

**Newburyport Public Schools
Newburyport, MA**

SPECIAL School Committee Business Meeting

Monday, March 4, 2024

5:30 PM, Library @ High School, 241 High Street, Newburyport, MA 01950

The Mission of the Newburyport Public Schools, the port where tradition and innovation converge, is to ensure each student achieves intellectual and personal excellence and is equipped for life experiences through a system distinguished by students, staff, and community who: - practice kindness and perseverance - celebrate each unique individual - value creativity; experiential, rigorous educational opportunities; scholarly pursuits; and life-long learning - provide the nurturing environments for emotional, social, and physical growth - understand and embrace their role as global citizens.

Please note: The listing of matters are those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.

Business Meeting Agenda:

1. Call to Order
2. Interviews for a Newburyport Representative on the Whittier Tech School Committee
An opening on Whittier Tech's School Committee will become available when Donna Holaday's term expires on March 31, 2024. Five Newburyport residents have submitted letters of interest for this 3-year position. Each candidate will have an opportunity to address the School Committee: Andrew Bernhardt, Mary DeLai, Donna Holaday, Carolyn Layzer, and Owen Smith

Adjournment

****The School Committee reserves the right to call **executive session**, as provided under Chapter 30A, Section 21(a)(2), of the General Laws to discuss strategy sessions in preparation for negotiations, collective bargaining and/or potential litigation.**

NEWBURYPORT PUBLIC SCHOOLS

SCHOOL COMMITTEE

March 4, 2024

**CANDIDATES FOR
NEWBURYPORT REPRESENTATIVE
WHITTIER TECH SCHOOL COMMITTEE**

Andrew Bernhardt

Mary DeLai

Donna Holaday

Carolyn Layzer

Owen Smith

Andrew Bernhardt

2/12/24

I am interested to learn and possibly seek the open position relating to the Whittier Technical School. I already serve on the Newburyport Historic Commission and enjoy contributing to our community. In the case of technical education I am also an advocate. I have seen the need for these skills, including in the different industries that I have a great deal of experience in. This includes aerospace, automobile, oil and gas, as well as government.

My understanding of the growing need as well as my connection to the great city of Newburyport should add value.

Regards:
Andrew Bernhardt

ANDREW F. BERNHARDT

QUALIFICATIONS SUMMARY

Past Director of the Toyota Production System, with extensive knowledge and experience in leadership, including the Toyota Production System, Theory of Constraints, and Six Sigma Black Belt, with a demonstrated record of increasing productivity, quality and profitability.

Experienced multi dimensional business executive who grew and maintained an innovative plastic manufacturing business, which was profitably sold to the Reynolds Metals Company an Alcoa Business. Business acumen includes in depth knowledge of advanced systemic process of Lean Black Belt Six Sigma and advanced change management skills that have enabled continuous improvement cultures that also led to a Shingo Medallion at an aerospace manufacture.

2005-Present, General and Interim Lean Management Senior Consultant, Major Clients Include: Dept of Environmental Quality Arizonian, Ashland Chemical, Barnes Aerospace, Textron Bell Helicopter, Textron Systems, Tecomet, Sabert, Sealaska, Endo Pharmaceuticals, Mallinckrodt, Carpenter Steel, Q Holdings

Consulting major companies worldwide, including aerospace, steel, medical, pharmaceutical, government, chemical, oil and gas and complex discrete OEM manufactures on Lean Transformation.

“Government doesn’t have to be broken” — Governor Ducey

ADEQ’s transformation over the past decade has reduced waste in the agency and helped improve services to their customers, furthering the mission to protect and enhance public health and the environment of Arizona. Please note Metrics: <https://www.azdeq.gov/ams>

Increased throughput by 28% with no additional capital or labor spending at an aerospace manufacture. Top line revenue grew by eighteen million dollars and improved delivery performance from a meager fifty percent to above ninety percent (within one year). Was recognized by a major customer (GE Aviation) for the rapid improvement and cultural lean transformation. Thereafter the client continued in the improvement process and is the winner of The Shingo Medallion.

25% reduction in labor through attrition with increased output resulting in equaled production prior to reduction. Reduced 1.2 million dollars of yearly payroll at oil and gas manufacture

Implementation of make to order production cells at a contract manufacturer, producing to customer demand. Fifty percent reduction in cycle time, and work cell redesign. All resulting in improved customer service and reduction of cost, and inventory.

As interim plant manager hired and developed local mechanical engineer to act as plant operations manager. It was an easier transition and eliminated risk of destroying new culture and at least 200K of savings. Reduced upper level management team from 8 to 3. Costly salaries and non-value-added work eliminated

Developed risk assessment tool for major pharmaceutical company using the Toyota Production System as the foundation. The supply chain was measured, and action plans were developed to reduce risk and improve performance. Expertise in packaging as well as tablet compression. Implemented a risk reduction process in packaging, but also set up visual factory as well as a daily Gemba walk (real time problem solving). Significant reduction of non-conformances and no recalls. Introduced an hourly measure for visual OEE in compression. Improved OEE by 16%. This included standard work for change over, reducing set up time by 50%.

2003-2005, Director of Manufacture (turnaround), Novacel, Inc-A Chargeurs Company, Newton, MA

Created a culture of performance and utilized tools of the Toyota Production System, including A3's (project management or Hoshin Kanri) to set management direction and metrics to improve the business.

Established a "visual plant" scorecard. With fewer employees, improved coating productivity by 16% and blow film extrusion productivity by 44%, leading to break even with less revenue, in one year.

Increased coating speeds by 35%, reduced waste 13%, and more than doubled revenue generated. Achieved \$7M improved output per year. Reduced labor dollar to unit of performance by 17%

1999-2003, Director of Alcoa Business System and Quality (Toyota Production System), and Director of Plastics, Reynolds Food Packaging an Alcoa Business, Richmond, VA

Direct and implement Alcoa Business System, (Toyota Production System), at 11 newly acquired and existing plastic, aluminum and paper manufacturing plants in Canada and the US, (\$500M in annual revenue). Introduced the Toyota Production System to newly merged business within three months time. Initiated seven pilot flow paths with defined targets. The fastest in Alcoa history.

Designed initial training materials, standard learning's, and expectations for eleven sites. This included the use of A3's management, problem statement, current and future state, activities and metrics to achieve those goals

Led the turnaround of a Reynolds food packaging operation, which had lost money for five consecutive years. Standardized operations including standard work and improved quality. Implemented seasonal buffer plan that reduced inventory by 25% and improves ROI to 16%. Achieved a \$2M profit turnaround on a \$50M business without revenue growth.

Prevented the loss of a market share valued at \$50M annually by re-engineering the manufacturing processes. Performed market and lead operations analyses including negotiations and due diligence in support of the \$800M acquisition of Ivex Corporation by Alcoa Corporation

1978-1999, Owner, Qualitad Plastics, Rutland, VT Sold Business to Reynolds Food Packaging an Alcoa Business

Directed all phases of three plant and equipment expansions enabling company to remain competitive and profitable

Created a new, innovative product line to replace a mature product offering by launching Quali-Dine®, microwave packaging, increasing revenue 100%. Competed against large conglomerates. Nimble enough to find points of product quality and service to maintain most of these accounts throughout the years.

Significantly increased return on investment from 8% to 33% over a 5-year period. Negotiated the profitable transaction after increasing sales volume within three years of Qualitad to Reynolds Food Packaging an Alcoa Business.

EDUCATION

B. S. - Business, University of New Hampshire – Durham, NH
Black Belt Six Sigma, Villanova University

Mary DeLai

Mary C. DeLai

February 5, 2024

Newburyport School Committee
Newburyport Public Schools
70 Low Street
Newburyport, MA 01950

Dear School Committee Members:

Please accept this letter as my enthusiastic expression of interest in serving as the Newburyport representative to the Whittier Regional Vocational Technical School Committee. I am a retired public school district administrator with over twenty years of public school experience. During my tenure, I served as a School Business Official, Assistant Superintendent, and Superintendent for a number of districts. For the past two years, I have worked as an independent consultant to school districts across Massachusetts. I believe that my experience and knowledge will allow me to serve the City and the district very effectively as a School Committee member.

It is clear that one of the significant challenges facing the Whittier community is addressing the extensive facility and infrastructure deficiencies in a cost-effective manner. I have a strong record of success in this area, having been involved in over a dozen school construction projects, from new construction to major system replacements and energy efficiency upgrades. Most recently, I have been involved in the facility master planning process in two districts. I have also been working with districts on decarbonization planning and how to best leverage state and federal funding including MSBA grants, tax credits available through the Inflation Reduction Act, and Mass Save New Construction and Deep Energy Retrofit program funding. I have written five MSBA grant applications, and all resulted in an Invitation to Eligibility to both the Core and Accelerated Repair programs. Leveraging these funds will be critical to achieving the the necessary capital investments while controlling the impact on the taxpayers in the 11 sending communities.

In addition, having served as a school business official, I am well versed in the school budget process, as well as the state funding formula both for municipal and regional school districts. I am confident that I would be able to support the districts effort to develop budgets that are comprehensive and transparent and identify opportunities for cost savings or revenue generation that perhaps have not been fully explored. I have participated in collective bargaining and understand how to balance the competing demands of providing a livable wage to all employees while respecting the very real municipal property tax constraints faced by member communities.

