA specialists across PDG Birth through Five (B-5) and RTT-ELC projects; developed work plans, deliverable schedules, and staffing plans; supported PDG grantees to meet U.S. Department of Education/U.S. Department of Health and Human Services (ED/HHS) goals; developed early intervention and early childhood special education personnel curriculum
Target population/lived experience	Former teacher of preschool through grade 2; coordinator of services for children with disabilities in Head Start; researcher in services for infants and toddlers with severe disabilities; special education and inclusion TA specialist; early childhood special education focus

SELECT PROJECT EXPERIENCE

Mid-Atlantic Comprehensive Center (MACC), ED, Washington, DC, 2026–Present

State Co-Director Delaware. Mr. Lesko manages and supports the MACC Delaware TA team as they support the SEA’s priority needs. His key responsibilities include coordinating with the SEA to support priorities, overseeing team development activities, and managing project data documentation. Over the last year, the team has supported the SEA’s priority to develop and implement the Teacher Apprenticeship Program through a unique intrastate partnership with the Delaware Department of Education and Department of Labor, local educational agencies (LEAs), and state universities’ Teacher Training Programs. The effort is targeting in-state teacher shortages.

Data Accessibility and State TA Support, Rhonda Weiss Center, Reston, VA, 2022–2025

Senior TA Advisor. Mr. Lesko provides TA and participates in Individuals with Disabilities Education Act (IDEA) Part C and B activities on behalf of ED. He supports state offices with data accessibility implementation training and delivers TA on data accessibility and system development. He provides technical support to states in engaging stakeholders and building partnerships for data reporting.

PDG TA, ED/HHS, Washington, DC, 2006–2020

Project Director. Mr. Lesko directed and managed remote-based teams of up to 15 TA specialists and project staff supporting PDG B-5 grantees in meeting ED and HHS project goals and deliverables across two consecutive contracts. He developed project strategies, goals, work plans, deliverable schedules, and staffing plans. He worked with ED and HHS officials to organize and manage national grantee meetings, develop products, and analyze data for quality. He managed contractual obligations and met regularly with federal clients for contract reviews, providing monthly progress updates and quarterly status reports.

RTT-ELC, ED, Washington, DC, 2013–2015

TA Lead. Mr. Lesko directed and managed a cohort of remote TA specialists supporting 20 RTT-ELC grantees. He planned and interpreted grantee needs assessments and translated findings into state work plans. He organized national grantee meetings and developed products and deliverables. He also supported partnerships and collaboration with other national ED and HHS early childhood TA projects.



Early Learning Systems Leadership, Delaware Department of Education, Dover, DE, 2010–2013

Director of Early Development and Learning Resources. Mr. Lesko created and directed Delaware's Office of Early Learning, managing 35 staff across 10 offices with a \$60 million budget. He worked directly with the governor's and secretary's staff on state early education priorities. He also established early childhood interagency governance, data systems, professional development infrastructure, and a quality rating and improvement system.

SELECT PUBLICATIONS AND PRESENTATIONS

Publications

Lesko, J., & Rendon, T. (2013). RTI in early childhood: The view from states. In V. Buysee & E. Peisner-Feinberg (Eds.), *Handbook of response to intervention in early childhood* (pp. 381–396). Brookes Publishing, Baltimore, MD.

Scott-Little, C., Lesko, J., Martella, J., & Milburn, P. (2007). Early learning standards: Results from a national survey to document trends in state-level policies and practices. *Early Childhood Research and Practice*, 9(1). <https://files.eric.ed.gov/fulltext/EJ1084857.pdf>

PROFESSIONAL AFFILIATIONS

National Association for the Education of Young Children, Board of Directors Member, 2013–2015

International Division for Early Childhood/Council for Exceptional Children, Executive Board Member, 2010–2012

National Association of State Leaders in Early Education, President, Vice-President, 2004–2007

EMPLOYMENT HISTORY

AEM Corporation. Co-Director Delaware State Project, MACC. 2026–Present.

Lesko Early Learning Systems Consulting. Independent Consultant. 2020–2022.

Atlas Research. Project Director, PDG B-5. 2019–2020.

AEM Corporation. Project Director, Technical Assistance Lead. 2006–2019.

Delaware Department of Education. Director of Early Development and Learning Resources. 2010–2013.



Rose Buckley, PhD

Project Role: State Coordinator (DC/MD)

Level of Effort: .2 FTE

25 Years | SEA Technical Assistance | Federal Evaluation | Capacity Building

RELEVANT EXPERIENCE

Rose Buckley has more than 2 decades of experience working with state educational agencies (SEAs) and education stakeholders across the Midwest, Plains, and Mid-Atlantic regions. She brings deep expertise in needs sensing and needs assessments, identifying high-leverage education challenges, and designing and implementing applied research and technical assistance (TA) projects. Dr. Buckley helps SEAs translate data into actionable strategies that strengthen systems, improve educator practice, and drive measurable improvements in student outcomes.

Education

- PhD, School Psychology, Indiana University, 2016
- MS, Educational Psychology, Indiana University, 2006
- BA, Special Education, Purdue University, 2001

Certifications and Trainings

- Licensed Psychologist, State of Indiana, License No. 20043544B, 2022

Related Technical Expertise

- Adult learning principles
- Coaching
- Data use, continuous improvement and evaluation performance management
- Evaluation/high-need populations
- Implementation science
- K–12 systems and policy expertise
- Literacy improvement
- Stakeholder engagement and partnerships
- State learning agendas/strategic plans
- Technical assistance and capacity building to SEAs, LEAs, and education systems

KEY QUALIFICATIONS

Area	What/Where
Experience related to objectives	More than 25 years of experience leading large-scale TA projects, federal evaluations, and applied research across SEAs and national initiatives
Comprehensive Center relevance	Leadership roles in Region 8 and Region 3 Comprehensive Centers and in Midwest and Plains Equity Assistance Center
SEA technical assistance	Leads multistate SEA capacity-building efforts (e.g., DC, MD, IN, OH, MI) focused on high-quality instructional materials (HQIM), literacy, and system improvement
Evaluation/performance measurement	Designs and leads federal and state program evaluations, including Education Innovation and Research (EIR)–aligned studies and performance measurement systems
Capacity building	Builds SEA and local educational agency (LEA) capacity through coaching, professional learning, communities of practice, and evidence-use tools
Target population/lived experience	Former special education teacher and school psychologist with ongoing service to high-need populations as a licensed psychologist



SELECT PROJECT EXPERIENCE

Multistate SEA TA and Evaluation, Mid-Atlantic Comprehensive Center/Region 8 Comprehensive Center, Washington, DC, 2019–Present

State Co-Coordinator and State Co-Director. Dr. Buckley provides senior TA and applied research support to SEAs in Indiana, Ohio, Michigan, Maryland, and Washington, DC. She conducts needs sensing and formal needs assessments to identify high-leverage needs related to literacy, HQIM, and 21st Century Skills. She has co-developed with SEA partners multiyear TA and evaluation projects, including EIR-aligned research. She has developed partnership-level logic models tied to short- and medium-term outcomes. She has built capacity to apply research evidence through professional learning, coaching as a thought partner/critical friend, and rapid-response, “Ask an Expert”-style methodological guidance. She provides technical support in data collection, analysis, interpretation, and visualization. She contributes to concept papers and Training, Coaching, and Technical Support proposals and supports evidence-informed policy decisions.

Psychological Services and Evaluation Consulting, Collaborative Consulting Group, Indianapolis, IN, 2018–Present

Director and Licensed Clinical Psychologist. Dr. Buckley provides comprehensive psychological services to high-needs populations and customized consulting that includes professional learning and program evaluation. She designs evaluations and logic models to support learning and accountability. She strengthens organizational research literacy and builds capacity to apply research evidence through coaching, facilitation, and tailored technical support.

Regional SEA TA Leadership, Midwest and Plains Equity Assistance Center, Indianapolis, IN, 2018–2019

Assistant Director of TA. Dr. Buckley directed TA across a 13-state region, partnering with SEAs and LEAs. She led needs sensing, needs assessments, and strategic planning aligned to state priorities. She supervised TA staff delivering in-person and virtual professional learning grounded in adult learning principles. She supported evidence-informed policy decisions by guiding partners in data use, interpretation, and application of research to practice.

Applied Research and Evaluation Leadership, Project Lead the Way, Indianapolis, IN, 2018

Vice President of Research. Dr. Buckley oversaw external applied research and evaluation examining curriculum and instructional impacts. She collaborated with product development and continuous improvement teams to integrate evidence into organizational decision-making. She co-developed research projects with educators, institutions of higher education, and national partners. She translated findings into actionable guidance to strengthen evidence use across the organization.

