

**Proposal for:**

**Solicitation 1409-006**

**SERIAL 10106 – RFP**

**HUMAN CAPITAL MANAGEMENT SYSTEM  
CAREER PATHWAY CANDIDATE SCREENING PROCESS**

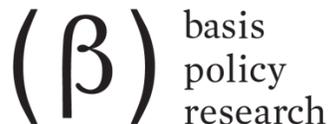
**Presented to:**

Maricopa County Education Service Agency  
Materials Management Department  
Materials Management Center  
320 West Lincoln Street  
Phoenix, Arizona 85003-2494



**Presented by:**

Basis Policy Research, LLC  
9650 Strickland Rd, Suite 103 - 296  
Raleigh, North Carolina 27615



**October 9, 2013**

**Table of Contents**

Letter of Transmittal..... 3  
Narrative ..... 4  
    Task 2.1.1..... 4  
    Task 2.1.2..... 9  
References ..... 11  
Qualifications..... 12  
Budget ..... 20

## Letter of Transmittal

Basis Policy Research, LLC  
9650 Strickland Rd, Suite 103-296  
Raleigh, North Carolina 27615  
Phone: 615.521.0641  
dastuit@basispolicyresearch.com  
www.basispolicyresearch.com

Paul Aguilar  
Procurement Officer  
Maricopa County Materials Management Department  
320 West Lincoln Street  
Phoenix, Arizona 85003-2494

**Re: RFP Number 10106-RFP – Human Capital Management System Career Pathway Candidate Screening Process**

Dear Paul,

Basis Policy Research, LLC (Basis) hereby submits its response to your request for proposal for the **Human Capital Management System Career Pathway Candidate Screening Process** task order under **RFP Number 10106-RFP**.

Should you have any questions regarding our proposal, please feel free to contact me via email at [jaspringer@basispolicyresearch.com](mailto:jaspringer@basispolicyresearch.com) or via phone at 615.521.0641.

We look forward to the opportunity to continue our partnership with the Maricopa County Education Service Agency (MCESA), and greatly appreciate your consideration. Thank you, and

Best regards,



Jeffrey A. Springer  
Partner  
Basis Policy Research, LLC

## **Narrative**

Basis Policy Research is well qualified to support the Maricopa County Educational Service Agency (MCESA) in the design of an effective and efficient process for screening applicants for career pathway positions. Below we describe the intended work plans for each task included in this task order.

### **Task 2.1.1**

#### **Develop cost effective/efficient screening measure(s) to support the Phase 1 process, building on existing structures, knowledge base, and tools.**

Basis will collaborate with MCESA leadership and the REIL districts to design and validate a new instrument and process for screening high potential candidates for the five career pathway positions: (1) Master Educators; (2) Peer Evaluators; (3) In-Demand Teachers; (4) Turnaround Teachers; and (5) Turnaround Principals.

The instruments and processes will be custom-designed to address the priorities and needs of MCESA and the REIL Alliance districts and to identify candidates who possess the knowledge, skills, and disposition that are prioritized for each position.

The design of the new instrument and process will occur in three phases: Discovery, Design, and Deploy. Below we describe the key activities and deliverables for each phase.

#### **Discovery Phase**

During the discovery phase the design team will build the foundation for the design of a research-based technically sound screening process that is aligned to the needs and priorities of MCESA. The discovery phase is guided by three over-arching questions:

- What does the research say about the knowledge, skills, and dispositions that are important to success in positions similar to those of the MCESA career pathways?
- What knowledge, skills, and dispositions are prioritized and valued among MCESA leadership for each career pathway position?
- How can the knowledge, skills, and dispositions identified in the research literature and prioritized by MCESA be incorporated into a cost-effective screening process that leads to valid and reliable judgments on candidates?

#### ***Research Review***

During the discovery phase the research team will conduct a thorough review of the extant research literature that is germane to the task of screening high potential job candidates via a screening instrument or tool (Task 2.1.1.1). This literature review will prioritize three strands of literature:

- (1) Identify domains that are commonly found within conceptual models and measurement frameworks that relate to employee performance.
- (2) Understand the existing tools, instruments, items, and scales that are used throughout the U.S. and worldwide, including those specific to PK-20 positions and those outside education.
- (3) Identify the methods for designing and administration of screening tools that maximize their reliability and validity.