I am, and have always been, a supporter of vocational technical education and believe these schools are investments in our future. Having worked for and with a number of urban school districts, including Salem, Haverhill, and Fitchburg, I have had the opportunity to help fund and develop innovative vocational technical programs and pathways. I look forward to being able to

contribute to ensuring that our regional vocational technical school is offering relevant programming that will contribute to the workforce development needs of our region.

As a school business official, I led all of the core operational functions including facilities, transportation, food services, information technology, and human resources. I understand the unique challenges that these areas currently face including a shortage of skilled labor, increasing supply and equipment expenses, and a myriad of state and federal laws and regulations. Such a comprehensive understanding will help inform the important decisions that the Committee will make over the next three years.

Finally, as a school superintendent, I learned the importance of developing and maintaining strong relationships with constituents. We do this through timely and proactive communication, a commitment to transparency, and a healthy dose of humility. While I possess deep subject matter expertise in many areas of school administration, I know that each school community is unique, with its own culture and traditions which need to be respected. In my life and in my work, I have always sought first to listen, learn, and understand. This is the approach that I would take to this role as well.

I hope that you will find me a strong candidate for this position and welcome the opportunity to meet with you and answer any questions you might have as you consider my application.

As a resident of Newburyport, I thank you for your service to our community and look forward to being able to serve our City in this way.

Sincerely,

A handwritten signature in blue ink that reads "Mary C. DeLai". The signature is written in a cursive, flowing style.

Mary C. DeLai

MARY C. DELAI

Experienced, innovative, versatile leader with the desire and aptitude to facilitate systemic and structural change necessary to enhance the effectiveness and efficiency of school operations, ensure alignment of resources to district and school strategic goals, and improve outcomes for all students.

Professional Strengths

- Resource allocation evaluation and optimization
- Budget development and fiscal management
- Human resource administration
- Collective bargaining and negotiating
- Education, finance, employment, and municipal law
- Data analysis and data-informed decision making
- Program evaluation, process improvement, and procedural documentation
- Employee recruiting, retention, professional growth, and development
- Strategic planning and organizational improvement
- Information systems implementation, enhancement, and systems integration
- Facilitating professional learning communities and consensus building

Professional Experience

Assistant Superintendent, Finance and Employee Engagement
Interim School Business Manager
Salem Public Schools

4/2021 – 6/2022

8/2020 – 3/2021

Facilitate districtwide enhancements to financial, human resources, and operational systems and structures to provide consistency, improve efficiency and effectiveness, and ensure alignment of resources to best support district and school strategic objectives.

Selected Achievements:

- Led operational departments through the challenges of continuing to educate and support students and families during the COVID-19 pandemic
- Facilitating districtwide School Master Plan designer selection and coordinating School Master Planning Study process
- Facilitating implementation of upgrade to MUNIS 2019 for school department
- Implementing Chart of Accounts conversion for School Department to ensure alignment and accuracy of state reporting
- Initiating a districtwide systems integration project to streamline data management, ensure accuracy of reporting, and improve accessibility of data to school and district leaders
- Enhancing transparency, participation, and engagement in the budget development process
- Leading the shift to a more decentralized school budget development and management process to empower school leaders to implement change at the school level
- Engaged in extensive benchmarking and data gathering to evaluate district's resource allocation and make recommendations for strategic funding shifts to better support district and school goals and initiatives
- Facilitate district efforts to diversify the educator workforce, build internal pipelines, and ensure that human resource practices and procedures create a more inclusive culture

Founder and President

7/2018 - Present

District Resources Group LLC

Educational consulting practice focused on providing strategic resource management, planning and advisory services for public school districts in Massachusetts and the New England region.

Selected Engagements:

- Equity Benchmarking and Resource Allocation Analysis – Fitchburg, Haverhill
- Interim School Business Administration Services – Fitchburg, Newmarket
- Business and Finance Operations Review – Lawrence, Newmarket
- Facilities and Custodial Operations Assessment - Cohasset
- Linking Budgets to Strategic Plans - Winchendon
- Leadership Coaching and Mentoring – Fitchburg, Ipswich, Lawrence, Northborough-Southborough RSD, Salem, Wakefield, Watertown, and Westwood Public Schools
- HRIS and Financial System Implementation and Enhancement (MUNIS, School ERP Pro) – Fitchburg, Silver Lake RSD, Wakefield, Watertown

Assistant Superintendent, Finance and Operations

11/2016 – 6/2018

Watertown Public Schools, Watertown, MA

Facilitated districtwide enhancements to financial, human resources, and operational systems and structures to provide consistency, improve efficiency and effectiveness, and ensure alignment of resources to best support district and school strategic objectives.

Selected Achievements:

- Initiated shift to a more decentralized, school-based budgeting and financial management model
- Implemented a significant enhancement of district budgeting to a more participatory and transparent process including the development of a more comprehensive and informative budget document
- Engaged in extensive benchmarking and data gathering to evaluate district's resource allocation and make recommendations for strategic funding shifts to better support district and school goals and initiatives
- Planned and led a districtwide system review and integration process to reduce software redundancies while improving effectiveness and efficiency of software utilization and productivity
- Implemented a comprehensive staff tracking system and initiated transition to use of MUNIS as district's HRIS system
- Facilitated the process of creating and implementing a shared school and town Department of Public Buildings
- Assisted with the creation and implementation of the Watertown Building for the Future Initiative which will result in the reconstruction and renovation of all three elementary schools within the next 24-26 months and an investment of approximately \$150 million within existing debt limits
- Developed a revised and enhanced Statement of Interest for Watertown High School's submission to MSBA's Core Construction Program which resulted in an Invitation into Eligibility for 2018 after three prior unsuccessful submissions
- Co-chaired the district's Later School Start Time Task Force and assisted with implementation of changes necessary to effectuate new later start times for start of the 2018-19 academic year
- Co-chaired the district's Critical Incident Team and assisted with comprehensive review and revision of district's emergency procedures and protocols
- Facilitated a comprehensive, system wide review and revision of financial and human resource policies and procedures
- Initiated a re-structuring of the school business office to leverage existing capacity and enhance effectiveness and efficiency of operations

- Assisted in rebuilding relationships with town officials through improved communication and enhanced transparency

**Superintendent of Schools
Wilmington Public Schools, Wilmington, MA**

7/2014-10/2016

Led a moderate sized suburban school district to begin the shift from a well performing traditional district to a high performing twenty first century learning organization committed to educating the whole child and preparing students to be college and career ready.

Selected Achievements:

- Developed a comprehensive three-year strategic plan using a collaborative, consensus building process involving all stakeholders and aligned school improvement plans to district strategic plan
- Initiated transformation to a more collaborative professional culture by implementing professional learning communities and innovative professional development structures
- Initiated the shift to a more inclusive district by providing extensive professional development in Universal Design for Learning, Positive Behavioral Interventions and Supports, and Responsive Classroom to multiple cohorts of educators and instructional support staff
- Led the highly successful implementation of a new K-5 common core aligned mathematics program (Envisions 2.0) which propelled two elementary schools to Level 1 status
- Initiated an ELA instructional shift to Balanced Literacy using Lucy Calkins Units of Study and implemented Foundations Program in Grades K-2
- Initiated a strategic focus on behavioral health and social emotional learning, implementing a district-wide Behavioral Health Task Force, instituting a new district-wide Coordinator of Behavioral Health position, and piloting a new Social Emotional Learning curriculum
- Implemented a 1:1 Chromebook program with phased implementation that puts Chromebooks in the hands of all students in Grades 6-12 by SY'2018-19
- Enhanced the district's budget process to a more participatory and transparent, and revamped the budget to create a more comprehensive document linked to school and district improvement goals
- Chaired the Wilmington High School Building Committee and closed out an \$85 million High School renovation program including a mid-year move to the new Wilmington High School
- Served on the Town's Facility Master Plan Committee advocating for significant grade re-configuration at the elementary level to minimize transitions, improve student outcomes, and increase operational efficiency

**Assistant Superintendent, Finance and Human Resources
Director of Human Resources and Finance
Reading Public Schools, Reading, MA**

2012-2014

2004-2012

Provided progressive and innovative leadership to high achieving suburban school district with enrollment of 4,483 across five elementary schools, two middle schools, and one high school with a budget of \$38.5 million in FY2014

Selected Achievements:

- Instituted a highly transparent and participatory budget process and framework with a strong focus on linking investments to student outcomes and performance
- Developed comprehensive policies and procedures for the finance and human resources function, restructured the business office to create a human resources department, and hired and mentored a human resources administrator
- Implemented a suite of information management tools allowing for richer data analysis and data-informed decision making particularly around student interventions and resource allocation decisions

Mary C. DeLai

- Led the school departments implementation and conversion from the town's legacy ERP to MUNIS system including payroll, human resources, accounts payable, accounts receivable, budgeting, and financial reporting functions
- Directed efforts to transition to publicly funded full day kindergarten and expanded pre-school
- Managed three MSBA-funded school building projects, two MSBA-funded Green Repair projects, and a comprehensive Energy Performance Contracting project
- Implemented personnel and financial processes and procedures to ensure compliance with federal, state, and local laws, regulations, and ordinances
- Implemented aggressive sustainability initiatives and procurement strategies that have resulted in over \$4.0 million in savings over last nine years

