



TO: Scott Swisher, Ed.D.
Deputy Commissioner of Education

FROM: Donlynn Rice, Senior Administrator, Curriculum and Instruction
Richard Katt, Administrator, Curriculum and Instruction

SUBJECT: Contract with Research Triangle Institute

Proposed Board Action:

Grant the Deputy Commissioner the authority to contract with Research Triangle Institute to conduct an evaluation study of Nebraska Career Education.

Background Information:

The Carl D. Perkins Act of 2006 requires states to conduct an evaluation study of career technical education.

Section 124, State Leadership Activities (b) Required Uses of Funds, The state leadership activities described in subsection (a) shall include (1) an assessment of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met and how the career and technical education programs are designed to enable special populations to meet State adjusted levels of performance and prepare the special populations for future education, further training, or for high skill, high wage or high demand occupations.

This study will also be able to inform Legislative Resolution 285 calling for a study of career education in Nebraska.

Estimated Cost:

The contract is for \$49,950.00. paid for by Federal Perkins funds.

Supporting Documentation Included:

Copy of proposal from RTI.

For Additional Information on this item:

Donlynn Rice, 402-471-3240
Richard Katt, 402-471-4808



Nebraska Department of Education: Career and Technical Education Programs in Nebraska Public Schools

OFFEROR

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AUTHORIZED NEGOTIATOR:

David M. Stratton
Senior Contracting Officer
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A handwritten signature in black ink that reads 'David M. Stratton'.

July 19, 2013

EXTENT OF AGREEMENT:

RTI International agrees that it will provide the services offered in this proposal in accordance with the price submitted in this proposal.

This proposal includes data that shall not be disclosed outside the Nebraska Department of Education and shall not be duplicated, used, or disclosed—in whole or in part—for any purpose other than to evaluate this proposal or quotation. **The entire proposal is subject to this restriction.**

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INTRODUCTION

The mission of the Career and Technical Education (CTE) division of the Nebraska Department of Education (NDE) is to “provide a career education system for all Nebraskans that develops the knowledge and skills needed for lifelong learning, earning, and living.” The Nebraska state legislature is supporting these efforts through Nebraska Legislative Resolution 285, which requires that a select committee study career education programs in Nebraska public schools and report its findings and recommendations to the Legislature by December 2013.

RTI International is pleased to submit the following proposal to assist NDE and the committee in their efforts to study Nebraska CTE programs. For more than 30 years, RTI has been conducting high-quality educational research, data development, and data analyses for federal and state agencies, school districts, postsecondary institutions, foundations, and other organizations. RTI is committed to improving educational policy, advancing sound practice, and expanding access for youth and adults. Toward that end, RTI provides clear, unbiased, policy-relevant research and innovative data tools for educators, policymakers, and the public. RTI staff have experience in all areas critical for this effort, including career and technical education systems and programs, education and workforce alignment, and state CTE funding systems.

Because time is of the essence, RTI has proposed a rapid assessment that will address many of the items that the committee has been tasked with investigating.¹ The project will culminate in a white paper designed to support the work of the committee by addressing topics that are foundational to the committee’s deliberations and topics that represent important levers for change.

STATEMENT OF WORK

To assist the committee in meeting the Resolution’s rapid timeline and provide meaningful information on as many topics as possible, RTI will explore and address topics in two categories: 1) overview of essential information about the state of CTE in Nebraska and 2) assessment of important levers for change.

¹ Nebraska Legislative Resolution 285 includes additional topics that are not incorporated in the scope of work for this project. Those topics—including the role of business and labor organizations in CTE, CTE teacher availability, and specific costs of training facilities and programs—require significant data collection and an investment of time that are not feasible under the current timeline.

Essential Information

RTI will maximize the time available by providing an overview of the current state of Nebraska CTE as it relates to the following issues. This rapid assessment will provide information and support for the committee’s activities, identify potential opportunities and challenges, and, where relevant, issues for consideration.

- *Purpose, role, and mission of career education programs in Nebraska*—In collaboration with NDE, RTI will provide the history and current role and mission of CTE in Nebraska public schools.
- *Status and role of career guidance in Nebraska schools*—NDE and its partners are currently conducting an intensive review of career guidance; the white paper will describe the progress of this effort in the context of CTE.
- *Alignment of secondary career education curriculum to postsecondary career education program curriculum and entrance requirements*—NDE’s recent initiative to develop course-based standards is nearing completion. RTI will collaborate with NDE to explore how the effort will affect CTE and its potential impact on CTE students and programs.