### ***Design Team Meetings***

During the discovery phase Basis will work with MCESA to organize a design team that includes MCESA and Basis staff and possibly representatives from some REIL districts. Basis will convene the design team within the first three weeks of the project in order to gather preliminary input on the screening process and to define and document the roles and key responsibilities of each pathway position and to understand the skills, knowledge, and dispositions that are valued by MCESA and REIL districts for each position. Altogether, Basis will conduct 3 2 hour on-site meetings with the design team over the first six weeks of the project in order to accomplish these objectives (2.1.1.2). The key objectives of these meetings are shown in Table 1.

**Table 1. Design Team Meeting Objectives**

Design Meeting	Meeting Objectives
Design Meeting 1 (Discovery Phase)	<ul style="list-style-type: none"> <li>• Gather information on the specific roles and responsibilities of each pathway position</li> <li>• Gather input on skills, knowledge, and dispositions important to each pathway position</li> <li>• Gather input on artifacts and other evidence sources that may be useful to incorporate into screening process</li> </ul>
Design Meeting 2 (Design Phase)	<ul style="list-style-type: none"> <li>• Gather feedback on the draft constructs (domains) identified by Basis for each career pathway</li> <li>• Understand MCESA's preferences regarding the screening procedure timeline and user-experience (from the perspective of a job candidate)</li> <li>• Gather input on the design of the summary reports</li> </ul>
Design Meeting 3 (Design Phase)	<ul style="list-style-type: none"> <li>• Gather feedback on the weighting of the constructs (domains) in the final scoring</li> <li>• Gather feedback on the composite scoring and ranking criteria (e.g., absolute cut-off criteria versus relative rankings of all candidates)</li> </ul>

## Design Phase

### *Identifying and Defining Dimensions*

During the design phase Basis will lead the development, validation, and refinement of the tools and procedures that will make up the career pathway screening process. The first step in the design phase is to synthesize the information gathered in the discovery phase and identify the essential dimensions (constructs) that will be measured and evaluated for each career pathway position. These dimensions may differ for each career pathway depending on the skills, knowledge, and dispositions demanded of the position and identified in the research literature. For example, we may find that for peer evaluators that interpersonal skills is an essential domain, whereas for In-demand teachers this domain may not be applicable. The dimensions used in established teacher and principal screening tools such as the Haberman Teacher and Principal pre-screening instruments will be consulted during this process.

### *Evidence Sources for the Dimensions*

After identifying the dimensions that are essential for each pathway position we will collaborate with MCESA to determine how best to gather evidence on each dimension during the screening process. Our review of the research literature on the best practices for candidate recruitment and selection suggests the evidence may be gathered from four sources, which are summarized in Table 2.

**Table 2. Preliminary examples of evidence sources for screening candidates**

<b>Evidence Source</b>	<b>Type</b>	<b>Purpose</b>	<b>Scoring</b>
(1) Resume (online submission)	Required	Screen out candidates who lack requisite credentials for position  Assess strength of qualifications for each dimension of the position	Rubric criteria
(2) Career pathway "FIT" assessment	Required	Self-assessment of fit between candidate's skills, knowledge, and disposition and those identified as important for success in the position	Scale scores by dimension and overall
(3) 360 degree recommendation forms	Required	Assess candidate's skills, knowledge, and disposition and those identified as important for success in the position based 3 <sup>rd</sup> party perspectives.	Scale scores by dimension and overall
(4) Supplemental Evidence (TBD, evaluation ratings, value-added/growth results; school accountability ratings, etc.)	Optional	Evidence to support, verify, and validate the evidence from the Fit and 360 degree assessments.	Rubric criteria

## ***Resume Review***

The first source of evidence is the candidate's resume. Basis will design a set of rules and criteria for reviewing and scoring resumes that considers the clarity of the resume, the expertise and experience of the candidate. The first step in the resume screening process is to identify candidates who do not have the appropriate credentials or qualifications that have been established by MCESA for the position. For example, if the Master Educator position requires a valid teaching certificate then candidates lacking certification will be identified and removed from the candidate pool.