Member Services Coordinator, Massachusetts Municipal Association / MIIA **2002-2004**

Developed and led innovative approaches to educating and assisting municipal officials and managers

- Provided guidance to municipal and school officials on strategic planning and risk management particularly around employment liability and human resource management
- Developed, implemented, and led innovative programs to reward municipalities for implementing sound management practices and risk management strategies
- Devised curriculum and led workshops and conferences for municipal boards, officials, and staff in all aspects of municipal management

Budget and Grants Manager, MA Department of Environmental Protection **2000-2002**

Assisted with developing, implementing, and managing Recycling, Waste Management, and Waste Reduction Grant Programs

Project Manager, Environmental Futures, Inc. **1997-2000**

Under a management services agreement, oversaw operations for the Northeast Solid Waste Committee, a 23-member municipal consortium bound by an unfavorable contract with Waste-to-Energy Facility in North Andover, Massachusetts

Project Manager, CSI Resources, Inc. **1994-1997**

Provided consulting services to municipalities in siting, permitting, design, construction, operating, maintenance, monitoring, and remediation of solid waste management and recycling facilities including waste-to-energy, composting, recycling, hazardous waste, medical waste facilities.

Financial and Policy Analyst, Energy & Environmental Resources, Inc. **1992-1994**

Provided analytical support to engineering firm developing innovative alternative energy combustion and air pollution control technologies.

Analyst, DRI/McGraw Hill, Energy Services Division **1987-1990**

Developed and maintained econometric models and provided statistical analysis to project energy and electricity pricing, supply, and demand.

Additional Accomplishments and Activities

- 2013-14 Policy Fellow, Institute for Educational Leadership Education Policy Fellowship Program
- Instructor, MASBO/Worcester State University School Business Administrator Certification Program
- Member of the DESE working group consulting on development of EDWIN Analytics – Finance
- Facilitated development of the MASBO-adapted School Business Administrator Rubric
- Developed the MA DESE's Best Practices for School Financial and Personnel Management
- Developed the MASBO Classified Personnel Training Program

Education

Bachelor of Arts Degree in Economics and Sociology, Saint Michael's College, Winooski, VT, 1987
Master of Environmental Management in Resource Economics and Policy, Duke University School of the Environment, Durham, NC, 1992

Licensure and Certifications

Commonwealth of Massachusetts, Superintendent/Assistant Superintendent License, Professional, #432638
Commonwealth of Massachusetts, School Business Administrator License, Professional, #432638
Massachusetts Certified Public Purchasing Official, MA Inspector General's Office, 2007, 2011
Certificate of Completion, Uniform Massachusetts Accounting System
Certificate of Completion, Human Resources Professional, Society for Human Resources Management
Certified Peer Coach, Middlesex Community College
Certified Positive Psychology Coach, Wholebeing Institute
Certified Discrimination and Harassment Prevention Trainer, MCAD

Affiliations

Immediate Past President, 2015-16, Massachusetts Association of School Officials
President, 2014-15, Massachusetts Association of School Business Officials
President-Elect, 2013-14, Massachusetts Association of School Business Officials
Vice President, 2012-13, Massachusetts Association of School Business Officials
Board of Directors, 2009-2012, Massachusetts Association of School Business Officials
Association of School Business Officials International
Massachusetts Association of School Superintendents
Massachusetts Association of School Personnel Administrators

Honors and Recognition

President's Award, Massachusetts Association of School Business Officials, 2015
John F. Conway Distinguished Service Award, Massachusetts Association of School Business Officials, 2008
Omicron Delta Epsilon, International Economics Honor Society
Valedictorian, Saint Michael's College

Presentations and Publications

Elements and Principles of Effective Budgeting and Financial Reporting
Performance Contracting: How Does it Really Work
Effective Coordination of Human Resources and Payroll Functions
Using Data to Enhance Transparency and Promote Your District Budget
Indicators, Dashboards and Benchmarks—Oh My! Using Data to Transform Schools and Districts
Benchmarking: A Critical Step in Evaluating Resource Allocation Decisions
Teamwork: Developing SMART Goals Together
Benchmarking and Dashboards: Critical Tools for Performance Management and District Improvement
Evaluating the School Business Administrator
Linking Academic Achievement Data to Resource Allocation Decisions
Building a Stronger School Budget and Garnering Community Support
School Finance is More than Numbers: Using and Presenting Financial Information for Transparency and Trust
Survivor's Guide to Paraprofessional Restructuring
Using and Presenting Financial Information for Transparency and Trust
Evaluating Custodial Staffing Levels
Meeting the Needs of All Students through the District Curriculum Accommodation Plan

Donna Holaday

From: Donna Holaday

Sent: Thursday, February 22, 2024 1:33 PM

To: Sean Reardon; Sarah Hall ; Kathleen Shaw; Juliet Walker; Brian Callahan; Andrew Boger; Breanna Higgins;

Subject: Whittier SC re-appointment

Dear Mayor Reardon, Vice Chair Hall and School Committee Members:

I am writing to respectfully request your re-appointment to the Whittier School Committee seat representing Newburyport. When you voted for my original appointment to fill the unexpired term, members asked if I would be willing to serve the full three year term beginning in March 2024, the answer remains yes.

Having served as mayor of our city for 12 years and my past work in higher education, I developed strong relationships, partnerships and networks with local, regional, state and federal people and agencies. Working with the MA School Building Authority (MSBA) is challenging as the process is dictated by legislation but we developed a good relationship with the successful completion of the new Bresnahan and renovations of the Nock/Molin. It is important that we work together to find solutions to the immediate and long term needs of Whittier. Higher education costs are becoming increasingly difficult to afford and we need as many career, vocational, technical and college options for our students as possible.

It was unfortunate that the seat opened so close to the regional vote on the new school project when communities were just coming to realize the significant impact the cost of the project would have on their budgets and capital needs. It was very clear to me that the vote was in trouble and community outreach had been seriously lacking for many communities. I had many conversations with Senator Tarr, Superintendent Lynch, and other key people in attempts to delay the MSBA vote on December 13th to approve the \$440M project. In response to the increasing negativity, the MSBA asked the Superintendent repeatedly if she wanted the vote to go forward as she was the only person who could make the delay request. That same day the Whittier SC had to vote on going forward, I attempted to delay the vote but the motion failed. I did not vote to support the project moving forward.

I received so many requests from residents asking for information on the upcoming regional vote due to the high level of misinformation being promulgated particularly on social media. This is why I wrote the fact-based column for the Daily News and agreed to speak on Local Pulse. I have always believed voters will learn the facts and vote accordingly.

The vote was a very concise NO from 10 of 11 communities and it is important to find a path forward. However the rejection has created new opportunities and raised awareness of the importance of this vocational technical school in our region. New ideas are emerging and new groups are forming to address the concerns raised including costs, the regional contract, site options, admission and more. A new building committee will be formed with stronger representation from the 11 communities.

The Whittier SC has voting responsibilities dictated by the MSBA but the major work will occur within the groups mentioned above. The SC has many other responsibilities including policies, curriculum, budgets etc. as you also hold.

Thank you for the opportunity to serve on the Whittier School Committee and I bring experience and commitment to continue in this role and represent our city and students.

Donna D. Holaday

Donna D. Holaday, Esq.

Professional Experience

Mayor

City of Newburyport, MA

January 2010 - January 2022

Elected to serve four terms as Mayor, Chief Executive to lead an historic seaport city of 18,000 people through a significant period of growth, property demand, and investment in major capital projects and operations

- Developed and managed a \$74M budget; achieved AAA bond rating and received the Government Financial Officers Organization's Budget Distinction Award for the past 9 years
- Managed 18 departments with direct reports supporting over 300 employees; Chair of School Committee
- Funded over \$150M in major capital projects including two school buildings, senior community center, harbor master facility, field spaces, rail trail expansion, intermodal parking garage and major upgrades to water and sewer plants
- Established two new departments- Human Resources and Parks and hired a Grant Writer
- Created a Resiliency committee completing the Newburyport Climate Resiliency Plan- a comprehensive plan identifying threats, priorities and action steps to address storm surge and climate change
- Upgraded IT including installing fiber to all city buildings; upgraded all work stations; enhanced cybersecurity; increased online services, payments and permitting
- Negotiated contract renewals with seven unions and non-union Department Heads
- Established the Alliance for Diversity, Equity & Inclusion with broad community representation
- Developed extensive networks and partnerships with federal, state, regional and local officials and organizations

City Councilor at-large

Newburyport, MA

2002 – 2004, 2008 - 2010

- Elected to two terms on the City Council Chairing the Budget and Finance committee and serving on the Public Safety and General Government committees

Director of Resource Development

1998 - 2009

Middlesex Community College, Bedford, MA

- Researched federal, state and other funding sources to develop proposals for new and continuing college program initiatives including international and Fellowship programs, Homeland Security, alternative education, Federal Perkins program and other sources for supporting first generation students
- Worked extensively with Business & Industry to develop workforce training programs with area companies including health care, manufacturing, engineering, and biopharma
- Developed regional initiatives with Workforce Investment Boards, education and industry partners in high need workforce areas including health care, early childcare, and hospitality