Teaching, Research, and TA Leadership, Indiana University, Indianapolis and Bloomington Campuses, Bloomington, IN, Indianapolis, IN, 2006–2020

Adjunct Faculty, Research Assistant, and Research Associate. For the Center for Urban and Multi-Cultural Education and Center on Education and Lifelong Learning, Dr. Buckley combined teaching, applied research, and TA across multiple roles. She designed and taught graduate and undergraduate courses emphasizing research to practice. She provided TA to LEAs



and SEAs using implementation science to support systems change. She served on Indiana Department of Education committees. She managed multi-partner research and evaluation grants, including data collection, analysis, and reporting. She built practitioner capacity to interpret data, apply research findings, and strengthen evidence-informed decision-making.

SELECT PUBLICATIONS AND PRESENTATIONS

Publications

- Sayko, S., Hoffman, K., Brookes, S., Buckley, R. J., & Colton, A. (2022). *Supporting families' use of literacy infographics: A resource for bridging children's literacy development from school to home*. Region 8 Comprehensive Center.
- Buckley, R. J. (2022). *Evaluation of the Norman Brown Scholars' program, 2021–2022*. Collaborative Consulting Group.
- Buckley, R. J., & Stuckey, S. (2022). *Evaluation of the arts for learning: Arts and Literacy program, 2021–2022*. Collaborative Consulting Group.
- Buckley, R. J. (2020). *Evaluation of the arts for learning: Graduation Pathway program, 2019–2020*. Collaborative Consulting Group.
- Buckley, R. J. (2020). *Evaluation of the arts for learning: STEM + Arts Integrated program, 2019–2020*. Collaborative Consulting Group.
- Buckley, R. J., & Stuckey, S. (2019). *Evaluation of the arts for learning: Fresh StART Knightstown program, 2018–2019*. Collaborative Consulting Group.
- Buckley, R. J. (2016). *Student voice in urban school reform: Perspectives of pedagogical practices* [Doctoral dissertation]. Indiana University.
- Robbins, R., & Buckley, R. J., & Elfreich, A. (2014). *Year-end report 2013–2014 for Woodrow Wilson IN Teaching Fellowship (WWITF) at IN University—Purdue Indianapolis*. Center for Urban and Multicultural Education.
- Buckley, R. J., Wakefield, D., & Elfreich, A. (2014). *The distributed drug discovery program evaluation*. Center for Urban and Multicultural Education.
- Stuckey, S., Buckley, R. J., & Houser, J. H. (2013). *Center for teaching and learning cyber peer-led team learning*. Center for Urban and Multicultural Education.
- Stuckey, S. M., Jackson, R., & Rittenhouse, A. (2012). *Evaluation of the Enhanced Mentoring Program with Opportunities for Ways to Excel in Research (EMPOWER) program*. Center for Urban and Multicultural Education.
- Stuckey, S. M., Jackson, R., & Stuckey, J. (2012). *Evaluation of Project SEED*. Center for Urban and Multicultural Education.

PROFESSIONAL AFFILIATIONS

International Coaching Federation, 2026

EMPLOYMENT HISTORY

ICF. Director, Education. 2019–Present.

Collaborative Consulting Group. Director. 2018–Present.

Midwest and Plains Equity Assistance Center. Assistant Director of TA. 2018–2019.

Project Lead the Way. Vice President of Research. 2018.

Indiana University, Center on Education and Lifelong Learning. Adjunct Faculty, Research Assistant, Research Associate. 2006–2020.



Rose E. Honey, EdD

Project Role: State Strategy Lead (DC/MD)

Level of Effort: .5 FTE

20+ Years | Tribal, State, and Federal TA | Curriculum Design
| Program Evaluation | Native Education | Research and Data
Analysis



Education

- EdD, Educational Policy, Leadership, and Instructional Practice, Harvard Graduate School of Education, 2013
- EdM, Mind, Brain, and Education, Harvard Graduate School of Education, 2005
- BSc, Physics, University of Oregon, 1998

Related Technical Expertise

- Communications and dissemination
- Data use, continuous improvement, and evaluation performance management
- Evaluation/high-need populations
- Stakeholder engagement and partnerships
- Technical assistance and capacity building to SEAs, LEAs, and education systems

RELEVANT EXPERIENCE

Rose Honey brings more than 20 years of experience conducting research and program evaluation, curriculum design, and capacity-building technical assistance (TA) to tribal educational agencies, state educational agencies (SEAs), and local educational agencies (LEAs) through multiple U.S. Department of Education (ED) programs. She has extensive experience serving as a primary point of contact for grantees, conducting systematic needs assessments, managing TA plans across simultaneous initiatives, facilitating communities of practice, and tracking and reporting on service delivery. Ms. Honey excels at nurturing long-term relationships with diverse education partners and coordinating collaborative work across organizations.

KEY QUALIFICATIONS

Area	What/Where
Experience related to objectives	More than 20 years in educational research, program evaluation, and data analysis supporting multiple ED offices (Institute of Education Sciences [IES], Office of Indian Education, Office for Civil Rights, Office of Elementary and Secondary Education) and the National Science Foundation (NSF)
Comprehensive Center relevance	State lead for Mid-Atlantic Comprehensive Center DC Integrated Math Project; project manager for Northeast Comprehensive Center Expanding Math Pathways for Student Success in Mathematics Project
Evaluation/performance measurement	External evaluator for SEA level and tribal colleges/universities; IES Teacher and School Leader Incentive Program Evaluation; Education Resources Information Center (ERIC) quality assurance; Civil Rights Data Collection (CRDC) biannual data collection analysis; doctoral dissertation research (Harvard, 2013)
Capacity building	Facilitated online communities of practice for rural and American Indian/Alaska Native grantees; developed logic models and leading indicators for grantee capacity building; designed and led webinars for grant programs; NSF grant review panelist (2011–2023)



Area	What/Where
Target population/lived experience	Principal associate and founder, Center for Indigenous Research, Curriculum, Language, and Evaluation (CIRCLE); extensive work with Native American tribes across the United States; Peace Corps educator in Zimbabwe; K–12 curriculum designer for Native and underserved groups

SELECT PROJECT EXPERIENCE

Federal Education Research and Technical Assistance, ED, Washington, DC, 2013–Present
Principal Associate. Ms. Honey works with SEAs, LEAs, and tribal educational agencies on behalf of ED to track grant lifecycles, collect and analyze data required to support legislation, and develop research and evaluation strategies for federally funded education initiatives. She develops logic models and leading indicators, and she facilitates online communities of practice and annual meetings for large-scale programs, including for the CRDC.

Ms. Honey leads research, evaluation, and reporting for IES projects, including for the Teacher and School Leader Incentive Program Evaluation and ERIC. She conducts interviews, monitors training sessions, performs quarterly quality assurance checks, drafts reports, and writes peer-reviewed research summaries for publication. She has provided TA to more than 70 grantees in tribal communities focused on Native Youth Community Projects and State Tribal Education Partnership programs. She has facilitated online communities of practice on college and career readiness and culturally relevant education. She reviewed state equity plans and designed TA activities based on grantee feedback and needs.

Tribally Driven Education Leadership, CIRCLE, Missoula, MT, 2019–Present
Principal Associate and Founder. Ms. Honey oversees a not-for-profit organization that partners with Native educators and their communities to serve and strengthen tribally driven education with the goal of promoting tribal sovereignty in education. She leads curriculum design, evaluation, and research with tribal partners across the Northwest and Northern Plains regions.