In addition to filtering out candidates who do not meet pre-requisites, the resume screen will quantify the degree to which the resume provides evidence indicating the candidate will be successful in the position. Basis will work with MCESA to design a resume screening rubric that identifies and describes the pieces of evidence that are valid for each dimension of the career pathway position. Each position will have a separate rubric that is tailored to the unique dimensions that were identified by the design team as important for the position. These rubrics will look similar to those used by school districts to value artifacts in teacher performance evaluation systems.

## ***Fit Assessment***

The second source is an online pre-screening assessment that Basis will develop with the design team in order to evaluate candidates "fit" for the position. The Fit Assessment will be designed to measure the degree to which the candidate's skills, knowledge, and dispositions align with those that have been identified as critical to success in the position. Hereafter we refer to this generically as the "Fit Assessment". The Fit Assessment will consist of 10 to 30 items, some short-form written responses, and some closed-form multiple choice or Likert scale items. As with the resume rubric criteria, the items in the assessment for each pathway position will map onto the dimensions identified as important by the design team. The content of the Fit Assessment will be validated by conducting a content correspondence analysis whereby the domains, dimensions, and items of the instrument are crosswalked to those of established screening tools, including the Haberman Star Screener, the HumanEx Ventures tools, and the MCESA performance evaluation rubrics used for principals, teachers, and/or peer-evaluators. The Fit Assessment will be administered online, whereby candidates are directed from the application website to an online survey hosted by Qualtrics. Qualtrics is an industry-leading survey software solution that has a variety of applications for customizing instruments, reports, and analytics.

## ***360-degree Review***

The third source is a 360 degree review. This survey will be designed to solicit third-party feedback on the essential dimensions associated with each career pathway position. This third-party feedback, in turn, will be used triangulate the FIT Assessment's evaluation of the candidate's skills, knowledge, and dispositions. When candidates log into the application site they will be asked to provide contact information for 3-5 individuals who will serve as their professional references. Candidates will be asked to provide contact information for individuals who have assumed different positions relative to the candidate in order to provide a complete 360 view of the candidate. For example, a candidate for a Peer Evaluator position will be asked to provide contact information for individuals who worked with the candidate in a supervisory role (e.g., former principal), been

mentored or coached by the candidate (e.g., a novice teacher), and been a peer of the candidate (fellow teacher).

These references will be emailed a link to an online questionnaire that will inquire about their perspectives on the candidate's qualifications and fit within each of the dimensions identified as important by the design team. The items in the 360 assessment will correspond directly to those in the Fit Assessment. The candidate will be expected to follow up with the references to ensure they complete the 360 reviews by a set date indicated in the application process. The application will not be complete until all references have completed their 360 assessment. The 360-reviews will be deployed using Qualtrics-360 – a specialized survey administration software designed for 360 reviews.

### ***Supplemental Evidence***

The fourth source is supplementary evidence provided by candidates. Basis will work with the design team to identify valid pieces of information that candidates can upload as part of the online application to demonstrate their qualifications for the position. In addition to considering the validity of the supplementary evidence, the design team will factor in the time and effort required to score the evidence and the degree to which the evidence can be scored objectively, efficiently, and with reliability.