Adjunct Faculty

North Shore Community College
Northern Essex Community College
Middlesex Community College

1992 - 2009

- Taught online, hybrid and in-person courses in Human Services, Behavior Management, Counseling Theory & Skills, Substance Abuse, Interpersonal Relationships and Law

Director of Services/Clinical Director/Consultant

Turning Point Inc., Newburyport, MA

1978 - 1998

- Initially employed as a consultant to this expanding non-profit agency providing residential services to individuals with disabilities
- Joined the senior management team with increasing clinical, management and training responsibilities for 22 programs and over 200 staff
- Established community-based homes for individuals transitioning from long-term institutional settings
- Supported agency divisions providing substance abuse counseling; GED preparation for displaced workers; Youth Diversion, and housing for survivors of domestic violence

Service Coordinator

MA Department of Developmental Services (formerly Department of Mental Retardation)
North Reading and Malden, MA 1985 – 1989

- Responsible for monitoring service delivery to adults with developmental disabilities/mental illness, facilitated team process for development of Individual Service Plans, crisis intervention, family support, and contract reviews
- Chairperson of Region III's Aging Task Force and was instrumental in establishing a comprehensive 2 day conference and resource directory on aging resulting in the receipt of the state's *Pride in Performance Award*

Intermediate Care Facility Coordinator Service Coordinator

Haverhill-Newburyport Human Services
Haverhill, MA

1984 – 1985

- Directed residential program for adults with severe cognitive and behavioral challenges, coordinated day and residential services, Service Plan development, and clinical programs
- Responsible for staff supervision, contract compliance, and fiscal management

Speech Pathology Consultant

1978 - 1984

- Employed in clinical, hospital, educational, institutional, vocational and residential settings to provide evaluation and therapeutic intervention with children and adults with diverse diagnoses and disabilities.

Education

Juris Doctor, *cum laude*

May 2002

Massachusetts School of Law, Andover, MA

Appointed to Law Review & Selected for ATLA Trial Team (2000-2001)

Mediation Certification

2001

Mediation Works Incorporated, Boston, MA

Trained Mediator- completed 36 hours of Executive Mediation Training in accordance with MGL ch. 233 § 23C.; completed 30 hours in Family and Divorce Mediation

Masters of Education Degree

May 1986

University of New Hampshire, Durham, NH

Passed Comprehensives exams with Distinction

Masters of Science, Speech and Language Pathology

May 1979

Boston University, Boston, MA

Bachelors of Science, Communication Disorders, *cum laude*

May 1977

University of New Hampshire, Durham, NH

Business and Industrial Leadership and Management Training Certificate Program

1995

Endicott College, Beverly, MA

Sample Presentations

Merrimack River Watershed Council

State of the Waters 2018

Climate Change and the Watershed -The Municipal Response at the Top Level

Dec. 7th 2018

National Oceanic and Atmospheric Administration

Fisheries' Community Resiliency Workshop

Community Resiliency June 27, 2017

Massachusetts Sustainable Communities & Campuses

Municipal Sustainability, Endicott College, March 17, 2017

MA Municipal Association Mayors Meeting

Urban Renewal: Demolition or Restoration – Newburyport's Story June 2016

US Conference of Mayors

Preparing for Self-Sustaining Communities: Adulthood, Seniors, and the Aging Population. Boston College, October 8, 2015

BOARDS, COMMISSIONS and MEMBERSHIP

- **Essex National Heritage Commissioner 2022-**
- **MA Municipal Association:**
Executive Board & Local Government Advisory Council 2018 - 2021
President MA Mayors Association 2017-2018
Chair Policy Committee on Municipal and Regional Administration 2017 - 2020
- **Climate Change Mayors 2017 - 2021**
- **Newburyport Affordable Housing Trust 2012 - 2021**
- **Newburyport Bank Commissioner 2012-**
- **Greater Newburyport Chamber of Commerce Economic Advisory Council 2010-2021**
- **BEACON Coalition Youth Advisory Group 2002 - 2021**
- **Merrimack Valley Planning Commission Mayors & Managers Group 2010 - 2021**
- **Merrimack River Beach Alliance 2010-2021**
- **MA Bar Association 2002-**

AWARDS

Greater Newburyport Chamber of Commerce

Captain's Leadership Award 2021

The Rotary Foundation of Rotary International

Paul Harris Fellow 2021

Essex National Heritage

Special Recognition Award 2021

Essex Heritage Partnership Award 2011

MA Municipal Association

Distinguished Leadership Award 2017

Jeanne Geiger Crisis Center

35th Anniversary Pillar Honoree 2017

ICLEI- Local Government for Sustainability

Milestone Achievement Award 2017

Newburyport Preservation Trust

Preservation Leadership Award 2012

Carolyn Layzer

From: [Carolyn Layzer](#)
To: sc@newburyport.k12.ma.us
Subject: Newburyport Representative for Whittier Regional Vocational Technical High School Committee
Date: Sunday, February 18, 2024 9:21:22 AM
Attachments: [Layzer_Carolyn_Full_resume_02.17.2024.docx](#)

Dear Newburyport School Committee Members,

I am writing to express interest in becoming one of the Newburyport Representatives on the School Committee for the Whittier Regional Vocational Technical High School. I have lived in Newburyport for 23 years and would like to contribute to helping to bring the school up to our City's high standards in a fiscally responsible way to ensure diverse and rigorous educational opportunity across the educational continuum. I have experience as a teacher, in evaluating school reform and instructional programs preK-12, and in working with public and private clients. My work is highly team-oriented, requiring frequent written and spoken communication, sharing and discussing ideas, which I feel would be helpful in building and maintaining effective communication between the two school committees.

Here are some additional work experiences that would help me be an effective member of the Whittier Tech School Committee:

- I have over a decade of experience teaching in various settings, working with adolescents and adult students, including 2 years at a technical high school.
- I have a technical background, including a bachelor's degree in engineering and experience evaluating interdisciplinary graduate programs in engineering and science.
- As part of my evaluation work, I have visited classrooms in hundreds of schools, observed and interviewed many teachers, support staff, and instructional leaders.
- As part of my work, I have disseminated findings to a wide range of audiences, including practitioners, researchers, state administrators, and policymakers.
- Many of the projects I have worked on entail helping clients and funding recipients understand the effectiveness of their strategies and develop alternative solutions, strategies, and action plans to accomplish their objectives and goals.

In addition to concrete experience, I bring a sincere desire to support our community as we navigate this early part of the 21st century with all of its competing demands and challenges.

I appreciate your consideration. Please do not hesitate to reach out if you have any questions or would prefer a shorter resumé!

Sincerely,

Carolyn Layzer

Preferred pronouns: She, her/ Ella

QUALIFICATIONS SUMMARY

Carolyn Layzer has extensive teaching experience in diverse educational contexts and has training and extensive experience in qualitative research methods. She has experience in instrument development (survey and observation) and training (observation and assessment). At Abt, she has directed large-scale evaluations of interventions and has been responsible for training, use, and interpretation of observation measures and individual child assessments in studies of language and literacy instruction (formal and informal), math instruction, and social-emotional development in pre-school through early school years, in settings that include home, center, and public school. During her 24 years at Abt, she has been involved in evaluations of risk-prevention interventions through the adolescent years and evaluations of school reform.

EDUCATION

Ph.D., Curriculum and Instruction; The Pennsylvania State University, 2000.

M.A.T., Teaching English to Speakers of Other Languages (ESOL); The School for International Training, 1994.

B.S., Civil Engineering; Stanford University, 1982.

RELEVANT SKILLS/EXPERTISE

- Curriculum and Instruction
- Rigorous Research Methods
- Implementation Science
- Qualitative Research Methods
- Design and use of observation measures
- Risk-Prevention, early childhood through adolescence
- Language and Literacy Learning
- Early Childhood Education and Care, School Readiness
- Directing large-scale evaluations
- Provide training in observation and assessment measures
- WWC certified reviewer (4.1, 5.0)

RELEVANT PROFESSIONAL EXPERIENCE

Senior Associate, Abt Associates (2000–present). Cambridge, MA

Evaluation Technical Assistance Liaison, Education Innovation and Research (EIR) grant program, U.S. Department of Education, Institute of Education Sciences (2023–present). Apply *What Works Clearinghouse (WWC)* evidence standards to support evaluators in the design and fielding of quasi-experimental, randomized controlled trials, and implementation studies of K-12 interventions in kindergarten readiness, literacy, arts-integrated learning, science, mathematics, social-emotional learning, and computer science.

Study Review Team Member, Prevention Services Clearinghouse, U.S. Health and Human Services, Administration for Children & Families (2019–present). As the lead for the Clearinghouse, Abt rates programs and services as promising, supported or well-supported practices. These practices include mental health, substance abuse prevention and treatment services; in-home parent skill-based programs; and kinship navigator services.

Cross-Site Process Evaluation Lead, Building Capacity to Evaluate Child Welfare Community Collaborations to Strengthen and Preserve Families, U.S. Health and Human Services – Office of Planning, Research & Evaluation, Administration for Children & Families (2019–present). In coordination with the evaluation technical assistance team, we are

documenting and describing the process of grantees' implementation of their projects aimed at preventing child maltreatment.