Levers for Change

RTI will focus in more depth on the role of CTE, funding for CTE, and the alignment of education and the labor market as these issues have the potential to serve as important levers for improving CTE programs and student outcomes. The intent is to provide the committee with information about the current status of these issues in Nebraska, related opportunities and challenges, possible next steps in project work, and where appropriate, suggested changes to policy and practice.

- *Need for CTE*—The white paper will describe the prevalence of and need for CTE in middle and high schools and explore current CTE curriculum and initiatives designed to engage students at the middle and high school levels.
- *CTE funding*—RTI will describe the current funding strategy for CTE in Nebraska public schools, including funding for programs, instruction, and equipment.
- *Types and numbers of skilled workers that Nebraska is projected to need in both the short-term and long-term future*—Using information available through NDE and the Nebraska Department of Labor (DOL), RTI will provide projections of the number of skilled workers Nebraska is likely to need in the next 10 years and the fields in which those workers will be needed most. In addition, RTI will analyze the alignment between Nebraska CTE programs and projected labor force needs.

RTI will carry out the scope of work using both qualitative and quantitative methods, including analysis of existing data from Nebraska sources; document reviews; and interviews with NDE, DOL, and other interested stakeholders. RTI staff will conduct one on-site visit to interview key stakeholders and review available data.

DELIVERABLES

The ultimate outcome of the rapid, focused project will be a white paper that describes the information gathered, explains and documents our analysis, and provides recommendations to help move Nebraska towards its long-term goals for CTE. In particular, the report produced will include:

- Overview of work completed;
- Summary of interview and research findings;
- Summary and description of essential information; and
- Summary and description of levers for change, including recommendations and options for immediate and long-term next steps.

RTI will prepare a draft white paper for NDE review by October 15 and submit the final white paper by November 15, 2013.

RELATED EXPERIENCE

RTI is a leader in CTE research and improvement. For more than two decades, our firm has conducted nationwide studies of CTE for the U.S. Department of Education (ED). These studies have involved statistical analysis, policy analysis, and program evaluation covering a wide range of subject areas, including programs of study (POS), career pathways, college and career readiness, STEM (science, technology, engineering, and math), and CTE in high schools and community colleges. RTI has participated in every national assessment of CTE authorized by the federal Perkins Act since 1984. In July 2012, ED awarded the National Center for Innovation in Career and Technical Education (NCICTE) to a consortium of firms of which RTI is the leading member.

RTI has worked closely with several states to evaluate and implement CTE policy, measure CTE program and student performance, and refine CTE funding strategies. RTI’s work in Wyoming and Oregon laid the foundation for long-term strategic CTE planning and policy development.² Through contracts with the U.S. Department of Education, RTI also conducts an ongoing study of the Rigorous Programs of Study grant initiative in six states and provides annual technical assistance to states to assist them in refining their approaches to CTE accountability.³

PROJECT MANAGEMENT

RTI is proposing a strong project team to carry out the work. Two key staff will provide leadership and management. Amanda Richards Sheil, RTI’s Associate Director of Preparation for College and Career, has in-depth knowledge of state agency systems and state CTE policy and will serve as the project director. Jessica Robles, research associate in the Evaluation program area, will provide research support for all aspects of the project and lead project work related to the alignment of education and the workforce and career guidance.

PROJECT TIMELINE

Assuming a project award of August 1, 2013, the period of performance will be August 1, 2013 through November 15, 2013.

Date	Activity
August 1–31	Hold kick-off meeting; conduct research relating to essential information
September 1–31	Project team on-site visit; research and analysis of levers for change
October 1–15	Prepare and submit draft white paper
October 15–November 15	Prepare and submit final white paper

² For more information about RTI’s work with Wyoming and Oregon, refer to the following reports: *New Directions for High School Career and Technical Education in Wyoming*, https://legisweb.state.wy.us/2008/interim/schoolfinance/MPR_report07.pdf and *The Oregon Career and Technical Education Study*, <http://www.ode.state.or.us/teachlearn/pte/oregonctereportssummary.pdf>.

³ For more information about RTI’s work with the Rigorous Programs of Study initiative, refer to the annual reports and technical assistance materials found at <http://cte.ed.gov/nationalinitiatives/rposgrants.cfm>. For information about state technical assistance, see the reports found at http://cte.ed.gov/accountability/supporttostates.cfm?&pass_dis=1.