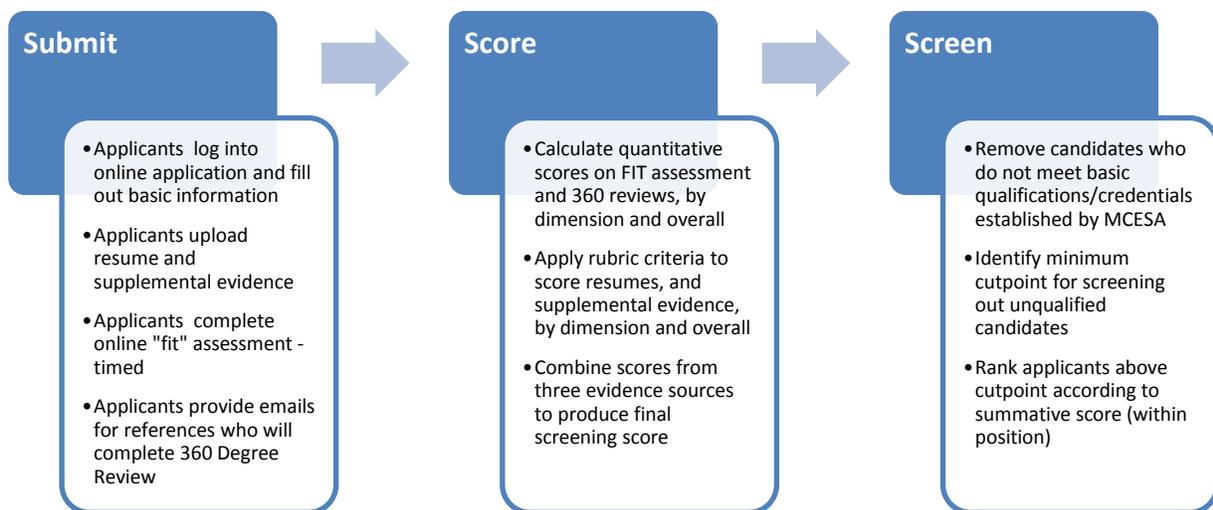
The evidence will be organized according to the dimensions identified as important by the design team. Different types of evidence will be allowed for each position. For example, a Turnaround Principal may have the option to upload official documentation of their current/former school's state accountability ratings from the last three years. A scoring rubric will be designed for each piece of evidence that the design team qualifies. In addition to scoring the supplemental evidence that is submitted, we will attempt to quantify and validate how candidates' decisions regarding whether to submit supplemental evidence or what type of evidence to submit, informs their likelihood of success on the dimensions of the position that are important. For example, we may learn that candidates for peer evaluator positions that only submit evidence of their personal accomplishments and no information on the accomplishments of their former mentees, also receive low Fit Assessment scores on a dimension related to coaching or peer support.

### ***Composite Scoring***

Once a candidate's application is complete – meaning they have uploaded their resume, their references have submitted the 360 reviews, and they have completed the Fit Assessment – the status of their application will move to the scoring stage. Every two weeks Basis staff will take the applications that are in the scoring stage and assign scores to each piece of evidence described above. Basis staff will apply the rubrics for the resumes and supplemental evidence and also calculate the scores for the Fit Assessment and 360 review within each dimension. The scores across all evidence sources will be combined for each dimension to produce final dimension scores. Basis will work with the design team to determine the weighting of each evidence source within each dimension. These final dimension scores will then be combined to produce a final composite score, again with the weights assigned to each final dimension determined by the design team.

After calculating the final composite scores Basis will identify those candidates who fall below a minimum cut score and are thus automatically removed from consideration for the position. Those candidates will be notified via email that they are no longer in consideration for the position. Those candidates above the minimum cut score will be assigned into tiers based on the value of their scores. The highest tier will be those with the strongest composite scores who appear to be the most promising category. The lowest tier will be those who still have potential and may still be considered for the position, but who have scores significantly below the other candidates. The number of tiers and the cut points for the tiers will be determined based on an analysis of the initial round of data. Tiers will only be established if the properties of the scores allow for statistically meaningful discriminations between candidates.

**Figure 1. Overview of the candidate screening process**



### ***Legal Review***

As part of this contract, Basis will pay to have attorneys specializing in employment law to review the instrument and ensure the instrument complies with any relevant federal, state, or county laws and regulations pertaining to hiring procedures. Additionally, Basis will coordinate with MCESA to ensure the tool has been reviewed and approved by legal representatives from Maricopa County.

### **Task 2.1.2**

#### **Conduct screening of qualified candidates**

#### **Deployment Phase**

The third phase is deployment. In this phase Basis will provide the necessary support to implement the screening instruments and procedures for all five career pathway positions. This support will comprise the following tools, personnel, and activities.