Interviewer, Evaluation Team Member, Teen Pregnancy Prevention Program 20 (TPP20) Implementation Study, US DHHS, Office of Population Affairs (OPA) (2022-present).

Responsible for interviewing Tier 1 and Tier 2 grantee project directors and grant partners to understand and describe implementation strategies and challenges. Conducted and wrote in-depth case study of a grantee exemplifying systems thinking to be included in final report.

Reviewer, What Works Clearinghouse Preschool-to-Postsecondary Evidence Synthesis (WWC-PESTO) Task Order 01: Assisting Students Struggling with Behavior in Grades K-12. (2022-present). Serve as study reviewer in the systematic evidence reviews and development of review products that expand the content available from WWC in various topic areas related to preschool-to-postsecondary education.

Preschool Instructional Coaching Implementation Evaluation Lead, Technical Consultant, Evaluation of the Coaching Helps Activate Learning for Kids (CHALK) Pilot, Vanderbilt University (2018-2022). Responsible for reviewing project activities and deliverables and working with the client to develop the literacy component of the tablet-based instructional coaching tool. Responsible for leading development, implementation and analysis of surveys and interviews of preschool teachers and their instructional coaches in a Dayton, Ohio-based, large preschool program.

Project Quality Advisor, Early Literacy Observation Lead, & Technical Consultant, Evaluation of the Free Library of Philadelphia's Literacy in Early Learning Spaces Initiative, Free Library of Philadelphia (2018-2022). Responsible for reviewing project activities and deliverables and working with the client to develop observation protocols for the funded early literacy spaces. Responsible for developing coaching frameworks for literacy specialists working with early childhood teachers and directors in settings for children birth through pre-K. The initiative is funded by the Vanguard Strong Start for Kids Program.

Consultant, Preschool Development Grant – Birth through 5: New Hampshire, NH Department of Education and NH Department of Health and Human Services (2020-2021). Conducted a scan and summary of evidence-based practices for supporting language and literacy development in children between pre-K and 12th grade. The summary informed alignment of practices and supports across statewide comprehensive literacy programming.

Reviewer, What Works Clearinghouse Promoting Social and Behavioral Success for Learning in Elementary Schools (WWC-GRAPE), US Department of Education, Institute of Education Sciences (IES) (2019-2020). Served as study reviewer in the systematic evidence reviews and development of review products in various topic areas related to promoting social and behavioral success for learning in elementary school.

Project Quality Advisor and Early Literacy Observation Lead, Evaluation of the Free Library of Philadelphia's Literacy in Early Learning Spaces Initiative, Free Library of Philadelphia (2018-2022). Responsible for reviewing project activities and deliverables and working with the client to develop observation protocols for the funded early literacy spaces. The initiative is funded by the Vanguard Strong Start for Kids Program.

Observations and Observation Trainer, Variations in Implementation of Quality Interventions (VIQI) Study, Office of Planning, Research and Evaluation (OPRE), Agency

for Children and Families, within the U.S. Department of Health and Human Services (2018-present). Responsible for implementing observation training (multiple instruments, including CLASS) and quality assurance, and providing feedback to observers. Training and double coding observations in 2021 were conducted virtually, via Zoom and with Kubi.

Coding Programmatic Features, Determining Common Components of Effective Prevention Programs for At-Risk Youth, U.S. Health and Human Services – Office of the Assistant Secretary for Planning and Evaluation (2019–2021). Drawing on an existing meta-analytic database of hundreds of rigorous, controlled studies the teams is using an innovative approach that empirically identifies program characteristics strongly related to improved outcomes and then translates those effectiveness factors into specific guidance for improving practice in the field.

Reviewer, What Works Clearinghouse (WWC) Postsecondary Education, Postsecondary Preparation Evidence Reporting (WWC-PEPPER) (2019–2022) Served as study reviewer in the systematic evidence reviews and development of review products that expand the content available from WWC in various topic areas related to postsecondary education.

In-Depth Case Study Task Leader, Evaluation of TPP Program: Replicating Evidence-Based Teen Pregnancy Prevention Programs to Scale in Communities with the Greatest Need (Tier 1B), Office of Adolescent Health and the Office of the Assistant Secretary for Planning and Evaluation, within the U.S. Department of Health and Human Services (2015–2019). Responsible for developing design for 5 in-depth case studies, developing protocols, conducting data collection and analysis, and reporting.

Recruitment, Engagement, & Data Collection Teams, Early Learning Study at Harvard (ELS@H), Harvard University Graduate School of Education (2017-2019). The study will follow about 5,000 3- and 4-year-olds across Massachusetts over at least four years. The sample was selected to be representative of all children in the state, and includes a representative set of settings in which children are cared for. Responsibilities included recruitment of providers (bilingual), follow-up for parent consent, participant engagement, and CLASS observer training.

Observations and Child Assessments Team Leader, National Migrant and Seasonal Head Start Study, Agency for Children and Families, within the U.S. Department of Health and Human Services (2016-2020). Responsible for designing observation and assessment protocols, designing and conducting training of observers and child assessors, and creating specifications for preparation of analytic datasets and display tables.

Site Visitor, VAHPP and RAD CEI Needs Assessment: VISTA Technical Assistance (TA) Needs Assessment, U.S. Department of Housing and Urban Development (2018-2019). Conducted multi-day visits to two VISTA TA sites to assess the technical assistance needs of grantees, participated in analysis and reporting to the client.

Qualitative Analysis Team, Feasibility and Design Study of Evidence-Based Teen Pregnancy Prevention Programs and Federal Teen Pregnancy Prevention Replication Study, Office of Adolescent Health and the Office of the Assistant Secretary for Planning and Evaluation, within the U.S. Department of Health and Human Services (2011–2018). Responsible for coordinating all evaluation activities with three grantee-sites implementing a Hispanic/Latino-culturally appropriate teen pregnancy prevention and STI/HIV-prevention curriculum model; documentation of study activities; and maintaining communication between client, Abt, data

collection subcontractor, and grantee-participants. In addition, Layzer is part of the senior team conducting the Implementation Study.

Implementation Analysis Task Leader, Implementation and Impact Evaluation of Staff Training Aimed at Reducing Recidivism (STARR), Probation and Pretrial Services Office, Administrative Office of the U.S. Courts (2015-2017). Responsible for designing measure of STARR implementation, training staff to code raw data (interview audiotapes), developing protocol for scoring and analysis.

Observations and Child Assessments Team, Massachusetts Preschool Expansion Grant Longitudinal Evaluation, Mass. Department of Early Education and Care (2016-2017). Responsible for designing observation and assessment protocols, assisting with training of observers and child assessors.

Project Quality Advisor, New York City Housing Authority Broadband Service Expansion Implementation Study, New York City Housing Authority (2018). Review study process and products; focus on soundness of qualitative methodology.

Evaluation Project Director, Longitudinal Study of a Successful Scaling Up Project: Extending TRIAD, University of Denver grant from Institute of Education Sciences (2010–2016). Responsible for directing evaluation, assisting with recruitment of participants, data collection and data processing, and data analysis, reporting, and dissemination.

Evaluation Project Director, Replicating Teen PEP in North Carolina and Improving Student Outcomes, Center for Supportive Schools grant from U.S. Department of Health and Human Services Office of Adolescent Health (TPP) (2010–2016). Responsible for oversight of all data collection, conducting qualitative data collection and analysis, reporting and dissemination in collaboration with CSS.

Project Quality Advisor, Mortgage Journeys, Federal National Mortgage Association (Fannie Mae) (2015). Review study process and products; focus on soundness of qualitative methodology.

Project Quality Advisor, Evaluation of a Literacy Intervention at Norwalk Public Schools, Norwalk Public Schools (2015). Review quality of study process and products; focus on early literacy and literacy for multilingual learners.

Co-Principal Investigator, Increasing the Efficacy of an Early Mathematics Curriculum with Scaffolding Designed to Promote Self-Regulation, University of Denver grant from Institute of Education Sciences (2008–2014). Responsible for directing evaluation, assisting with recruitment of participants, data collection and data processing, and data analysis, reporting, and dissemination.

Child Assessment Trainer, The Effects of Homelessness Interventions on Child Outcomes (Family Options Study), U.S. Department of Housing and Urban Development (2011–2013). Responsibilities include developing training curriculum and quality control procedures for in-home child assessment data collection. Oversee training staff, including subcontracted field managers to implement consistent training procedures and standards. Train nationally-based field staff to administer child assessments of reading decoding and word identification, math reasoning skills, and executive functioning.

Consultant, Tools of the Mind: Promoting ELLs' Language, Self-Regulation, and School Readiness, Temple University grant from NIH/NICHD (2009–2013). Carolyn Layzer was the only Abt staff on this project and was charged with assisting in the modification of observation tools for this study, training observers to use the measures, and consulting on other issues as they arose in the study.

Data Collection Manager, Preparing to Succeed: An Efficacy Trial of Two Early Childhood Curricula, Harvard University grant from Institute of Education Sciences (2009–2011). Responsible for recruitment and training of data collectors on literacy, math, socio-emotional, and executive function measures; monitoring and controlling quality of data collection; and assisting with reporting.