PRICING

RTI proposes to complete the activities detailed above for a fixed price of \$50,000. This price includes resources for travel for the project team and labor hours for Ms. Richards Sheil, Ms. Robles, and RTI publishing and support staff. A deliverable-based Payment Schedule is included with the budget documents.

RESUMES

Resumes for proposed staff are presented on the following pages.

AMANDA RICHARDS SHEIL

Summary of Professional Experience

Amanda Richards Sheil, associate director of RTI International's Preparation for College & Career program area, supports project work aimed at equipping all students for a successful future by preparing them for both advanced education and the workforce. Ms. Richards works with federal, state, and local education agencies to improve the quality CTE, adult education, and community college programs and policies.

Ms. Richards Sheil has been responsible for the managing RTI's Improving Program Performance contract with OVAE for over four years, which focuses on aligning secondary and postsecondary CTE systems and creating pathways for smooth transitions from secondary to postsecondary education. She recently led a strategic planning effort with federal and state CTE representatives to redesign the Perkins accountability framework. Ms. Richards has extensive expertise in CTE policy and in the development of Career Pathways and performance management systems. As a Policy Analyst for the state of Oregon, she participated in Oregon's Career Pathways initiative and oversaw the early development of performance measures for Oregon's Career Pathways initiative.

Education

MPP, Public Policy, University of California, Berkeley, CA, 2004.
BA, Political Science, Albion College, Albion, MI, 1996.

Selected Project Experience

Improving Perkins IV Program Performance. (2007 to date)—*Project Lead.* Under contract with the U.S. Department of Education, assisting states in aligning their career and technical education accountability systems with the provisions of the *Perkins IV* legislation. This ongoing work facilitates communication among states and between states and the federal government, and assists career and technical education providers in improving the accuracy, validity, and reliability of their Perkins accountability information.

State Perkins Accountability Congress. (2011 to 2013)—*Project Lead.* Under contract with the U.S. Department of Education, convened state *Perkins* accountability experts over a period of 18 months. The SPAC provided suggestions to the Department for definitions of student populations and measurement approaches, which will be considered as the Department prepares for the future reauthorization of *Perkins*.

National Assessment of Career and Technical Education. (2009 to present)—*Senior Research Associate.* Under contract with the U.S. Department of Education, assessing the implementation of the

Carl D. Perkins Career and Technical Education Act of 2006. The study evaluates how *Perkins* is interpreted and implemented by national, state, and local CTE providers.

Evaluation of the Washington State Integrated Basic Education Skills Training (I-BEST) Program. (2009 to 2012)—*Senior Research Associate.* In partnership with the Community College Research Center, conducted field interviews and cases studies of I-BEST programs at community and technical colleges in the state of Washington. The study identified and evaluated key program characteristics and share findings with adult basic education providers nationally.

Community College Virtual Symposium. (2010 to 2011)—*Project Lead.* Under contract with the U.S. Department of Education and in collaboration with partners, prepared four issue briefs and coordinated a nationwide symposium that brought together community college practitioners, researchers, and policymakers in an online, participatory, event.

Texas Data Driven Policy Making Study. (2009 to 2010)—*Senior Research Associate.* In collaboration with the Texas Higher Education Coordinating Board and statewide partners, developed a strategic approach to data system design and use by the Texas educational system. Facilitated expert panelists and consulted stakeholders to develop a plan that will enhance the state's capacity to use data to drive policy and practice and develop data-supported resources to promote college readiness, enrollment, and success.

National Research Center for Career and Technical Education (NRCCTE), Analysis of Postsecondary Data Systems. (2008 to 2010)—*Project Lead.* In partnership with NRCCTE, analyzed postsecondary CTE data systems and developed a standard data dictionary states can use as the foundation for Perkins accountability efforts.

Wyoming Community College Statewide Strategic Plan. (2008 to 2009)—*Project Lead.* Facilitated the development of a strategic plan for the Wyoming community college system that will guide system initiatives for five years. Analyzed data collected from college site visits, interviews, discussions, and literature to recommend strategies to address issues of governance, program approval, performance measurement, and funding.

Oregon Career and Technical Education Study. (2008)—*Research Associate.* Under contract with the Oregon Department of Education, conducted a study of Oregon's CTE system, including its administrative, delivery, and funding structures. The study identified Oregon's opportunities and challenges and outlined recommendations for increasing the number and quality of Oregon's CTE programs and providing greater access to CTE programs for students.