### ***Online Application Submission Management Solution***

Basis will support MCESA in the identification, procurement, and implementation of an application submission tool. In addition to facilitating the initial application of candidates to the career pathways program, this tool will serve to: track candidates' progression through the screening process; collect and archive key evidentiary sources; communicate key tasks and deadlines to candidates; and notify candidates of their final assessment outcomes.

### ***Screening Coordinator***

Basis will hire an assessment coordinator who will devote 70 percent of his/her time to managing the screening administration and data management processes. This coordinator will be responsible for: tracking, facilitating, and problem-solving the progression of candidates through the screening process; training designated MCESA personnel on process implementation in order to ensure program sustainability; and supporting MCESA and the REIL Alliance districts in their monitoring of candidate and larger process progress. This coordinator will also manage the internal work of Basis to produce the final screening scores for the candidates.

### ***Reporting***

Basis will provide MCESA with a guidebook/technical manual that addresses the construction, meaning, and interpretation of the screening process' dimensions, measures, and outcomes for each career pathway position. Every two weeks the assessment coordinator will send MCESA a summary report and spreadsheet that details candidate scoring and progress. These bi-weekly reports will culminate in a final report on candidate outcomes.

## References

1. COMPANY NAME: DeVos Family Foundations  
ADDRESS: PO Box 230257, Grand Rapids, MI 49523  
CONTACT PERSON: Dr. Edwin Hernandez  
TELEPHONE: 616-292-3099  
E-MAIL ADDRESS: [edwinh@dvinfos.org](mailto:edwinh@dvinfos.org)
2. COMPANY NAME: Grand Rapids Public Schools  
ADDRESS: 1331 Franklin SE, Grand Rapids, MI 49506  
CONTACT PERSON: Dr. Walter DeBoer  
TELEPHONE: 616-819-2091  
E-MAIL ADDRESS: [deboerW@grps.k12.mi.us](mailto:deboerW@grps.k12.mi.us)
3. COMPANY NAME: American Institutes for Research  
ADDRESS: 1000 Thomas Jefferson Street NW  
CONTACT PERSON: Dr. Dean Gerdeman  
TELEPHONE: 202-403-6223  
E-MAIL ADDRESS: [dgerdeman@air.org](mailto:dgerdeman@air.org)
4. COMPANY NAME: National Heritage Academies, Inc.  
ADDRESS: 3850 Broadmoor Ave., SE Suite 201, Grand Rapids, MI 49512  
CONTACT PERSON: Dr. Nick Sheltroun  
TELEPHONE: 616-777-2360  
E-MAIL ADDRESS: [nsheltroun@heritageacademies.com](mailto:nsheltroun@heritageacademies.com)
5. COMPANY NAME: Walton Family Foundation  
ADDRESS: P.O. Box 2030 Bentonville, AR 72712  
CONTACT PERSON: Dr. Marc Holley  
TELEPHONE: 479-464-1589  
E-MAIL ADDRESS: [mholley@wffmail.com](mailto:mholley@wffmail.com)

## Qualifications

Basis Policy Research (Basis) is an independent research firm with offices in Raleigh, North Carolina and Grand Rapids, Michigan. We specialize in applied research in K-12 education and serve school districts, state departments of education, foundations, non-profits, and private companies throughout the United States.

By virtue of our work with these partners, and our prior experience in related research endeavors, Basis is uniquely positioned to assist MCESA and its partners in in the design of an effective and efficient process for screening applicants for career pathway positions. Below are brief descriptions of some of the recent projects led by Basis researchers.

- Evaluation of the effectiveness of school turnaround initiatives supported by the Ohio Department of Education's School Improvement Grant (SIG) program;
- Investigation of value-added methods for measuring teacher and principal effectiveness for the U.S. Department of Education's Midwest Regional Education Lab;
- Study using value-added analyses to measure Catholic school effectiveness for the School Quality Matrix Project at the University of Notre Dame;
- Study on the predictive validity of student feedback surveys for use in principal performance evaluation for the U.S. Department of Education's Midwest Regional Education Lab;
- Technical assistance on administrator evaluation and pay for performance systems for Grand Rapids Public Schools, Michigan;
- Design and production of charter school performance reviews for the Arkansas Public School Resource Center;
- Project on Incentives in Teaching (POINT) experiment in Metro Nashville Public Schools and the National Center on Performance Incentives;
- Development of alternative measures of teacher effectiveness for the Florida Department of Education;
- Technical assistance on student performance measures for Michigan's charter school authorizers; and
- Evaluations of the District Awards for Teaching Excellence Program and Texas Governor's Educator Excellence Award: Texas Educator Excellence Grant Program for the Texas Education Agency.