Associate, Exploration of Approaches to Preventing Sexual Risk Behaviors Among High School Students, Administration for Children and Families (ACF) and the Office of the Assistant Secretary for Planning and Evaluation (ASPE), both within the U.S. Department of Health and Human Services (2008–2009). Dr. Layzer conducted site visits, especially to sites with Spanish-speaking participants; conducted qualitative analysis, reporting, and dissemination.

Senior Analyst, Technical Assistance for Product Development of Early Childhood Literacy Resources, RMC Research for The National Institute for Literacy (2006–2009). This was a two-year contract to develop and disseminate products based on the report of findings from the National Early Literacy Panel. The products were designed to communicate the findings in a comprehensible manner to a range of audiences from day care providers and early childhood teachers to teacher education faculty. Analyzed and restated panel findings, wrote and revised draft products, assisted in design and production of final products.

Senior Analyst, Early GET smART Research Project, Miami Arts for Learning (prime grantee) for The Children's Trust of Miami (2006–2008). Assisted project director with development of instruments and training of observation measures, analysis, and report writing.

Senior Analyst, IES Special Education Research Grant: Early Intervention and Assessment for Young Children with Disabilities, Florida State University (prime grantee) for the Institute of Education Sciences (2006–2008). Responsible for developing and providing training on observation measures, conducting process study, assisting Co-PI with analysis and report writing.

Evaluation Director, Breakthrough to Literacy in the Chicago Public Schools: A Large-Scale Evaluation of the Effectiveness of a Reading Comprehension Intervention, University of Iowa (prime grantee) for Institute of Education Sciences (2004–2010). Responsible for directing the evaluation, including all management, site recruitment (for random assignment), training of data collectors (observation and child assessment), and implementation monitoring.

Associate, Evaluation of Child Care Subsidy Strategies, Administration for Children and Families, U.S. Department of Health and Human Services (2003–2010). Responsible for evaluation and design issues relating to Spanish-speaking children and staff in literacy curriculum experiments (Miami-Dade, FL; and Massachusetts), training of data collectors (observation and child assessment, in day care centers in Florida and family child care homes in Massachusetts), and assisting with report writing and dissemination.

Senior Analyst, Evaluation of Federally-Funded Pre-kindergarten and Family Literacy Programs, Westat, for the U.S. Department of Education (2002–2007). Responsible for developing observation instruments, conducting training and quality control, conducting some observations, and working with project director on analysis.

ADDITIONAL RELEVANT WORK HISTORY

Fixed-term Instructor, College of Education, Department of Curriculum and Instruction, The Pennsylvania State University (1999). State College, Pennsylvania.

Taught principles of second language teaching and learning to Master's students and certification-track second language teachers. Developed curriculum.

Graduate Teaching Assistant, College of Education, Department of Curriculum and Instruction, The Pennsylvania State University (1997–1998). State College, Pennsylvania.

Taught elementary education language and literacy methods courses (teaching reading, children's literature, and teaching language arts). Responsibilities included conducting a weekly four-hour workshop.

English Language Instructor, Kansai Gaidai Junior College, Kansai University of Foreign Languages (1994–1997). Osaka, Japan

Taught intensive English as a Foreign Language (EFL), including modality-based classes and a content course in Media Literacy. Developed, evaluated, and revised school curriculum in the Intensive English Studies department.

Visiting Professor, English Department, Universidad Nacional Autónoma de Honduras (1993–1994). Tegucigalpa, Honduras

Taught Comparative Literature and Principles and Techniques of Teaching English as a Second/Foreign Language. In addition to developing two course curricula, assisted in the development of the English program curriculum.

Instructor of English as a Foreign Language, Centro de Idiomas y Cultura de Quito, Asociación Experimento de Convivencia Internacional de Ecuador (1993). Quito, Ecuador

Taught English (EFL) in an intensive six-week program for Ecuadorian professionals.

Instructor of English as a Second Language, The Experiment in International Living (now World Learning), International Students of English (1991). Boston, Massachusetts

Taught English (ESL) in an intensive four-week program for international students of English.

Instructor of English as a Foreign Language, American Village International (1990–1991). Lung-Tan, Taiwan, Republic of China

Taught intensive English (EFL) classes to prepare students for study abroad and for careers in international business. Developed, evaluated, and revised school curriculum.

Data Technician, Abt Associates Inc. (1974–1981; 1990). Cambridge, Massachusetts

Participated in design and processing of questionnaires for the National Infant Care Study. Assisted in data processing and analysis for a variety of contracts.

U.S. Peace Corps Volunteer / Community Development—Water Technician, Kenya Ministry of Water Development (1987–1988). Kilifi and Taveta, Kenya

Assisted District Water Engineer in Ministry of Water Development office, Kilifi. Planned, coordinated, and supervised work activities in the Taita-Taveta Arid and Semi-Arid Lands Programme (in conjunction with DANIDA). Responsibilities included mobilizing community members to participate in a project of community shallow wells construction and maintenance.

Telephone Interviewer & Data Technician, Abt Associates Inc. (1987). Cambridge, Massachusetts

Interviewed school officials for an evaluation of the National School Lunch Program.

U.S. Peace Corps Volunteer / High School Educator, Tanzania Ministry of Education, Mazengo Technical Secondary School (1984–1986). Dodoma, Tanzania

Developed curriculum materials for and taught Technical and Architectural Drawing and Building Construction.

Community Development Intern in Health and Sanitation, National Indian Health Service (a division of U.S. Public Health Service), Puget Sound Regional Office (1982). Seattle, WA

Assisted HIS engineers in surveying sites, interviewing community members and tribal elders, designing and drafting plans for basic sanitary systems on reservations in western Washington State.

RELEVANT PUBLICATIONS OR PRESENTATIONS

Selected Publications:

Christopher, C., Wilson, S.J., Fuhs, M.W., Layzer, C., Litschwartz, S. (2023). Preliminary Evaluation of a Mobile Web-Based Coaching Tool to Improve Pre-K Classroom Practices and Enhance Learning. *Education Sciences* 13(6), 542; part of Special Issue: The Digitalized K-12 Classroom in the Age of AI, Analytics and IoT; <https://doi.org/10.3390/educsci13060542>

Clements, D., Sarama, J., Layzer, C., Unlu, F. (2023). Implementation of a Scale-Up Model in Early Childhood: Long-term Impacts on Mathematics Achievement. *Journal of Research in Mathematics Education*, 54(1), 64-88.

Clements, D., Sarama, J., Layzer, C., Unlu, F., Fesler, L. (2020). Effects on mathematics and executive function of a mathematics and play intervention. *Journal of Research in Mathematics Education*, 51(3), 301-333.

Bumgamer, E., Caswell, L., Layzer, C., & Barrueco, S. (2019). *Select Findings from the Migrant and Seasonal Head Start Study 2017: Cultural Items and Language Use (CILU) Checklist*. OPRE Report #2020-18, Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

Germeroth, C., Bodrova, E., Day-Hess, C., Barker, J., Sarama, J., Clements, D., Layzer, C. (2019). Play it high, play it low: Examining the reliability and validity of a new observation tool to measure children's make-believe play. *American Journal of Play*, 11(2), 183-221.

- Barrueco, S., Layzer, C., Caswell, L. (2016). *Migrant and Seasonal Head Start Cultural Items and Language Use Checklist (MSHS CILU)*, developed for the Migrant and Seasonal Head Start Study. Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.
- Layzer, C., Rosapep, L., Barr, S. (2017). Student voices: Perspectives on peer-to-peer sexual health education. *Journal of School Health*, 87(7), 513-523.
- Kelsey, M., Layzer, C., Layzer, J. Price, C., Juras, R., Blocklin, M., & Mendez, J. (2016). Replicating ¡Cuidate!: 6-Month impact findings of a randomized controlled trial. *American Journal of Public Health*, 106(S1), S70-S77.
- Layzer, C., Rosapep, L, Barr, S. (2014). A peer education program: Delivering highly reliable sexual health promotion messages in schools. *Journal of Adolescent Health*, 54, S70-S77.
- Layzer, C. (2013). Using implementation science to support replication, scale-up, and ongoing monitoring. In T. G. Halle, A. J. Metz, & I. Martinez-Beck (Eds.), *Applying implementation science in early childhood settings*, pp.227-237. Baltimore, MD: Brookes.
- Layzer, C., Unlu, F., Maree, K. (2011). Using the Observation Measures of Language and Literacy Instruction (OMLIT) to Characterize Early Literacy Classrooms – Focus on Dual Language Learners (DLLs). In Howes, C., Downer, J.T., & Pianta, R. C. (Eds.), *Dual Language Learners in the Early Childhood Classroom*, pp. 147-232. Baltimore, MD: Brookes.
- Goodson, B.D., Layzer, C.J., Smith, W.C., Rimdzius, T. (2005). “Assessing Support for Language and Literacy in Early Childhood Classrooms: **The Observation Measures for Language and Literacy (OMLIT, 2004)**.” Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Montreal, Canada, April 14, 2005.