Clackamas Community College Enrollment and Capacity Analysis. (2007 to 2008)—*Project Lead.* In collaboration with Clackamas Community College, developed a system for ongoing information analysis and reporting. Analyzed college, state, and national databases to identify enrollment, capacity, and demographic trends. Developed systems to support CCC's efforts to anticipate and be responsive to changes in enrollment patterns and shifts in community needs (2007 to 2008).

Oregon Department of Community Colleges and Workforce Development. (2007 to 2008)—*Project Lead.* Under contract with the state of Oregon, provided technical assistance and policy development on a performance measurement system and responses to related legislative directives.

Open Meadows Alternative Schools Student Outcomes Analysis. (2008)—*Project Lead.* Provided technical support to assist Open Meadows to identify student outcomes and methods for student follow-up. Consulted on the design of a database and student tracking system to collect and analyze data related to student outcomes.

Professional Experience

- 2013 to date RTI International, Portland, OR.
- Associate Director, Preparation for College and Career. Direct policy analysis and research activities within the Preparation for College and Career program area. Administer large, multi-year contracts; oversee program area personnel, serve as project director for major contracts; author publications; and perform quantitative and qualitative research for projects related to career and technical education (CTE) and community colleges. Areas of expertise include state and local policy design and implementation; performance measurement system design; technical assistance, facilitation, and evaluation; and quantitative and qualitative data collection and statistical analyses.
- 2007 to 2013 MPR Associates, Inc., Portland, OR (acquired by RTI International in 2013).
- Senior Research Associate. Lead career education policy analysis and research projects. Coordinated large, multi-year contracts; served as project lead for projects related to career and technical education and community colleges.
- 2004 to 2007 Oregon Department of Community Colleges and Workforce Development, Salem, OR.
- Education and Workforce Policy Analyst. Led evidence-based policy development, design, implementation, and evaluation. Developed and managed education and workforce research agenda. Developed budget testimony to the Oregon Legislature. Analyzed and implemented education and workforce legislation. Provided policy leadership and technical assistance for alignment of curriculum, assessment, and transition policies among community colleges, the K–12 education system, the Oregon University System, and the workforce system. Coordinated agency and program performance review, evaluation and reporting. Oversaw distribution of Oregon community college funding. Developed process and outcome evaluations for career pathway initiatives.
- 2001 to 2004 California Perinatal Quality Care Collaborative, Berkeley, CA.
- Data Center Manager. Developed and initiated implementation of process and outcome evaluation. Managed data collection and analysis systems for statewide collaborative of hospital NICUs and researchers. Designed data management and report production systems.
- 1996 to 2001 DataStat, Inc., Ann Arbor, MI.
- Project Manager. Designed and implemented large-scale survey research projects for healthcare industry clients. Performed data analysis and prepared written reports and presentations of results. Assisted in the design of DataStat’s Continuous Quality Improvement Report, a reporting product intended to assist clients in identifying areas for internal quality improvement efforts.

Technical Reports

- Richards, A., Klein, S., Pfeiffer, J., Schoelkopf, J. (2013). *State Perkins Accountability Congress: Final Report*. Washington, DC: U.S. Department of Education, Office of Vocational and Adult Education.
- Richards, A., Smith Jaggars, S., Bailey, T. (2012). *Connecting curriculum, assessment, and treatment in developmental education*. Washington, DC: U.S. Department of Education, Office of Vocational and Adult Education.
- Klein, S., Richards, A., White, R., Staklis, S., & Alfeld, C. (Forthcoming). *National assessment of career and technical education: Final report to congress*. Washington, DC: U.S. Department of Education, Policy and Program Studies Service.
- Klein, S., Richards, A., White, R., Staklis, S., Alfeld, C., Dailey, C. R., Charner, I., & Poliakoff, A. (Forthcoming). *Evaluation of the implementation of the Carl D. Perkins Career and Technical Education Act of 2006: Finance, accountability, and programs of study*. Washington, DC: U.S. Department of Education, Office of Planning, Evaluation, and Policy Development, Policy and Program Studies Service.
- Kotamraju, P., Richards, A., Wun, J., & Klein, S. G. (2010). *A common postsecondary data dictionary for Perkins accountability*. Louisville, KY: National Research Center for Career and Technical Education (NRCCTE).
- Pfeiffer, J., Hall, L., Richards, A., Bradby, D., & Skomsvold, P. (2010). *Texas data-driven policy-making study: Enhancing Texas data to support college and career success*. Unpublished report. Texas Higher Education Coordinating Board and the College for All Texans Foundation.
- Richards, A., Sipes, L., Studier, C., Staklis, S., Farr, B., & Horn, L. (2009). *Wyoming community college commission statewide strategic plan: Planning for the future of Wyoming's community colleges*. Wyoming Community College Commission.
- Richards, A. (2009). *OVAE customized technical assistance to states: Recommendations to improve the quality of Perkins IV data in Guam*. Prepared under contract to Office of Vocational and Adult Education, U.S. Department of Education. Berkeley, CA: MPR Associates, Inc.
- Richards, A. (2008). *Clackamas community college: Data exploration project*. Oregon City, OR: Clackamas Community College.
- Klein, S., & Richards, A. (2008). *The Oregon career and technical education study*. Oregon Department of Education.
- Klein, S. G., Richards, A., & Pedroso, R. (2008). *Assessing administrative structures, delivery models, and funding mechanisms for offering high-quality career and technical education in Oregon: Selection of states for analysis*. Prepared for the Oregon Department of Education. Berkeley, CA: MPR Associates, Inc.
- Richards, A. & Klein, S. (2008). *OVAE customized technical assistance to states: Recommendations to improve the quality of postsecondary Perkins IV data in Montana*. Prepared for the Montana University System. Berkeley, CA: MPR Associates, Inc.