Basis offers MCESA a diversity of client services, including: program evaluation; statistical analysis; qualitative analysis; cost-benefit research; research design; survey research; proposal writing; and data management. In addition to our own core capabilities, we offer our clients access to an extensive network of nationally-recognized experts in the fields of economics, public policy, and education. Drawn from leading universities and think tanks, these experts ensure that MCESA and

its partners will receive sound, actionable research from highly-collaborative and multi-disciplinary teams of scholars and analysts.

Our managing partners will be actively engaged in all aspects of these task orders. Additionally, one or more Basis researchers will be assigned to each task order and managing partner, ensuring that MCESA is afforded not only the highest quality work product, but also continuous access to our firm's capabilities and personnel. Should need or desire arise for their involvement, we would be happy to invite select additional industry experts from within our relationship network to collaborate with our team and MCESA on relevant matters.

Biographies for the Basis managing partners and researchers assigned to this task order follow below. Short-form resumes complete this section.

### **Managing Partners**

**David Stuit** is a co-founder and managing partner at Basis Policy Research, an independent research firm that conducts policy analysis, program evaluation, and applied research in K-12 education. David specializes in measuring the impacts of programs, schools, and teachers on student achievement using advanced statistical techniques. Currently, he is leading studies of value-added performance measures for the U.S. Department of Education, and studying private school vouchers in Wisconsin and Ohio. In addition to academic journals, his research has appeared in media outlets such as the Washington Post, Chicago Tribune, Education Week, Detroit Free Press, and Christian Science Monitor. David holds a Ph.D. in Leadership and Policy Studies from Vanderbilt University in addition to a master's degree from the University of Colorado-Boulder and a Bachelor's degree from Hope College. He began his career as a classroom teacher in Denver, CO.

**Jeff Springer** conducts quantitative and mixed-methods research for our clientele with an emphasis on data management and statistical programming. Jeff previously worked in venture capital, strategic consulting, buy-side asset management, and investment banking. Presently completing a Ph.D. at Vanderbilt University, he holds an MBA from Vanderbilt's Owen Graduate School of Management and a BA in politics from Princeton University.

### **Associates and Analysts**

**Heather Price** focuses on aligning education research with questions relevant to education policy. Over five years of secondary-level teaching in Milwaukee Public Schools informs her research. Heather has served as the Assistant Director for the Center for the Study of Religion and Society, assisted in research at the Center for Research on Educational Opportunities, and taught several post-secondary courses while at the University of Notre Dame where she earned her Ph.D. Heather also holds a master's degree and two bachelor degrees from the University of Wisconsin – Milwaukee.

**Josh Melton** conducts quantitative analyses for Basis with a focus on performance measurement and evaluation. His research interests include value-added modeling of teacher and school effectiveness, applied educational statistics (longitudinal, hierarchical, and growth mixture modeling), and school choice. Presently completing his Ph.D. in Education Methodology, Policy, and Leadership at the University of Oregon, Josh holds an M.S.S. with highest honors from the United

States Sports Academy and a B.E. from Vanderbilt University in Chemical Engineering (major) and Mathematics (minor).

**Claire Graves** serves Basis clients through project management and research activities. Previously, Claire worked as a Policy Analyst for the Texas Senate Education Committee, and while studying for her Master of Public Policy degree at Vanderbilt University, contributed to research projects on topics including teacher evaluation and school turnaround. She received a bachelor's from the University of Mississippi and has a particular interest in rural schools and communities.