SELECT PUBLICATIONS AND PRESENTATIONS

Publications

- Meholick, S., Honey, R., & LaTurner, J. (2023). *Profile of state data capacity in 2019 and 2020: Statewide Longitudinal Data Systems (SLDS) survey descriptive statistics* (NCES 2022-051). U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. <https://nces.ed.gov/pubs2022/2022051.pdf>
- Bloom-Weltman, J., Honey, R., Meholick, S., & Fetro, M. (2021). *Profile of state data capacity in 2018: Statewide Longitudinal Data Systems (SLDS) survey descriptive statistics* (NCES 2021-126). U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. <https://nces.ed.gov/pubs2021/2021126.pdf>
- Honey, R. E. (2013). *Bitterroots and Bull Trout: Traditional Culture in Science Classrooms on the Flathead Indian Reservation* [Doctoral dissertation]. Harvard Graduate School of Education.
- Mack, E., Augare, H., Different Cloud-Jones, L., David, D., Quiver Gaddie, H., Honey, R. E., et al. (2012). Effective practices for creating transformative informal science education



programs grounded in native ways of knowing. *Cultural Studies of Science Education*, 7, 49–70. <https://doi.org/10.1007/s11422-011-9374-y>

Presentations

- Honey, R. E., Jessepe, J., Lamb, C., & Charlo, A. (2022, October). *The repatriating gathering: Envisioning the future of Indian education* [Conference presentation]. NIEA 53rd Annual Convention & Trade Show, Oklahoma City, OK.
- Jetty, L. E., Bloom-Weltman, J., Honey, R. E., Fetro, M., & Long, L. (2020, April). Access to certified mathematics teachers in advanced mathematics from the 2015–2016 Civil Rights Data Collection [Paper Session]. AERA Annual Meeting, San Francisco, CA, <http://tinyurl.com/sfu6y6x>
- Bloom-Weltman, J., Jetty, L. E., & Honey, R. E. (2018, April). *Access to calculus: School characteristics associated with minority enrollment from the Civil Rights Data Collection* [Conference paper]. Annual Meeting of the American Educational Research Association, New York, NY. <https://eric.ed.gov/?id=ED618237>

PROFESSIONAL AFFILIATIONS

National Science Foundation, Grant Review Panelist, Arlington, Virginia, 2011–2023
Blackfeet Geoscience Workshop, Advisory Board Member, Browning, Montana, 2010–2013
Jack Kent Cooke Dissertation Fellowship, Jack Kent Cooke Foundation, 2011–2012
Native American Program Nation Building Fellowship, Harvard University, 2009–2010
NSF Center for Advancement of Informal Science Education Fellow, 2009–2010
Council of Alumni for Social Enterprise Fellowship, 2008

EMPLOYMENT HISTORY

AEM Corporation. Senior Research and Evaluation Associate, Quality Assurance Analyst, TA Consultant. 2013–Present.

National Indian Education Association. Researcher and Curriculum Designer. 2021–Present.

Coeur d’Alene Tribe Voices to Hear Project. External Project Evaluator. 2013–2023.

Training Educators to Advance Culture and Heritage Project. External Project Evaluator. 2023–Present.

Accelerating Counselor Education and Student Success Project. External Project Evaluator. 2023–2026.

Supporting Talent with Aligned Resources for STEM Project. External Project Evaluator. 2022–Present.

CIRCLE. Principal Associate and Founder. 2019–Present.

Voices to Hear Project. External Project Evaluator. 2018–2022.

Montana Office of Public Instruction. Project Evaluator. 2017–2021.

Nick Jr., *Dora the Explorer*. Formative Evaluation and Researcher. 2007.

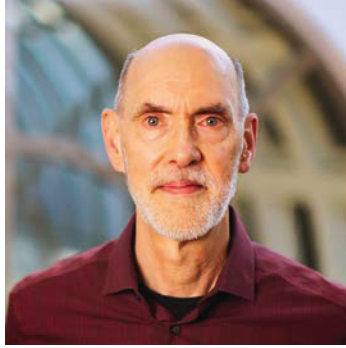
Sesame Workshop, *Sesame Street*. Formative Research. 2005–2007.

Project Zero, Understandings of Consequence Research Group. Student Researcher. 2003–2009.

Harvard Graduate School of Education. Teaching Fellow. 2007–2024.

Nkwusm Salish Language Institute. Educator. 2012–2015.

U.S. Peace Corps, Zimbabwe. Educator. 1998–2000.



John Spence

Project Role: State Strategy Lead (NJ/PA)

Level of Effort: .5 FTE

14 Years | SEA Technical Assistance | Coaching and Facilitation | Strategic Planning



Education

- MA, History, Indiana University, 1982
- BA, History, Bates College, 1981

Certifications and Trainings

- Associate Certified Coach, International Coaching Federation, 2022
- Gallup-Certified Strengths Coach, 2016
- Crucial Conversations Certified Trainer, 2019
- Technology of Facilitation Trainer, 2014
- Concerns-Based Adoption Model Levels of Use Facilitator, 2014

Related Technical Expertise

- Adult learning principles
- Coaching
- Data use, continuous improvement, and evaluation
- Evaluation / high-need populations
- Implementation science
- K–12 systems and policy expertise
- Literacy improvement
- Mathematics improvement
- Performance management
- Stakeholder engagement and partnerships
- State learning agendas/strategic plans
- Technical assistance and capacity building to SEAs, local education agencies, and education systems

RELEVANT EXPERIENCE

John Spence brings more than 14 years of experience as a consultant and certified coach. He is currently serving as state co-lead for New Jersey and Pennsylvania (Mid-Atlantic Comprehensive Center [MACC]) and Kentucky (Appalachia Comprehensive Center [CC]). In these roles, he serves as the primary state educational agencies (SEA) point of contact, develops annual service plans, manages technical assistance (TA) delivery, facilitates client meetings, and coordinates across TA providers. He brings deep expertise in consulting, coaching, adult learning principles, and implementation science to complex capacity-building challenges.

KEY QUALIFICATIONS

Area	What/Where
Experience related to objectives	14 years in education consulting and TA; CCs and Regional Education Laboratories (RELs); federal, state, and local agency projects in IA, IL, KY, ME, MN, NH, NJ, NV, OH, PA, and TX
Comprehensive Center relevance	MACC (NJ, PA state co-lead); Appalachia CC (KY state co-lead); Northeast, Midwest, and West CCs (subject matter expert [SME]) Texas CC (deputy director)
SEA technical assistance	Illinois State Board of Education leadership academy; Nevada Department of Education strategic planning; NJ, PA, and KY SEA collaboration (current)
Evaluation / performance measurement	Principal investigator (PI) of evaluation of Raising Texas Teachers; logic model development for Nevada Strategic Improvement Plan 2030; research basis refinement for tribal educational agency's (TEA's) Effective Advising Framework (EAF) via REL Southwest
Capacity building	Virtual communities of practice for SEAs (American Institutes for Research [AIR]/State Support Network); Maine Department of Education field-based coaching framework; Illinois State Board of Education (ISBE) Leadership Mentoring Framework; Qatar Foundation systemwide professional learning
Target population/lived experience	Work with K–12 students, teachers, and community partners through service-learning initiatives; career-technical education access for historically underserved populations; inclusion and cultural proficiency training for school districts



SELECT PROJECT EXPERIENCE

MACC, U.S. Department of Education (ED), Washington, DC, 2025–Present

New Jersey and Pennsylvania State Co-Lead. Mr. Spence partners with SEA leadership to identify priorities, deliver targeted TA, and build capacity for sustained improvement across the states' education systems. He partners with SMEs to apply evidence-based solutions to complex adaptive challenges related to early literacy screening, teacher certification, high-impact tutoring, and registered teacher apprenticeships.

Appalachia CC, ED, Washington, DC, 2025–Present

Kentucky State Co-Lead. Mr. Spence collaborates with senior SEA leadership and partners with SMEs to apply evidence-based solutions to complex adaptive challenges for improving systems of support for K–3 mathematics instruction and for building the capacity of locally administered alternative education programs to develop partnerships that facilitate student engagement and success.

Effective Educator Development (EED) TA Center, ED, Washington, DC, 2025–Present

Education SME. Mr. Spence provides content and facilitation expertise for ED's EED program, supporting grantees with logic models and project plans and designing and facilitating virtual and in-person grantee meetings and events.

ISBE, Region 9 CC, Springfield, IL, 2023–2025

SME and Facilitator. Mr. Spence co-led the design of a leadership academy and competency framework for ISBE to support long-term talent planning, consulting with key leaders across the organization to identify training solutions and translating initial concepts into an actionable implementation plan supported by staff data. He led executive coaching for the ISBE cabinet, executive directors, and directors to support growth and cultivate a high-performing team; facilitated strategic planning and strength-based team building, resulting in enhanced collaboration and improved decision-making.

Raising Texas Teachers Evaluation, Charles Butt Foundation, Austin, TX, 2023–2025

PI. Mr. Spence served as PI of a \$1 million evaluation, providing leadership and oversight that ensured successful completion through unanticipated staffing changes and extensive scope revisions in collaboration with the client.

Texas Education Agency Tri-Agency Workforce Priorities Partnership of REL Southwest, Austin, TX, 2022–2025

Project Co-Lead. Mr. Spence co-designed and co-led a project with TEA to support the refinement and statewide rollout of the EAF, a model for strengthening the quality and consistency of school counseling. He managed stakeholder relationships and oversaw project components, including developing a logic model, conducting a literature review, completing an alignment study of college and career readiness indicators with evidence-based frameworks, compiling a data inventory, and creating engagement materials for dissemination to districts and schools.