Klein, S. & Richards, A. (2008). *OVAE customized technical assistance to states: Recommendations to improve the quality of Perkins IV accountability measures in Maine*. Prepared for the Maine Department of Education and the Maine Community College System. Berkeley, CA: MPR Associates, Inc.

Richards, A. & Klein, S. (2008). *OVAE customized technical assistance to states: Recommendations to improve the quality of Perkins IV data in New Jersey*. Prepared under contract to Office of Vocational and Adult Education, U.S. Department of Education. Berkeley, CA: MPR Associates, Inc.

Professional Activities

Association for Career and Technical Education (ACTE), Member.

National Association of State Directors of Career Technical Education Consortium (NASDCTEc), Member.

JESSICA ROBLES

Summary of Professional Experience

Jessica Robles, an education analyst, has extensive experience in educational research and program evaluation. Ms. Robles specializes in Science, Technology, Engineering, and Mathematics (STEM) programming and out-of-school-time (OST) developmental evaluations. She also has experience building evaluation capacity at community colleges in California. Ms. Robles has developed evaluation plans and data collection tools for schools, districts, and specialized education programs. Her most recent work includes directing a developmental evaluation of youth science programs at the California Academy of Sciences, assistance with the creation of K-12 and postsecondary surveys for The National Association of State Directors of Career Technical Education Consortium, and assisting in data analysis and reporting efforts on school district and state-level performance indicators for the Broad Prize for Urban Education and the Broad Prize for Public Charter Schools.

Education

MA, social research methodology for Education, University of California–Los Angeles, Graduate School of Education and Information Studies, Los Angeles, CA, 2009. Specializations: Qualitative methodology and program evaluation.

BA, Psychology, Occidental College, Los Angeles, CA, 2005. Graduated cum laude and with departmental honors.

Certification, Teaching English as a Foreign Language (with honors), Instituto Americano, Florence, Italy, 2006.

Selected Project Experience

Evaluation of the Bay Area STEM Summer Institute (2010 to present)—*Project Director*. Oversees research design and evaluation plans with evaluation team, and is responsible for end-to-end qualitative and quantitative analysis, including final evaluation reports. Develops pre- and post-attitudinal surveys, observation, and focus group protocols. Coordinates data collection activities with MPR research staff and STEM Summer Institute program staff. Provides formative feedback, written and verbal, to program developers on a biweekly basis.

The Broad Prize for Urban Education and *The Broad Prize for Public Charter Schools* (2010–present)—*Deliverable Manager*. Assists project manager in overseeing all data collection, analysis, and reporting efforts on numerous school district and state-level performance indicators, including student performance on academic assessments, for 75 eligible school districts and 20 eligible charter management organizations from over 30 states. Coordinates data collection efforts with College Board and ACT.

Developmental Evaluation for “Science in Action” and “Student Science Fellows” youth programs at the California Academy of Sciences (2012–present)—*Co-Project Director*. Contributes to the development of research design and assists co-project director in overseeing data collection activities and data analysis. Consults closely with program staff at the Academy of Sciences frequently and provides formative feedback in the form of written reports, phone calls, and formal presentations to Academy staff.