Selected Presentations:

- Layzer, C. (2018, November). Engaging learners in self-assessment. Presented at the Society of Pakistani English Language Teachers (SPELT) Annual Meeting, Karachi, Lahore, and Islamabad.
- Layzer, C., & J. Sharkey. (2018, November). Beginning qualitative teacher inquiry. Presented at the Society of Pakistani English Language Teachers (SPELT) Annual Meeting, Karachi, Lahore, and Islamabad.
- Layzer, C., Unlu, F., Clements, D., Sarama, J. (2017, April). *Persistence of effects of an early mathematics intervention based on learning trajectories on students' math*. Presented at the 2017 SRCD Biennial Meeting, Austin, TX.
- Germeroth, C., Sarama, J., Clements, D., Day-Hess, C., Layzer, C., Bodrova, E. (2017, April). *Play it high, play it low: Examining the reliability and validity of a new observation tool to assess children's make-believe play*. Presented at the 2017 SRCD Biennial Meeting, Austin, TX.

- Clements, D., Sarama, J., Layzer, C., Unlu, F., Germeroth, C., Fesler, L. (2017, April). Effects on mathematics and executive function of a mathematics and play intervention versus mathematics alone. Presented at the 2017 SRCD Biennial Meeting, Austin, TX.
- Chiappetta, M., Layzer, C., Bobronnikov, E. (2017, March). *Sharing lessons between the North and the South: What works to improve primary school reading rates*. Panel presentation at the Annual Meeting of the Comparative and International Education Society (CIES), Atlanta, GA.
- Clements, D., Sarama, J., Layzer, C., Unlu, F., Wolfe, C., Spitler, M.E. (2015, March). Longitudinal Evaluation of a Scale-up Model for Teaching Mathematics: Persistence of Effects Three Years After Treatment. Presented at the 2015 SRCD Biennial Meeting, Philadelphia, PA.
- Germeroth, C., Clements, D., Sarama, J., Layzer, C., Unlu, F., Fesler, L. (2015, March). *Math and math+scaffolded play interventions: Analyses of main effects on development of math competence and executive function*. Presented at the 2015 SRCD Biennial Meeting, Philadelphia, PA.
- Sarama, J., Clements, D., Layzer, C., Unlu, F., Wolfe, C., Spitler, M.E. (2015, March). *Longitudinal evaluation of a scale-up model for teaching mathematics with trajectories and technologies: Persistence of effects*. Presented at the 2015 SRCD Biennial Meeting, Philadelphia, PA.
- Lange, A., Layzer, C., Sarama, J., & Unlu, F. (2014, April). *Impacts on Oral Language of an Intervention Synthesizing Early Mathematics and Make-Believe Play*. Presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.
- Layzer, C., Unlu, F., Fesler, L., Germeroth, C., Sarama, J., & Clements, D. (2014, April). *Self-Regulation Impacts (Executive Function, Working Memory) of an Intervention Synthesizing Early Mathematics and Make-Believe Play*. Presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.
- Clements, D.H., Sarama, J., Layzer, C.L., Bodrova, E., & Leong, D. (2012, March). *The Efficacy of an Intervention Synthesizing Scaffolding Designed to Promote Self-Regulation with an Early Math Curriculum: Effects on Executive Function* [PowerPoint Slides]. Presented at the Spring 2012 conference for the Society for Research in Educational Effectiveness, Washington, D.C.
- Layzer, C., Unlu, F., Caswell, L. Boulay, B., Hurtig, R. (2009). *The Chicago Literacy Initiative: Making Better Early Readers (CLIMBERS) Study: Three Years of Findings from a Large-Scale Randomized Cluster Study*. Three papers presented at the Annual Meeting of the American Educational Research Association, San Diego, CA. (April, 2009).
- Layzer, C. (2008). *Project Upgrade: What does it take to improve early literacy outcomes for children in center-based day care settings?* Poster presented at Head Start's Ninth National Research Conference, Washington, D.C. (June 23, 2008).
- Layzer, J., Layzer, C., Goodson, B., Price, C. (2007). *Impacts of Preschool Literacy Curricula in Subsidized Care*. Paper presented at the 29th Annual Fall Research Conference of the Association for Public Policy Analysis and Management (APPAM), Washington, D.C. (November 10, 2007).

- Layzer, C. & Layzer, J. (2007). *Developing effective early childhood teachers: Findings from Project Upgrade*. Paper presentation at the State Administrators' Management Institute (SAMI) and Child Care Policy Research Consortium (CCPRC) Institute on the Intersection of Research, Policy, and Practice, July 31, 2007, Washington, D.C.
- Layzer, C.J., Goodson, B.D., and Layzer, J.I. (2006). "Developing emergent readers: A randomized trial of three early literacy curricula in child care classrooms serving low-income children." Paper presented at the Annual Meeting of the American Educational Research Association (AERA), San Francisco, CA, April 11, 2006.
- Layzer, C.J., Goodson, B.D., and Kupfer, A. (2006). "Caregivers becoming teachers: Can focused, mentor-driven professional development change instructional practice in day care serving low-income children?" Paper presented at the Annual Meeting of the American Educational Research Association (AERA), San Francisco, CA, April 7, 2006.
- Layzer, C.J. (2006). "Professional development for pre-school ESOL teachers." Paper-focused discussion presented at the Annual Convention of Teachers of English to Speakers of Other Languages (TESOL), Tampa, FL, March 16, 2006.
- Additional Presentations and Publications:***
- Same Early Literacy Curriculum: The Effects of Context and Implementation. Poster presented at the Annual Meeting of the Society for Research in Child Development, Denver, CO. (March 30, 2009).
- Layzer, C., Anderson, K., Chalhoub-Deville, M., van Broekhuizen, L. (2007). Study design: A study of the effectiveness of the Sheltered Instruction Observation Protocol (SIOP) in 4th and 5th grade classrooms in Georgia. Poster presented at the Annual Research Conference of the Institute of Education Sciences, U.S. Department of Education, Washington, D.C. (June 7, 2007).
- Layzer, C., Boulay, B., Unlu, F., Hurtig, R. (2007) The CLIMBERs study: Teacher impact findings from a randomized cluster design. Poster presented at the Annual Research Conference of the Institute of Education Sciences, U.S. Department of Education, Washington, D.C. (June 7, 2007).
- Boulay, B., Layzer, C., Unlu, F., Hurtig, R. (2007) The CLIMBERs study: Student impact findings from a randomized cluster design. Poster presented at the Annual Research Conference of the Institute of Education Sciences, U.S. Department of Education, Washington, D.C. (June 7, 2007).
- Layzer, C., Layzer, J., Martinez-Beck, I. (2007). Developing effective early childhood teachers: Findings from Project Upgrade. Presentation at the NAEYC 16th National Institute for Early Childhood Professional Development, Pittsburgh, PA. (June 12, 2007).
- Boulay, B. & Layzer, C. (2007). The CLIMBERs study: The effects of one year of Breakthrough to Literacy in preschool on classrooms and students. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL. (April, 2007).
- Goodson, B., Layzer, C., Price, C., & Layzer, J. (2007). Project Upgrade: A randomized controlled trial of the impacts of language and literacy curricula in child care centers in

- Miami-Dade County. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL. (April, 2007).
- Boulay, B. & Layzer, C. (2007). The CLIMBERs study: Early literacy impacts from the pre-K cohorts. Paper presented at the Annual Meeting of the Society for Research in Child Development, Boston, MA. (March 31, 2007).
- Layzer, C. (2002). "Adding ABCs to apple juice, blocks, and circle time." Working paper presented at conference on Assessing Instructional Practices in Early Literacy and Numeracy, sponsored by National Institute for Early Education Research and the Office of the Assistant Secretary for Planning and Evaluation (ASPE), U.S. Department of Health and Human Services; Cambridge, MA.
- Sharkey, J. and Layzer, C. (2000). Whose definition of success? Identifying factors that affect English language learners' access to academic success and resources. *TESOL Quarterly* 34 (2), 352-368.
- Layzer, C. and Sharkey, J. (2000). "Situated non-learning?: Identifying factors that affect English language learners' access to academic success." Poster presented at the Annual Meeting of the American Educational Research Association (AERA), New Orleans, Louisiana.
- Layzer, C. (2000). "Strategic sisterhood in a Latina sorority: Affiliation, recognition, and solidarity." Paper presented at the Annual Meeting of the American Educational Research Association (AERA), New Orleans, Louisiana.
- Layzer, C. (2000). "'Who's afraid of bilingual learners?': The role of teachers' attitudes and beliefs." Paper presented at the Spring Conference of the National Council of Teachers of English (NCTE), New York, New York.
- Layzer, C. (2000). "Constructing ethnic identity in a Latina sorority." Paper presented at the 21st Annual Ethnography in Education Research Forum, University of Pennsylvania, Philadelphia, Pennsylvania.
- Sharkey, J. and Layzer, C. (1999). "Critically analyzing 'success' for English language learners in mainstream classrooms." Presented at the Tenth Annual Three Rivers (TESOL) Fall Conference, Pittsburgh, Pennsylvania.
- Layzer, C. (1999). "Linguistic-cultural affiliation in a Latina sorority." Presented at the Eleventh Annual Conference on Ethnographic and Qualitative Research in Education, Teachers College, Columbia University.
- Sharkey, J. and Layzer, C. (1999). "Situated non-learning?: English language learners in high school classrooms." Presented at the Eleventh Annual Conference on Ethnographic and Qualitative Research in Education, Teachers College, Columbia University.
- Layzer, Carolyn J. and Sharkey, Judy A. (1999). Critical media literacy as an English language content course. In L. Semali and A. Watts Palliotet (Eds.), *Intermediality: Teaching critical media literacy*. Boulder, CO: HarperCollins.
- Layzer, Carolyn J. (1998). "Using topic portfolios to develop academic writing and presentation skills." Presented at the Ninth Annual Three Rivers TESOL Fall Conference, Indiana, Pennsylvania.