**Division of Career-Technical Education, Ohio Department of Education and Workforce,
Columbus, Ohio, 2021–2024**

SME and Facilitator. Mr. Spence developed and facilitated professional learning workshops and communities of practice for division staff and district staff to build capacity for engaging all student populations in federally funded career-technical education programs.

SELECT PUBLICATIONS AND PRESENTATIONS

Publications

Vahey, P., Williams, J., Jackson, K., & Spence J. (2026). *Mathematics diagnostic assessments in Kentucky: Technical evidence and policy recommendations*. Appalachia Comprehensive Center at Westat.

Rowland, C., Spence, J., & Zuber, T. (2022). *Talent development framework for 21st century education systems: Moving toward policy and practice alignment and coherence for continuous improvement of teaching and learning*. American Institutes for Research.

EMPLOYMENT HISTORY

AEM Corporation. New Jersey and Pennsylvania State Co-Lead. 2025–Present.

AIR. Senior TA Consultant. 2014–2025.

Southwest Education Development Corporation. Program Associate. 2014–2014.

Reasoning Mind Houston. Director of Enrollment. 2012–2013.



Erica Ross, PhD

Project Role: State Coordinator (NJ)

Level of Effort: .25 FTE

14 Years | Educator | Federal Evaluation | SEA Technical Assistance | Mixed Methods | WWC Certified

RELEVANT EXPERIENCE

Erica Ross, PhD, brings over a decade of experience in education and child welfare as a teacher, researcher, evaluator, and technical assistance (TA) provider. She leads complex mixed-method evaluations and partners with state and local agencies to strengthen programs and improve outcomes. Her expertise includes program evaluation, workforce development, literacy, and implementation science, applying advanced quantitative methods using R, Stata, and SPSS.

KEY QUALIFICATIONS

Area	What/Where
Experience related to objectives	14 years in education, research, and evaluation; K-12 teacher, TA, U.S. Department of Education (ED)/Office of Elementary and Secondary Education, Children's Bureau projects
Comprehensive Center relevance	Mid-Atlantic Comprehensive Center (MACC), Region 8 (Midwest) Comprehensive Center
SEA technical assistance	New Jersey Department of Education, Pennsylvania Department of Education
Evaluation/performance measurement	What Works Clearinghouse (WWC) certification, quasi-experimental design/randomized controlled trial training, Government Performance and Results Act measurement, implementation/outcome studies, mixed methods
Capacity building	Facilitates advisory meetings, develops TA tools (e.g., facilitator guides, toolkits, communities of practice), supports evaluation capacity, virtual learning communities, and networked improvement communities; supports building state educational agency (SEA) data and data collection systems
Target population/lived experience	Former K-12 reading teacher; work involving students with disabilities, rural schools, urban schools

Education

- PhD, Education, Virginia Commonwealth University, 2022
- MS, Special Education, Longwood University, 2013
- BS, Liberal Studies, Longwood University, 2012

Certifications and Trainings

- What Works Clearinghouse Certification, 2024

Related Technical Expertise

- Adult learning principles
- Coaching
- Communications and dissemination
- Data use, continuous improvement and evaluation performance management
- Evaluation/high-need populations
- Implementation science
- K-12 systems and policy expertise
- Literacy improvement
- Stakeholder engagement and partnerships
- State learning agendas/strategic plans
- Technical assistance and capacity building to SEAs, LEAs, and education systems



SELECT PROJECT EXPERIENCE

State University SUCCESS (SU SUCCESS) External Evaluation, Massachusetts Department of Higher Education, Boston, MA, 2026–Present

Project Manager. Dr. Ross manages a mixed-methods evaluation of the SU SUCCESS initiative across Massachusetts' nine state universities, examining program implementation, outcomes, and return on investment for student support services.

MACC, ED, Washington, DC, 2024–Present

State Director. Dr. Ross conducts needs sensing, develops work plans, and provides TA to increase the New Jersey Department of Education's capacity to improve educational outcomes for students across the state. She oversees the following initiatives: Supporting the New Jersey Department of Education's Analysis of the High-Impact Tutoring Grant and Supporting the Exploration of the Design and Implementation of New Jersey Department of Education Teacher Pathways. This involves building capacity to measure impact and evaluate high impact tutoring as well as building the New Jersey Department of Education's capacity to determine the potential effectiveness of teacher apprenticeships and other programs and practices that address teacher shortage.

Kentucky Educational Preparation Providers (EPP) Evaluation, Frankfort, KY, 2024–Present

Curriculum Reviewer. This project focuses on evaluating Kentucky's EPPs' adoption of a new literacy curriculum in accordance with the Kentucky Read to Succeed Act (2022). Dr. Ross reviewed the EPP curriculum and provided feedback to support alignment with the Read to Succeed Act.

Region 8 Comprehensive Center, Department of Education, Washington, DC, 2024

Evaluator. Dr. Ross supported the internal evaluation of an ED grant for the Region 8 Comprehensive Center, using mixed-methods approaches to assess implementation and outcomes of capacity-building services. She collected and analyzed data from state coordinators, SEAs, and other sources, and she collaborated with the external evaluation team to support continuous improvement.

Capacity Building Center for States, Children's Bureau, Washington, DC, 2024

Evaluator. Dr. Ross supported the Capacity Building Center for States, an effort that involved working with the Children's Bureau through the evaluation of TA in the Center for States' tailored services. She conducted interviews, analyzed data such as descriptive statistics, and supported a qualitative comparative analysis. She also created products such as briefs, manuscripts, and infographics for different affected groups related to the Center for States.

STREAMin3 Evaluation, Virginia Commonwealth University, Richmond, VA, 2022–2024

Evaluation Specialist and Data Analyst. Dr. Ross contributed to the evaluation of a statewide birth-to-preschool early childhood curriculum program. She helped design and implement a mixed-methods evaluation and conducted quantitative and qualitative analyses, including hierarchical linear modeling, multilevel modeling, regression analyses, cluster and factor analyses, and case studies. She used R, Stata, SPSS, and Dedoose, developed surveys and interview protocols, and presented findings at conferences.



Access for Advanced Coursework Study, Metropolitan Education Research Consortium and Virginia Commonwealth University, Richmond, VA, 2020–2022

Data Analyst. Dr. Ross supported a study of advanced course-taking patterns and variations in central Virginia schools by analyzing Virginia Longitudinal Data System data. She conducted descriptive and predictive analyses to identify factors associated with variations in middle school algebra enrollment from 2015 to 2019 and disseminated findings to local education agencies.

Will They Stay or Go? Analysis of the VDOE Teacher Working Conditions Survey, Metropolitan Education Research Consortium and Virginia Commonwealth University, Richmond, VA, 2020–2021

Data Analyst. As a graduate research assistant, Dr. Ross supported this study by descriptively and predictively exploring working conditions associated with central Virginia teachers choosing to stay or leave their current school. Dr. Ross also supported the report writing and disseminating this study to local educational agencies.

SELECT PUBLICATIONS AND PRESENTATIONS

Publications

Campbell, K., Leicht, C., Garcia, J., Wang, K., Ross, E., & Good, K. (in press). Evaluating technical assistance using qualitative comparative analysis: Implications for supporting child welfare agencies. *Journal of Public Child Welfare*.

Good, K., Leicht, C., Ross, E., Gross, A., Kearney, A., Whitmore, M., et al. (in press). Staffing and supporting effective technical assistance teams: Lessons from a national technical assistance center. *Journal of Public Child Welfare*.

Granger, K. L., Ross, E., Reichel, M., & Edelman, S. (2025). Behavioral reputations of elementary students with or at risk for emotional and behavioral disorders. *Behavioral Disorders*, 50(3), 149–161. <https://doi.org/10.1177/01987429251314871>

Broda, M. D., Ross, E., Sorhagen, N., & Ekholm, E. (2023). Exploring control-value motivational profiles of mathematics anxiety, self-concept, and interest in adolescents. *Frontiers in Psychology*, 14, Article 1140924. <https://doi.org/10.3389/fpsyg.2023.1140924>

Becker, J., Robnolt, V., Dye, K., & Ross, E. (2021). *Will they stay or will they go? Analysis of the VDOE Working Conditions Survey*. Metropolitan Educational Research Consortium.

PROFESSIONAL AFFILIATIONS

Project Management Institute, 2025–Present

American Education Research Association, 2019–Present

EMPLOYMENT HISTORY

ICF. Project Manager. 2026–Present.