Serves as “thought partner” to key program managers during program development and steering committee discussions at the Academy.

Revising application rubric for NASA’s MUST scholarship with the Hispanic College Fund (HCF) (2011–2012)—*Research Associate*. In consultation with NASA, HCF, and colleagues at MPR, revised and beta tested a new application rubric that will determine recipients of NASA’s MUST scholarship.

The School Partner Model evaluation with Department of Children, Youth and their Families (DCYF) and Transitional Age Youth San Francisco (TAYSF) (2010–2012)—*Research Associate*. Responsible for the development of the logic models for the four grantees of the model. Worked with colleagues from MPR to help TAYSF and the four grantees develop a model of best practices of work-based learning and aid in the development of a plan for the grantees to adjust programs to fit best-practice model.

Analysis of exit surveys for the San Diego State University’s Multiple Pathways Teacher Preparation Initiative (2010–2011)—*Task Leader*. Responsible for analyzing both quantitative and qualitative responses from the 2009–2010 (and subsequent) student exit surveys. Synthesized and wrote up results intended for universities and the Irvine Foundation.

Professional Experience

2013 to date	RTI International, Berkeley, CA. <u>Education Analyst</u> . Serves as project director and researcher, with emphasis in STEM evaluations. Responsible for end-to-end qualitative and quantitative data analysis, including final evaluation reports for clients and stakeholders. Full project management responsibility includes budgeting, management of research staff, and client communication.
2010 to 2013	MPR Associates, Inc., Berkeley, CA. <u>Research Associate</u> . Served as project director and researcher, with emphasis in STEM evaluations. Responsible for end-to-end qualitative and quantitative data analysis, including final evaluation reports for clients and stakeholders. Full project management responsibility included budgeting, management of research staff, and client communication.
2010	Cabrillo MESA, Santa Cruz, CA. <u>Contract Evaluator</u> . Inputted, reviewed, cleaned, and recoded data from online student surveys from a STEM summer bridge program in California. Developed focus group protocols and helped write and edit the final annual formative evaluation report.
2010 to 2012	Cal-PASS, Santa Cruz, CA. <u>Contracted Researcher</u> . Edited user documents for a pilot data program for use with faculty at community colleges. Served as a beta tester for the program to identify any problems for a potential user.

- 2009 to 2010 SRM Evaluation group at the University of California, Los Angeles, CA.
Program Evaluator. Conducted focus group meetings with teachers, students, and administrators as a part of a five-year grant evaluation for Long Beach Unified School Districts. Served as the lead qualitative analyst and lead writer for the final formative evaluation report (both quantitative and qualitative data).
- 2009 to 2010 University of California, Los Angeles, CA.
Program Coordinator. Conducted yearlong monitoring and evaluation of K-5 after-school program. Developed and maintained databases for data analysis with SPSS/Excel for future research/publications.
- 2006 to 2008 EF International Language Schools, Redondo Beach, CA.
Senior Instructor. Taught English as a Foreign Language to various age groups at all levels of English proficiency. Served as the assistant director of studies and trained all new classroom teachers, developed curriculum for all levels of English proficiency, and managed the enrollment, testing, and placement of 8–120 new international students weekly.

Professional Associations

American Educational Research Association
 American Evaluation Association

Special Courses

Nutrition, Merritt College, Spring 2012
 NVIVO Training, San Francisco, 2012
 Chemistry, College of San Mateo, Summer 2012

Computer Skills

SPSS, Excel, PowerPoint, Prezi, NVIVO, Survey Gizmo, Survey Monkey

Languages

Spanish, Italian (Conversational)

Other Papers

Farr, B., Rotermund, S., Ho, P., Radwin, D., & Robles, J. (2011). *Evaluation of the Academy for College Excellence: Year 1 interim report*. Berkeley, CA: MPR Associates, Inc.

Farr, B., Laird, J., & Robles, J. (2012). *Evaluation of the Bay Area STEM Summer Institute: Final report*. Berkeley, CA: MPR Associates, Inc.

Presentations and Proceedings

Henriquez, C., & Robles, J. (2010). *I challenge you: How students develop and maintain expertise in game play*. AERA Annual Meeting: Understanding Complex Ecologies in a Changing World, Denver, CO. Roundtable Session: Digital Identities.

Robles, J. (2009). *I challenge you: How students develop and maintain expertise in game play*. University Links Annual Meeting – 5th Dimension, San Diego, CA.