- Layzer, Carolyn J. and Sharkey, Judy A. (1998). "Integrating media literacy into high school English curriculum." Presented at the 88th Annual National Council of Teachers of English (NCTE) Conference, Nashville, Tennessee.
- Layzer, Carolyn J. and Sharkey, Judy A. (1998). "Navigating the global village with media literacy." Presented at the 32nd Annual TESOL Convention, Seattle, Washington.
- Layzer, Carolyn J. and Sharkey, Judy A. (1996). "Proficiency, portfolios, and learner development in the reading classroom." *Journal of Inquiry and Research*. Kansai Gaidai University, Osaka, Japan.
- Layzer, Carolyn J. (1996). "A Reading experiential learning cycle." *Language Teaching Ideas*. (2)1, pp.8-9.
- Sharkey, Judy A. and Layzer, Carolyn J. (1996). "Proficiency Portfolios: Facilitating Learner Development." Demonstration presented at the Teachers of English to Speakers of Other Languages 30th annual convention. Chicago, Illinois.
- Layzer, Carolyn J. and Sharkey, Judy A. (1995). "Proficiency Portfolios: Towards Learner Autonomy." Paper presented and participant involvement at Japan Association of Language Teachers 21st annual convention. Nagoya, Japan.
- Layzer, Carolyn J. (1994). "Making and Using Communication Games." Ninety-minute workshop presented for teachers of English at the National Teachers' Conference. San Jose, Costa Rica.
- Layzer, Carolyn J. and Sharkey, Judy A. (1993). "Problem Posing: A Demonstration." Demonstration presented at the Teachers of English to Speakers of Other Languages--Honduras 9th annual convention. Tegucigalpa, Honduras.

Owen Smith

Owen Smith

February 20, 2024

Mayor Sean Reardon
Newburyport School Committee
60 Pleasant Street
Newburyport, Massachusetts 01950

Dear Mayor Reardon:

I am sending this letter to express my interest in serving as the Newburyport Representative on the Whittier Vocational Technical High School Committee for the term beginning April 1, 2024 and ending March 31, 2027. I believe my experience in public service and knowledge of public infrastructure would greatly assist the Committee in meeting its obligations to all stakeholders, including students, taxpayers, educators, and staff.

The Whittier Regional Vocational Technical High School has an important mission, and I would be honored to serve as an appointed representative. As someone who works in an industry that relies on a skilled labor force, I know the importance of ensuring vocational programs keep up with the pace of technology and demand. As a school committee member, I will work to ensure that Whittier is providing cost effective instruction in the vocational fields and is adequately maintaining their infrastructure to provide this vital service. We must use our limited resources in a manner that allows equal access to vocational education and meets the future demands of the workforce. Having someone with diverse experience will help Whittier address the needs of the future.

I have 15 years of progressive experience in the railroad industry and in public service. My duties included oversight of railroad infrastructure within railroad company and Federal standards. I worked with contractors and company forces to maintain a safe and efficient transportation system. Other duties included monitoring safety compliance, creating capital program requests, and determining the cause of accidents and other infrastructure failures. This experience gives me the perspective to effectively uphold the public's interest and trust in the Whittier Regional Vocational Technical School District.



Owen Smith

Sincerely,

Owen D. H. Smith

EDUCATION AND CERTIFICATIONS

University of Delaware, Newark, DE (May 2009)

Bachelor of Engineering, Civil Engineering

Delaware Association of Professional Engineers (October 2008)

Engineer in Training Certificate #2003

EXPERIENCE

Secretary/Treasurer– AFGE Local 2814, Newburyport, MA

July 1, 2022 - Present

Elected officer of a nationwide local that represents 800 bargaining unit employees at the Federal Railroad Administration:

- Currently engaged in contract bargaining with the agency and serves as a member of the bargaining team for the local.
- Assists bargaining unit members with interpreting the Memorandum of Agreement and resolving disputes between management and labor.
- Serves as an advocate for improving working conditions for the bargaining unit.
- Works with management to identify ways the bargaining unit can better serve the public.
- Audits the local's membership roster to ensure accurate dues collection and payment of per capita tax.
- Responsible for submitting annual LM-3 and IRS 990 filings.
- Manages the local's finances and ensures expenditures and receipts conform to the annual budget.
- Compiles agenda documents for Executive Committee meetings and completes minutes of the meetings.

Railroad Safety Inspector (Track)– Federal Railroad Administration, Newburyport, MA

December 2017 - Present

Responsible for ensuring compliance with Federal regulations on over 2,500 miles of mainline track:

- Perform field audits of railroads for compliance with Roadway Worker and Track Safety regulations in Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, and Connecticut.
- Planned inspections based on risk, compliance history, and accident history. Developed a spreadsheet to assist with prioritizing inspection points.
- Initiate enforcement actions against railroads, companies, and individuals based on internal guidance.
- Investigate derailments, close calls, and other incidents to determine if Federal regulations were complied with.
- Mentor new Railroad Safety Inspectors to assist them with completing the on-the-job training process.
- Meet with senior leadership of railroads and FRA to discuss compliance issues.

Assistant Chief Engineer– Keolis Commuter Services, Somerville, MA

March 2016 – December 2017

Responsible for ensuring compliance with MBTA Commuter Rail Contract required maintenance work across the entire system:

- Oversee the daily track maintenance operation for the nation's 5th busiest commuter railroad.
- Manage approximately 175 union employees and 12 supervisors.
- Plan the annual installation of 50,000 cross-ties and 10 linear miles of rail.

- Develop and hold employees accountable for their safety performance.
- Instituted a fair and equitable discipline process.
- Conduct frequent inspections to determine asset condition.
- Work with multiple departments to improve safety performance.
- Investigate safety incidents and document findings.

Rail Engineer– HDR Engineering, Boston, MA

January 2014 – March 2016

Worked as a consultant to state agencies focusing on the area of Railroad Track Design and Maintenance:

- Perform preliminary design work for yard and layover facilities for various MassDOT sponsored projects in the Commonwealth of Massachusetts.
- Issue bid documents and technical specifications for heavy repair and construction projects sponsored by MassDOT.
- Conduct site visits to assess constructability and determine client needs.
- Obtain and review field surveys for future design work.
- Provide guidance to other staff regarding industry practice and relevant design standards.
- Perform cost estimate work for track construction and maintenance projects.

Roadmaster of Production – Massachusetts Bay Commuter Railroad, Somerville, MA

January 2013 – January 2014

Responsible for ensuring compliance with MBTA Commuter Rail Contract required maintenance work across the entire system:

- Supervise 40 union employees on production tie and rail gangs.
- Perform pre-trip inspections of project areas to plan for efficient use of labor and material.
- Estimate quantities of required material, submit project schedules and project completion dates for various rail and tie projects.
- Monitor work processes through various stages of the production sequence to ensure quality standards are met.
- Analyze and implement work processes and procedures to improve safety and efficiency.
- Oversaw MBCR personnel during the 2013 Cape Flyer upgrade project where 20,000 ties were installed over approximately 20 miles of track. Coordinated with MBTA, Massachusetts Coastal Railroad, project consultants, and contractors to ensure the Middleborough to Buzzards Bay section of track was completed on time.

Roadmaster – CSX Transportation, Point of Rocks, MD

January 2011 – January 2013

Responsible for daily maintenance of over 150 miles of mainline track:

- Directly supervised 30 contract employees, ensuring safe work practices, rules compliance, and productivity.
- Coordinated manpower to meet the needs of capital projects, outside party requests, and daily maintenance.
- Ensured that FRA Part 213 defects, detected rail defects, and geometry car exceptions were handled with the appropriate remedial actions in a timely manner.
- Supervised track inspectors to ensure that defects were being addressed correctly and that the proper frequency was met.
- Planned work and allocated resources to ensure necessary maintenance was completed with minimum disruption to operations.
- Built rapport with state, county, and municipal governments to address road crossing and storm water management issues affecting CSX Right of Way and local communities.
- Worked with industries regarding switch installations and quarterly inspections.
- Led the restoration of train service after major snowstorms, hurricanes, and derailments.
- Provided input and reviewed design recommendations from CSX's general engineering consultant.

SKILLS

Proficient in MS Office Suite (Word, Excel, PowerPoint, Outlook); Working knowledge in ArcGIS and Microstation; Basic knowledge of AutoCAD

FRA certified track inspector

MEMBERSHIPS AND HONORS

- Full Member – American Railway Engineering and Maintenance of Way Association (2008–Present)