Virginia Commonwealth University. Adjunct Professor. 2025–Present.

ICF. Education and Child Welfare Senior Research Associate. 2024–2026.

Virginia Commonwealth University. Postdoctoral Researcher. 2022–2024.

Virginia Commonwealth University. Graduate Research Assistant. 2019–2022.

Henrico County Public Schools. Special Education Teacher. 2013–2019.

Prince Edward County Public Schools. Permanent Substitute. 2012–2013.



Tara Donahue, PhD

Project Role: State Coordinator (PA)

Level of Effort: .25 FTE

20 Years | SEA Technical Assistance | Federal Evaluation | Mixed Methods

RELEVANT EXPERIENCE

Tara Donahue, PhD, has over 20 years of experience as an technical assistance (TA) provider, project manager, evaluator/researcher, and education policy analyst in various PreK–20 areas, including college/career readiness, communities of practice/networked improvement communities/collective impact initiatives, early childhood education, extended learning/out-of-school time, family engagement, professional development, school reform and improvement, and state education agencies (SEAs).

Education

- PhD, Educational Policy, Michigan State University, 2006
- BA, English/Psychology, Vanderbilt University, 2000
- AA and AS, English/Psychology, Northwestern Michigan College, 1998

Certifications and Trainings

- Embracing Complexity Systems-Level Training, Center for Implementation, 2025
- Summer Institute on Cluster Randomized Trials, IES, 2011

Related Technical Expertise

- Adult learning principles
- Coaching
- Communications and dissemination
- Data use, continuous improvement, and evaluation performance management
- Evaluation/high-need populations
- Implementation science
- K–12 systems and policy expertise
- Literacy improvement
- Stakeholder engagement and partnerships
- State learning agendas/strategic plans
- Trained coach (credentials expected by September 2026)
- Technical assistance and capacity building to SEAs, LEAs, and education systems

KEY QUALIFICATIONS

Area	What/Where
Experience related to objectives	20 years of experience in education TA, professional development, research/evaluation; U.S. Department of Education (ED)/Office of Elementary and Secondary Education, ED/Institute of Education Sciences (IES), U.S. Department of Labor
Comprehensive Center relevance	Mid-Atlantic Comprehensive Center (MACC), Region 8 (Midwest), Florida and the Islands Comprehensive Center (FLICC), Appalachia Regional Comprehensive Center (ARCC)
SEA technical assistance	Capacity-building work for U.S. Virgin Islands, South Dakota Department of Education, Ohio Department of Education and Workforce, Pennsylvania Department of Education, and Michigan Department of Lifelong Education, Advancement, and Potential; supported SEAs with out-of-school time/extended learning initiatives
Evaluation/performance measurement	Quasi-experimental design/randomized controlled trial training, Government Performance and Results Act measurement, implementation/outcome studies, developmental, mixed methods
Capacity building	Facilitates advisory meetings, develops TA tools (e.g., facilitator guides, toolkits, communities of practice), supports evaluation capacity, virtual learning communities, and networked improvement communities; builds family engagement systems
Target population/lived experience	Economically-challenged students, rural schools, urban schools, family engagement professional development, literacy advocate, extended learning TA and evaluation, Targeted Support and Improvement/Additional Targeted Support and Improvement schools



SELECT PROJECT EXPERIENCE

MACC, ED, Washington, DC, 2024–Present

State Co-Director. Dr. Donahue conducts needs-sensing, develops TA work plans, and delivers and supports TA initiatives to build the capacity of the Pennsylvania Department of Education and Maryland State Department of Education to implement education reforms. She provides oversight and direction for initiatives aimed at improving student literacy achievement, creating teacher certification options, and developing a system to implement and measure the impact of high-quality instruction materials.

Region 8 Comprehensive Center, ED, Washington, DC, 2023–2024

State Coordinator. Dr. Donahue conducted needs-sensing, developed TA work plans, and delivered and supported TA initiatives to build the capacity of the Ohio Department of Education and Workforce to implement education reforms. She provided oversight and direction for three comprehensive initiatives aimed at improving school climate, supporting the whole child, and implementing curriculum-based professional learning. Additionally, she provided TA services for the Michigan Department of Lifelong Education, Advancement, and Potential as they developed a statewide system of family engagement centers.

Regional Comprehensive Centers, ED, Multiple Locales, 2011–2019

Evaluator. Dr. Donahue has been an evaluator for three Regional Comprehensive Centers: FLICC, 2015–2019; ARCC, 2011–2012; and North Central Comprehensive Center, 2019. Responsibilities included conducting needs sensing with staff, data collection (e.g., surveys and interviews), and report writing.

National Assessment Governing Board Technical and Logistical Supports Services, ED, Washington, DC, 2021–2023

Project Manager. For the National Assessment Governing Board Technical and Logistical Supports Services contract, Dr. Donahue processed over 30 contracts for consultants, maintained an Experts and Consultants database, managed the budget scope, drafted minutes for quarterly board meetings, and coauthored a divergent trend line report about the National Assessment of Educational Progress data from 2009 to 2019. The base year Contractor Performance Assessment Reporting System scores were very good and excellent.

21st Century Community Learning Centers (CCLC) Professional Development and Technical Assistance, Illinois State Board of Education, Springfield, IL, 2007–2011

Co-Project Director. Dr. Donahue served as a co-manager for the Illinois 21st CCLC Professional Development and Technical Assistance contract. She collaborated with the internal team to organize multiple statewide conferences, provided TA to individual sites, and conducted professional development, based on a comprehensive needs assessment, on a variety of topics, including using data, developing logic models, and sustaining programs.

Regional Educational Laboratory Pacific, ED, Denver, CO, 2019–2021

Lead Researcher. Dr. Donahue directed a study that examined which student demographic and academic preparation characteristics predict passing the Praxis Core test and each of its subtests at the University of Guam. In addition to the research study, the team provided TA to University of Guam faculty to learn more about how to conduct a qualitative study to support the quantitative research findings.



Reading Now Network, Ottawa County Intermediate School District, Zeeland and Flint, MI, 2019–2020

Evaluator. Dr. Donahue conducted focus groups with multiple stakeholders from two districts who were involved in Michigan’s Reading Now Network, a statewide initiative aimed at working with districts to achieve the state goal that 80% of third graders would be reading at proficiency. The purpose of the focus groups was to learn from district leaders, building principals, and classroom teachers on how they had changed their instruction to improve student literacy.

SELECT PUBLICATIONS AND PRESENTATIONS

Publications

Watson, S. M. R., & Donahue, T. (2025). Meeting the needs of English learners with and without disabilities: A team approach to intervention. *TESOL Journal*, 16(3), Article e70058.
<https://doi.org/10.1002/tesj.70058>

Donahue, T., Rentz, B., Santos, M., Aguon, A. C., & Arens, S. A. (2021). Using high school and college data to predict teacher candidates’ performance on the Praxis at the University of Guam (REL 202196104). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Pacific. <https://ies.ed.gov/use-work/resource-library/report/descriptive-study/using-high-school-and-college-data-predict-teacher-candidates-performance-praxis-unibetsedat-guahan>

Stringer, K., Mace, K., Clark, T., & Donahue, T. (2019). STEM focused extracurricular programs: Who’s in them and do they change STEM identity and motivation? *Research in Science and Technological Education*, 38(4), 507–522.
<https://doi.org/10.1080/02635143.2019.1662388>

Presentations

Watson, S., Donahue, T., Zareva, A., Russell, L., & Nelson, L. (2022, October). *Meeting the needs of multilingual learners with and without disabilities: A team approach to intervention* [Presentation]. Annual Council for Learning Disabilities, Richmond, VA.

Donahue, T. & Good, K. (2018, November). *Building community and technical colleges’ capacity to sustain evaluation efforts beyond the life of the grant* [Roundtable presentation]. American Evaluation Association Annual Conference, Cleveland, OH.

PROFESSIONAL AFFILIATIONS

American Evaluation Association, Member and Chair-Elect for the Systems in Evaluation Topical Interest Group, 2006–Present
International Coaching Federation Global, 2026
Project Management Institute, 2020–Present

EMPLOYMENT HISTORY

ICF. Senior Manager. 2023–Present.
Manhattan Strategy Group. Program Associate. 2021–2023.
McREL International. Managing Evaluator. 2013–2021.
Edvantia, Inc. Research and Evaluation Specialist. 2011–2013.
Learning Point Associates. Senior Program Associate. 2006–2011.



Jonathan Steinberg, M.A.