**Sy Doan** is an Analyst at Basis. Sy conducts quantitative and qualitative analyses for Basis and contributes to the design and editing of final reports. He is currently studying factors that influence private school participation in voucher and tuition tax-credit programs for the Thomas B. Fordham Institute. Sy holds a BA in political science and English from the University of Notre Dame.

**David A. Stuit**  
Basis Policy Research  
206 Grandville Ave., Suite 370  
Grand Rapids, MI 49503  
1.866.542.7908 | 616.821.5811  
dastuit@basispolicyresearch.com

### **Professional Experience**

- 2009 – Present     Managing Partner. Basis Policy Research, LLC . Grand Rapids, MI.
- 2007 – 2009        Research Associate. Arroyo Research Services. Los Angeles, California.
- 2005 – 2007        Research Associate. National Center on School Choice, Vanderbilt University. Nashville, Tennessee.
- 2003 – 2004        Researcher. Education Commission of the States. Denver, Colorado.
- 2001 –2003        Teacher. Cherry Creek School District. Greenwood Village, Colorado

### **Select Research Activities**

- 2012 – Present     Principal Investigator. Incorporating student feedback surveys into principal performance evaluations. U.S. Department of Education’s Midwest Regional Education Lab.
- 2012 – Present     Co-Principal Investigator. Evaluation of Ohio’s School Improvement Grant Program. Ohio Department of Education.
- 2010 – Present     Principal Investigator. Evaluation of Believe 2 Become Initiative. DeVos Foundation.
- 2009 – Present     Co-Principal Investigator. The Walton Family Foundation School Quality Matrix. Walton Family Foundation.

### **Education**

- 2009                Ph.D., Vanderbilt University, Nashville, TN. Major Field: Leadership and Policy Studies. Advisor: Dale Ballou
- 2004                M.A. University of Colorado, Boulder, CO. Major Field: Education Policy. Degree awarded with honors. Advisor: Kevin Welner
- 2001                B.A. Hope College, Holland, MI. Major Field: Social Studies. Degree awarded with honors.

**Jeffrey A. Springer**  
Basis Policy Research, LLC  
9650 Strickland Rd, Ste. 103 - 296  
Raleigh, North Carolina  
1.866.542.7908 | 615.521.0641  
jaspringer@basispolicyresearch.com

### **Recent Work Experience**

- 2009 – Present Managing Partner. Basis Policy Research, LLC. Raleigh, North Carolina.
- 2007 – 2010 Research Associate. Management, Analysis & Planning, Inc. Nashville, Tennessee.
- 2005 – 2011 Graduate Research Assistant. Vanderbilt University. Nashville, Tennessee.
- 2001 – 2003 Strategic Consultant. Independent. New York, New York.
- 1998 – 2001 Principal. Prospect Street Ventures. New York, New York.

### **Select Recent Research Activities**

- 2010 – Present Investigator. Rewarding Excellence in Instruction and Leadership (REIL) Planning and Implementation Grants. Maricopa County, Arizona.
- 2009 – Present Investigator. The Walton Family Foundation School Quality Matrix. Walton Family Foundation.
- 2009 – 2010 Investigator. Development and Submission of Tennessee’s Teacher Incentive Fund (TIF) Grant Proposal. State of Tennessee.
- 2007 – Present Principal Investigator. Evaluation of Tennessee’s Public Education Finance System (Basic Education Program 2.0). Tennessee School Systems for Equity.
- 2006 – 2011 Research Assistant. National Center on Performance Incentives. Vanderbilt University, and the United States Department of Education, Institute of Education Sciences.
- 2006 – 2009 Investigator. No Child Left Behind and Achievement Tradeoffs. Vanderbilt University, and the Smith-Richardson Foundation.

### **Education**

- 2005 – Present Vanderbilt University, Peabody College, Nashville, Tennessee.  
Ph.D. (expected 2013). Major Field: Education Policy and Finance.
- 2003 – 2005 Vanderbilt University, Owen School of Management, Nashville, Tennessee.  
M.B.A. Major Field: Leadership, Innovation, and Organizations.
- 1991 – 1995 Princeton University, Princeton, New Jersey.  
B.A. Major Field: Politics.