Project Role: External Evaluator

Level of Effort: .3

20 Years | Education Research | Assessment & Evaluation |
Mixed Methods | Statistical Analysis



Education

- MA, in Statistics, Columbia University, 2003
- BA, in Statistics (with distinction), University of Rochester, 1999

Certifications and Trainings

- Certified Auditor ISO 20252 for market, opinion and social research including insights and data analytics; CIRQ, Washington, DC, 2023

Related Technical Expertise

- Data use, continuous improvement, and evaluation
- Performance management
- Evaluation / high-need populations
- Mathematics improvement
- Technical assistance and capacity building to SEAs, LEAs, and education systems

RELEVANT EXPERIENCE

Jonathan Steinberg is director of research and analytics at EurekaFacts with over 20 years of experience designing, managing, and evaluating education research projects. His expertise includes large-scale assessment programs, statistical analysis, survey methodology, program evaluation, educational measurement, teacher development initiatives, and state and federal education research.

KEY QUALIFICATIONS

Area	What/Where
Experience related to objectives	Over 20 years of experience designing, managing, and evaluating education research projects, including those funded by federal agencies, such as Institute of Education Sciences and National Science Foundation, as well as state agencies
Comprehensive Center relevance	Region 3 Mid-Atlantic Comprehensive Center (MACC) external evaluation support (2024–Present)
SEA technical assistance	Provided summary reporting on teacher candidate licensure assessment performance to Georgia Professional Standards Commission (2021–2023)
Evaluation / performance measurement	Mixed methods evaluation in multiple Tennessee school districts related to improvement in mathematics teacher knowledge attitudes, and instructional behaviors to student standardized test score performance (2009–2015)
Capacity building	Designed math and science interim assessment reporting system and instructions for implementation by staff in four New Jersey urban school districts (2005–2009)
Target population / lived experience	Assessment validation work involving students with disabilities, English learners, and economically challenged students (2005–2023)



SELECT PROJECT EXPERIENCE

Region 3 MACC, ICF, Reston, VA, 2024–Present

External Evaluator. Mr. Steinberg executes periodic pulse surveys administered to internal project team members supporting work led by internal evaluators and Comprehensive Center leadership team.

A Theory and Data-Driven Approach for Identifying Evidence of Collaborative Problem-Solving (CPS) Skills, Educational Testing Service (ETS), Princeton, NJ, 2018–2022

Lead Data Analyst. The project developed a framework to assess and identify CPS skills in computer-based educational environments and to explore relationships with student learning outcomes. Mr. Steinberg maintained master project databases to facilitate annual reporting on project progress and contributed to published journal articles and conference paper presentations. Key results were replicable person-centered approaches to identifying CPS behavior profiles based on coded video and audio chat files across different tasks.

Teaching Teamwork: Electronics Instruction in a Collaborative Environment, Concord Consortium, Concord, MA, 2017–2020

Lead Data Analyst. This project, conducted in conjunction with Tidewater Community College, helped teach electronics students how to work effectively in teams, both face-to-face and online. This project yielded information regarding effective methods to assess individual and team effectiveness for students participating in online collaborative environments that can apply to the broader teaching and assessment of CPS skills. Mr. Steinberg maintained master project databases to facilitate annual reporting on project progress and contributed to published journal articles and conference paper presentations. Key results were development and validation of a background electronics knowledge assessment and replicable person-centered approach to identifying CPS behavior profiles based on coded video chat files across tasks.

What Types of Knowledge Matters for What Types of Comprehension? Exploring the Role of Background Knowledge (BK) on Students' Ability to Learn from Multiple Texts, ETS, Princeton, NJ, 2016–2020

Lead Data Analyst. This project explored the relationship between high school students' BK and their reading comprehension through multiple studies to explore (1) how different types of BK (such as simple facts or more in-depth understanding of a specific topic) are related to each other, (2) the extent to which different types of BK are associated with reading comprehension, (3) whether there is a level of BK below which students will have difficulty understanding what they read, and (4) if students with low or high BK differ in how well they understand text that varies in the explicitness of connections between ideas. Mr. Steinberg maintained master project databases to facilitate annual reporting on project progress and contributed to published journal articles and conference paper presentations. Key results included developing and validating assessments of basic and conceptual knowledge in science, history, cooking, and American football, and examining their relationships with reading skills and science and history coursework.

Reading for Understanding, ETS, Princeton, NJ, 2011–2017

Lead Data Analyst. Researchers from ETS, Florida State University/Florida Center for Reading Research, Arizona State University, and Northern Illinois University developed and evaluated



new systems of assessments aligned with current theoretical constructs and empirical findings pertaining to reading comprehension and performance moderators, comprised of texts and tasks that represent a range of purposeful literacy activities in which 21st century students are expected to read texts for understanding. Mr. Steinberg maintained master project databases to facilitate annual reporting on project progress and contributed to published journal articles and conference paper presentations. Key results were development and validation of almost 20 vertically scaled scenario-based assessments and multiple vertically scaled component assessment forms.

Strengthening Instruction in Tennessee Elementary Schools—Focus on Mathematics, Tennessee State University, Nashville, TN, 2009–2013 (State Funding) and 2010–2015 (Race to the Top Funding)

Lead Data Analyst. Under the leadership of Tennessee State University and in conjunction with other Tennessee historically Black colleges and universities and the University of Tennessee at Chattanooga, teachers from participating schools in urban districts near these institutions received math instruction support through summer training, professional learning communities, and observations from institution faculty. Pre-service faculty partnered with middle and elementary schools to host student math challenges and deliver weekend professional development workshops for pre-service and in-service teachers on math instructional strategies. Mr. Steinberg maintained master project databases to facilitate annual reporting on project progress and contribute to conference paper presentations and meetings with key state stakeholders. Key results included developing and validating instruments to measure teacher mathematics knowledge, attitudes, and formative assessment practices, and analyzing how federally funded, year-over-year changes affected student standardized assessment outcomes in treatment and matched comparison schools.

Consortium for Achievement in Mathematics and Science, Merck Institute for Science Education (MISE), Rahway, NJ, 2005–2009

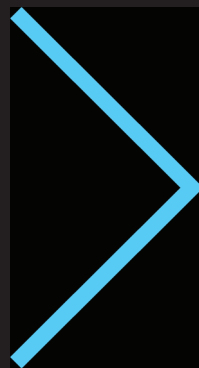
Lead Data Analyst. MISE, with ETS, Kean University, and four urban New Jersey school districts, provided intensive, sustainable, systemic reform so that all middle school students understand and can apply key concepts in mathematics and science. The project addressed the urgent need for well-prepared middle school math and science teachers. Mr. Steinberg maintained master project databases to support annual reporting with the external evaluator and produced class-, school-, district-, and consortium-level reports on student math and science assessment performance. Key results were development and validation of the periodic assessments, independently evaluating teacher professional development participation, and student year-over-year proficiency in math and science.

PROFESSIONAL AFFILIATIONS

Northeastern Educational Research Association, 2007–Present.
American Educational Research Association, 2009–Present.

EMPLOYMENT HISTORY

EurekaFacts, LLC. Director of Research and Analytics. 2023–Present.
ETS. Manager, Data Analysis & Computational Research. 2005–2023.
VMLY&R. Supervisor, Brand Analysis. 2000–2005.



Attachment 3: Copy of Indirect Cost Rate Agreement



Copy of Indirect Cost Rate Agreement

Please see the following pages



National Institutes of Health
Bethesda, Maryland 20892
Division of Financial Advisory Services
6701 Rockledge Drive, Room 411-B
Bethesda, Maryland 20892-7786
301-496-2444

March 27, 2026

Rob Roberts
Sr. VP of Financial Planning & Analysis
ICF CONSULTING GROUP, INC
1902 RESTON METRO PLAZA
RESTON, VA 20190

Dear Mr. Roberts:

Enclosed is your latest indirect cost Negotiation Agreement. This Agreement reflects an understanding reached between your organization and a member of my staff concerning the rate(s) that may be used to support your claims for indirect costs on contracts and grants.

After an authorized official of your organization signs the agreement, **please return the agreement electronically within ten days.**

To finalize the provisional rates in accordance with the Revolutionary FAR Overhaul (RFO) 42.505-1, a final indirect cost proposal based on actual costs (together with supporting information and a Certificate of Indirect Costs per RFO 42.503-2) must be submitted within the six-month period following the end of your fiscal year(s).

An indirect cost submission supporting new provisional rates is due prior to the expiration of the last provisional rates contained in this agreement. **Contracting Offices will be advised to discontinue reimbursing indirect costs when negotiated rates have expired.**

For the latest information on how to securely submit your electronic indirect cost proposal, please visit our website: <https://oamp.od.nih.gov/dfas/indirect-cost-branch>.

NOTE: It is incumbent upon your organization to officially notify this office if/when the current provisional rates are no longer representative of current conditions and need to be renegotiated. This notification should include a revised indirect cost proposal and complete financial documentation to support a significant change in circumstances that warrants renegotiation of the rates.

Also note, if final rates are lower than provisional rates, it is your organization's responsibility to adjust the reimbursements under all of your awards to reflect the lower final rates. You should contact the appropriate awarding official for instructions on adjusting procedures.

If you have any questions, please contact the negotiator listed on the last page of the Agreement.

For
**DANIEL G.
WALKER -S**
Daniel G. Walker, CPA
Deputy Director
Division of Financial Advisory Services
Office of Acquisition Management and Policy

Digitally signed by DANIEL G.
WALKER -S
Date: 2026.03.31 15:09:28
-04'00'

Enclosure



DEPARTMENT OF HEALTH & HUMAN SERVICES

ICF Confidential and Proprietary

Public Health Service

National Institutes of Health
Bethesda, Maryland 20892
Division of Financial Advisory Services
6701 Rockledge Drive, Room 411-B
Bethesda, Maryland 20892-7786
301-496-2444

Date: March 27, 2026

Contractor: ICF CONSULTING GROUP, INC
1902 RESTON METRO PLAZA
RESTON, VA 20190

Subject: Negotiation Agreement

TYPE	PERIOD	RATES			BASE
		FINAL	PROVISIONAL	CEILING (*)	
FULL TIME FRINGE	1/1/2026-12/31/2026		37.35%		(a)
CASUAL (PT) FRINGE	1/1/2026-12/31/2026		13.12%		(b)
LOW FRINGE	1/1/2026-12/31/2026		26.30%		(c)
OH-HOME&BRANCH H&B	1/1/2026-12/31/2026		64.21%		(d)
OH- FIELD	1/1/2026-12/31/2026		52.35%		(e)
OH-STRATEGIC H&B	1/1/2026-12/31/2026		29.33%		(f)
OH - STRAT. FIELD	1/1/2026-12/31/2026		21.96%		(g)
G&A	1/1/2026-12/31/2026		16.40%		(h)
SUBCONTRACT ADMIN	1/1/2026-12/31/2026		1.79%		(i)

Rate Application Bases:

- (a) Total salaries and wages of employees receiving a full benefit package, excluding paid absences (pay for vacation, holiday, sick and other time off).
- (b) Total casual (part time) salaries and wages, excluding paid absences.
- (c) Total low salaries and wages, excluding paid absences.
- (d) Direct h&b salaries and wages plus applicable fringe benefits.
- (e) Direct field salaries and wages plus applicable fringe benefits.
- (f) Direct strategic h&b salaries and wages plus applicable fringe benefits.
- (g) Direct strategic field salaries and wages plus applicable fringe benefits.
- (h) Total costs, excluding g&a expenses, direct materials and direct subcontract costs.
- (i) Direct subcontract costs and direct materials.
- (*) Final rates cannot exceed ceiling rates.

Notes:

1. There are numerous contracts which include contractual indirect rate ceilings effective for the stated duration in each individual contract. A list of these contracts is available upon request.
2. Rates included in the agreement apply to the following legal entities of ICF Consulting Group, Inc.:
 - a. ICF Incorporated, LLC
 - b. ICF Resources, LLC
 - c. Incentive Technology Group, LLC
 - d. ICF ESAC, LLC
 - e. CMY Solutions, LLC
 - f. SemanticBits, LLC
 - g. Creative Systems and Consulting, LLC
 - h. ICF Consulting Canada, Inc
 - i. ICF Consulting India Private Ltd
 - j. ICF Macro, Inc
3. The following ICF cost accounting segments have been consolidated into the ICF Consulting Group Segment:
 - a. ICF Macro Segment
 - b. ICF Cyber Segment
 - c. ICF SH&E Segment
 - d. ICF CBOSS Segment
4. ICF Consulting Group Segment discontinued use of the ITG On-Site Overhead and ITG Off-Site Overhead rates effective January 1, 2026. Costs from those pools have been consolidated into the OH-H&B, OH-Field, OH-Strategic H&B, and OH Strat. Field pools.
5. Full Fringe benefits consist of:
 - a. Paid absences
 - b. Payroll taxes
 - c. Retirement plan contribution
 - d. Employee insurance
 - e. Workers' compensation insurance
 - f. Tuition reimbursement
 - g. Severance pay
 - h. Other
6. Fringe benefits for casual (part time) employees consist of:
 - a. Paid absences
 - b. Payroll taxes
 - c. Retirement plan contributions
 - d. Employee insurance
 - e. Worker's compensation insurance
7. Low fringe benefits consist of:
 - a. Paid absences
 - b. Payroll taxes
 - c. Retirement plan contribution
 - d. Employee insurance
 - e. Workers' compensation insurance
8. Direct charges to projects include:
 - a. Direct salaries and wages, excluding paid absences
 - b. Materials and supplies
 - c. Consultant costs
 - d. Travel costs
 - e. Subcontract costs
 - f. Equipment, as authorized
 - g. Other direct costs, as authorized

General:

A. LIMITATIONS: Use of the rates contained in this agreement is subject to any applicable contractual or grant limitations. Acceptance of the rates agreed to herein is predicated upon the conditions: (1) that no costs other than those incurred by the contractor or grantee were included in its indirect cost proposal and that such costs are legal obligations of the contractor or grantee, (2) that the same costs that have been treated as indirect costs have not been claimed as direct costs, and (3) that similar types of costs have been accorded consistent treatment.

B. ACCOUNTING CHANGES: The rates contained in this agreement are based on the accounting system in effect at the time the proposal was prepared and the agreement negotiated. Changes to the method of accounting that affect the amount of reimbursement resulting from the use of these rates require the prior approval of this office. Failure to obtain such approval may result in subsequent cost disallowances.

C. NOTIFICATION TO FEDERAL AGENCIES: Copies of this document may be provided to other Federal offices as a means of notifying them of the agreement contained herein.

for **DANIEL G.
WALKER -S**

Daniel G. Walker, CPA
Deputy Director
Division of Financial Advisory Services
Office of Acquisition Management and Policy

Digitally signed by DANIEL G.
WALKER -S
Date: 2026.03.31 15:10:17 -04'00'

Negotiator: ROBERT J VILLERS
Telephone: (301) 827-3414

ICF CONSULTING GROUP, INC

By: **Rob Roberts**

Signature

Digitally signed by Rob Roberts
Date: 2026.04.01 08:26:26 -04'00'

Rob Roberts

Typed or Printed Name

SVP, FP&A

Title

04/01/2026

Date



**Attachment 4:
Letters of Designation /
Endorsement**



Letter of Designation / Endorsement



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION

June 24, 2026

U.S. Department of Education
U.S. Department of Labor

Re: Comprehensive Centers Program Grant: Regional Centers

Dear Comprehensive Centers Program Grant Review Committee:

The Pennsylvania Department of Education (PDE) is pleased to support the application submitted by ICF Incorporated LLC (ICF) to serve as a Regional Comprehensive Center under the FY 2026 competition serving Delaware, the District of Columbia, Maryland, New Jersey, and Pennsylvania.

ICF, current operator of the Mid-Atlantic Regional Comprehensive Center (MACC), is a national provider of education research, evaluation, and technical assistance, partnering with state education agencies (to include the PDE), local districts, and nonprofit organizations across the Mid-Atlantic region to strengthen educational outcomes and opportunities from early childhood to postsecondary. Their goal is to partner with education leaders to deliver tailored supports, grounded in the state context, that help leaders accomplish their strategic priorities and improve outcomes for students and educators.

According to the PDE's understanding of the proposed program based on available information, including the project description provided by ICF, their approach aligns with PDE's priorities as a State Educational Agency (SEA) by ensuring that technical assistance is responsive to state-defined needs, while also leveraging the expertise and operational capacity of trusted partners.

PDE recognizes the vital role MACC plays in strengthening state capacity and advancing high-quality, equitable education across the region. PDE's longstanding collaboration with MACC has provided access to rigorous research, evidence-based resources, and expert technical assistance that directly support the implementation of our state's education priorities. Through this partnership, PDE has been better equipped to address complex policy challenges, accelerate school improvement efforts, and enhance outcomes for all learners across the Commonwealth.