**Heather E. Price**  
Basis Policy Research  
206 Grandville Ave., Suite 370  
Grand Rapids, MI 49503  
1.866.542.7908  
heprice@basispolicyresearch.com

### **Professional Experience**

- 2013 – Present Senior Associate, Basis Policy Research, LLC, Grand Rapids, MI.
- 2012 – Present Consultant, Teaching and Learning International Survey (TALIS) for the Organization for Economic Cooperation and Development (OECD).
- 2012 – Present Adjunct Faculty, Sociology Department, University of Notre Dame.
- 2011 – Present Affiliate, Center for Research on Educational Opportunities, Univ of Notre Dame.
- 2011 – 2013 Assistant Director, Center for the Study of Religion & Society, Univ of Notre Dame.
- 2007 – 2011 Research Assistant, University of Notre Dame, Center for Research on Educational Opportunities.
- 2005 – 2007 Teaching Assistant, University of Wisconsin – Milwaukee, Sociology Department.
- 2000 – 2005 Secondary Education Teacher, Milwaukee Public Schools District.

### **Education**

- 2012 Ph.D., Sociology, University of Notre Dame, Field: Education. Advisor: Mark Berends.
- 2007 M.A., Sociology, University of Wisconsin – Milwaukee, Commencement Honors. Advisor: William Velez.
- 2004 Post-B.A., Secondary Education – Mathematics, Cardinal Stritch University, Milwaukee, WI.
- 2000 B.S., Secondary Education, University of Wisconsin – Milwaukee, Field: Social Studies, Summa Cum Laude.
- 2000 B.A., Ethnic Studies, University of Wisconsin – Milwaukee, Summa Cum Laude.

**Claire E. Graves**  
Basis Policy Research  
9650 Strickland Rd, Ste. 103 - 296  
Raleigh, North Carolina  
662.285.7054  
cegraves@basispolicyresearch.com

**Professional Experience**

2012 – Present     Research Associate. Basis Policy Research, LLC. Raleigh, North Carolina.  
2012                 Policy Analyst. Texas State Senate Education Committee. Austin, Texas.  
2011 – 2012        Graduate Research Assistant. Tennessee Consortium on Research, Evaluation,  
and Development, Vanderbilt University. Nashville, Tennessee.  
2011                 Graduate Research Assistant. Department of Leadership, Policy, and  
Organizations. Vanderbilt University. Nashville, Tennessee.  
2010-2011         Graduate Research Assistant. Special Education Department, Vanderbilt  
University. Nashville, Tennessee.

**Select Research Activities**

2011 – 2012        Research Assistant. Tennessee Educator Evaluation Study. Vanderbilt  
University.  
2011 – 2012        Research Assistant. Study of Tennessee’s Achievement School District.  
Vanderbilt University.  
2010-2011         Research Assistant. Improving Understanding of Fractions among Students with  
Mathematical Learning Difficulties. Vanderbilt University.

**Education**

2012                 M.P.P., Vanderbilt University, Nashville, TN. Major Field: Education Policy.  
2010                 B.B.A. University of Mississippi, Oxford, MS. Major Field: Marketing  
Communications. Degree awarded with honors.

## **Sy Doan**

Basis Policy Research, LLC  
208 Grandville, S.W., Suite 370  
Grand Rapids, MI 49503  
1.866.542.7908 | 616.283.8571  
qdoan@basispolicyresearch.com

### **Professional Experience**

- 2011 – Present    Research Associate. Basis Policy Research, Grand Rapids, MI
- 2009 – 2010      Campus Campaign Coordinator. Teach For America, Notre Dame, Indiana.

### **Select Research Activities**

- 2011 – Present    Research Assistance. The Walton Family Foundation School Quality Matrix. Walton Family Foundation.
- 2011 – Present    Research Assistance. Research on Rural Charter Schools. National Alliance for Public Charter Schools.
- 2011 – Present    Research Assistance. Rewarding Excellence in Instruction and Leadership (REIL) Grant Implementation and Evaluation Activities. Maricopa County, Arizona.

### **Education**

- 2007 – 2011      University of Notre Dame, Notre Dame, IN.  
B.A. Major Field: English (Honors), Political Science