Thank you for your consideration of the above proposed project and potential funding opportunity.

Sincerely,

Carrie Rowe, Ed.D.
Secretary of Education

Office of the Secretary
607 South Drive | Harrisburg, PA 17120 | 717.783.9780 | www.education.pa.gov



Letters of Support

Dear Secretary and Review Committee Members:

On behalf of the Delaware Department of Education (DDOE), I am writing to express strong support for the proposal submitted by ICF to serve as the Comprehensive Center for the Mid-Atlantic region under the FY 2026 competition.

ICF provides a thoughtful and forward-looking approach to technical assistance, one that is grounded in a state-led, partner-supported model. This approach aligns well with DDOE's priorities as a State Educational Agency (SEA) by ensuring that technical assistance is responsive to state-defined needs while leveraging the expertise, facilitation, and operational capacity of trusted partners.

DDOE has had a positive and productive experience working with ICF to co-develop and deliver training and resources for mentors of our teacher apprentices. Through this work, ICF has demonstrated a strong understanding of the educator workforce challenges facing states, as well as the practical supports mentors need to support apprentices effectively. ICF's collaborative approach, responsiveness to Delaware's context, and commitment to high-quality implementation will help to strengthen mentor capacity and support the development of aspiring teachers across the state.

In particular, I am supportive of the proposed co-leadership structure, in which SEA leadership works closely with Comprehensive Center staff to co-design and implement priority initiatives. This model recognizes the importance of state ownership while providing the facilitation, coordination, and implementation support necessary to translate strategy into sustained impact.

Overall, ICF's approach reflects a strong commitment to state leadership, coordinated support, and implementation-focused technical assistance. Based on DDOE's experience working with ICF, I believe the proposed Mid-Atlantic Comprehensive Center is well positioned to provide relevant, actionable, and high-quality support.

DDOE looks forward to the opportunity to engage with ICF through the Mid-Atlantic Comprehensive Center through the proposed structures, including participation in cross-state learning and collaboration, and to explore how this model can support Delaware's priority initiatives. Specifically, DDOE commits to partnering with ICF and the Mid-Atlantic Comprehensive Center to co-design and implement a priority project aligned to our strategic goals and will begin this collaborative work immediately upon award of the grant.

We look forward to partnering with ICF and the Comprehensive Center to advance our shared goals and achieve meaningful outcomes for students, educators, and communities in Delaware and across the Mid-Atlantic region.

Thank you for your consideration.

Sincerely,

Katherine Burns
Education Associate; Early Engagement & Teaching Career Ladder
Delaware Department of Education



2800 N. Charles Street, Baltimore, MD 21218
(443) 927-0300 | cteinfo@jh.edu

June 16, 2026

U.S. Department of Education
Office of Elementary and Secondary Education

Dear Review Committee:

On behalf of Johns Hopkins University, I am writing to express my strongest support for ICF Incorporated, LLC's proposal to continue operating the Mid-Atlantic Comprehensive Center (MACC). The Johns Hopkins University had the opportunity to collaborate with ICF through the current MACC in support of state education agency priorities and educational improvement efforts across the designated regions. Throughout our partnership, the ICF team has consistently demonstrated professionalism, responsiveness, and a strong commitment to delivering high-quality services aligned to state educational needs.

ICF is particularly effective at convening partners, fostering collaboration, and translating research and evidence into practical strategies that support implementation and continuous improvement of evidence-based educational practices. Their commitment to the principles of effective teaming and collaboration has helped create strong leadership and implementation partnerships built on mutual respect, clear communication, and shared accountability. Their ability to coordinate expertise across organizations while maintaining a clear focus on state-defined priorities makes them a trusted and effective partner to states across the regions. We value their strong communication, thoughtful leadership, and commitment to ensuring that partner contributions result in meaningful outcomes for states and districts.

As a research institution, we particularly appreciate ICF's ability to bridge research, policy, and practice. Their collaborative approach creates opportunities for partners to contribute specialized expertise that is actionable, relevant, and responsive to client needs. It also facilitates the collaborative identification and resolution of challenges, helping to keep project goals and desired outcomes on track.

As such, ICF has demonstrated excellence in project management, maintaining clear processes, strong coordination, and effective oversight across complex initiatives involving multiple partners and stakeholders. Their ability to manage timelines, facilitate communication, and support collective decision-making contributes significantly to the success of MACC activities and partnerships.

Based on our experience, we are confident that ICF has the leadership, technical expertise, and partnership-oriented approach necessary to continue operating the MACC successfully. We



2800 N. Charles Street, Baltimore, MD 21218
(443) 927-0300 | cteinfo@jh.edu

strongly support ICF's proposal and believe the organization will continue to provide responsive, evidence-based capacity-building services to state education agencies that improve outcomes for students.

Sincerely,

Karen Lynne Harper Mainzer, EdD
Associate Research Scientist | School of Education
Associate Director, Center for Technology in Education
School of Education
Johns Hopkins University
2800 N Charles St.
Baltimore, MD 21218
Phone: 443-927-0305





June 23, 2026

U.S. Department of Education

Dear Review Committee:

On behalf of the Rodel Foundation of Delaware, I am pleased to support ICF's proposal to continue operating the Mid-Atlantic Comprehensive Center. In this capacity, I believe ICF will provide responsive, evidence-based capacity-building services to state education agencies that improve outcomes for students.

In my experience, the Comprehensive Center is most effective when it helps education leaders move from identifying challenges to implementing solutions that can be sustained over time. ICF has approached this work with a strong understanding of how to build capacity across state and local systems while tailoring support to the needs of the region. Its leadership of the Mid-Atlantic Comprehensive Center reflects a thoughtful balance of evidence-based practice, collaboration, and implementation support that helps agencies translate priorities into action.

ICF brings the qualities that matter most in this role: deep content knowledge, strong facilitation, disciplined project management, and a clear commitment to lasting capacity-building rather than one-time assistance. I am confident that ICF is exceptionally well positioned to continue leading this work in the Mid-Atlantic with credibility, rigor, and responsiveness.

If ICF is awarded the grant from the U.S. Department of Education's Comprehensive Centers Program to continue to operate the Comprehensive Center serving the Mid-Atlantic region, we look forward to partnering with ICF to address Delaware's strategic priority areas and other areas of need that may arise throughout the grant period.

Sincerely,

Madeleine Bayard

100 West 10th Street, Suite 704, Wilmington DE 19801 | P: 302.571.1536 | www.rodelde.org



OFFICE OF THE STATE
SUPERINTENDENT OF EDUCATION

June 26, 2026

Dr. Rose Buckley
State Co-Director
ICF
530 Gaither Road
Rockville, MD, 20850

Dear Dr. Buckley,

The Office of the State Superintendent of Education (OSSE), the State Education Agency for the District of Columbia, acknowledges ICF as an applicant for the FY 2026 Comprehensive Center grant competition with the US Department of Education. We affirm that ICF serves District of Columbia students through its leadership of the current Mid-Atlantic Comprehensive Center.

Our agency has had the opportunity to work with the Mid-Atlantic Comprehensive Center, led by ICF, on key initiatives to advance integrated math pathways and on the development of capacity-building instructional resources that support the DC Graduate Profile.

If awarded, OSSE looks forward to continued collaboration with ICF to advance our priorities that support educators and students throughout the District of Columbia.

Sincerely,

Antoinette S. Mitchell, Ph.D.
State Superintendent of Education

1050 First Street NE, Washington, DC 20002
(202) 727-6436 TTY: 711 | osse.dc.gov



Attachment 5: FOIA Exemptions from Disclosure



FOIA Exemptions from Disclosure

ICF designates the following sections of our application as exempt from disclosure under

Exemption 4 of the Freedom of Information Act.

Application Part	Section	Page Number(s)
Part 2. Budget Information	ED Form 524	All
Part 4. Project Narrative	A.2 Building Capacity to Address the Needs of Underserved Populations	8 -17
Part 4. Project Narrative	B. Quality of the Project Design	17 - 56
Part 4. Project Narrative	C. Quality of the Management Plan	56-73
Part 4. Project Narrative	Appendix C – ICF Practice Profile	C-1 through All
Part 5. Budget Narrative	All	All
Part 6. Other Attachment Forms	Attachment 2 – Resumes	Attachment 2-All
Part 6. Other Attachment Forms	Attachment 3 – Copy of Indirect Cost Rate Agreement	Attachment 3-All
Part 6. Letters of Designation/Endorsement and Letters of Support	Attachment 4 – Letters of Designation/Endorsement and Support	Attachment 4-All