JAMES MADISON UNIVERSITY.

COMMONWEALTH OF VIRGINIA
STANDARD CONTRACT

Contract No. UCPJMU6828

This contract entered into this 21st day of February, 2024, by Dainis and Company, Inc, hereinafter called the "Contractor" and Commonwealth of Virginia, James Madison University called the "Purchasing Agency".

WITNESSETH that the Contractor and the Purchasing Agency, in consideration of the mutual covenants, promises and agreements herein contained, agree as follows:

SCOPE OF CONTRACT: The Contractor shall provide the services to the Purchasing Agency as set forth in the Contract Documents.

PERIOD OF PERFORMANCE: From February 21, 2024 through February 20, 2025 with four (4) one-year renewal options.

The contract documents shall consist of:

(1) This signed form;

(2) The following portions of the Request for Proposal RFP FDC-1189 dated October 2, 2023
   - (a) The Statement of Needs,
   - (b) The General Terms and Conditions,
   - (c) The Special Terms and Conditions together with any negotiated modifications of those Special Conditions;
   - (d) Addendum No. One October 24, 2023

(3) The Contractor's Proposal dated October 30, 2023 and the following negotiated modification to the Proposal, all of which documents are incorporated herein.
   - (a) Negotiations Summary, dated January 18, 2024

IN WITNESS WHEREOF, the parties have caused this Contract to be duly executed intending to be bound thereby.

CONTRACTOR:	PURCHASING AGENCY:
By: Amanda Dainis (Signature)	By: [signature] (Signature)
Amanda Dainis (Printed Name)	Doug Chester (Printed Name)
Title: CEO	Title: Buyer Senior

RFP # FDC-1189 Sponsored Programs Evaluation Services
Negotiation Summary for Dainis and Company, Inc.

January 18, 2024

1. Parties agree that this Negotiation Summary modifies RFP# FDC-1189 and the Contractor's initial response to RFP# FDC-1189, and in the event of conflict this negotiation summary shall take precedence.

2. Contractor's pricing schedule for the Purchasing Agency is as follows:

Roles	Onsite Hourly	Offsite Hourly
Program Evaluator II	$198.00	$178.00
Program Evaluator I	$178.00	$148.00
Analyst	$118.00	$98.00
Psychometrician II	$248.00	$218.00
Psychometrician I	$188.00	$168.00
Evaluation / Project Assistant	$92.00	$62.00

3. Dainis and Company, Inc. and JMU will engage in discussions regarding projects as the need arises. Both parties will collaboratively establish a clear scope of work, and a consensus will be reached on the applicable hourly rate(s) and reimbursable expenses for the project as may be mutually agreed upon in advance.

   The Contractor shall not be reimbursed for, nor will James Madison University purchase, any operational needs or expenses of the Contractor, which includes, but is not limited to, office supplies and equipment, computers and accessories, and office furniture.

4. Billable hours shall be for actual work hours on authorized projects/tasks rounded to the quarter hour.

5. Should travel be required during the term of this contract, all travel Contractor billing for travel related expenses must invoice in accordance with the U. S. General Services Administration (GSA) for lodging, meals and incidental expenses at the time of travel, which can be referenced at: http://www.jmu.edu/finprocedures/4000/4215mie.shtml.

   Transportation for air travel and car rental will be paid at cost with Contractor providing a documented receipt to the University. Contractor shall book air travel and car rental to ensure expenses remain economical. Air fare shall be reimbursed for coach/standard with no upgrades and car rental shall be reimbursed for standard with no upgrades.

6. Contractor shall provide detailed invoicing to include project title, number of hours worked onsite and/or offsite, role of individual(s) performing the work, and specific tasks performed.

7. The University may also request that these services be provided as a fixed-fee project, as would be mutually agreed to prior to services being rendered, with deliverables billed upon completion of milestones.

8. The Purchasing Agency reserves the right to reject any assigned personnel at any time with or without cause. Contractor shall provide a suitable replacement within a timely manner.

9. Contractor has disclosed all potential fees. Additional charges will not be accepted.

October 30, 2023

Dainis and Company, Inc.

Psychometrics and Evaluation

Response to RFP # FDC-1189: Sponsored Programs Evaluation Services

JAMES MADISON UNIVERSITY

Contact for Proposal

Amanda Dainis, PhD | CEO
Amanda@DainisCo.com
www.DainisCo.com

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RESPONSE TO REQUEST FOR PROPOSAL

RFP # FDC-1189

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Appendices

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REQUEST FOR PROPOSAL

RFP# FDC-1189

Issue Date: **October 2, 2023**

Title: **Sponsored Programs Evaluation Services**

Issuing Agency: **Commonwealth of Virginia**
James Madison University
Procurement Services MSC 5720
752 Ott Street, Wine Price Building
First Floor, Suite 1023
Harrisonburg, VA 22807

Period of Contract: From Date of Award Through One Year (Renewable)

Sealed Proposals Will Be Received Until 2:00 PM on November 2, 2023 for Furnishing the Services Described Herein.

SEALED PROPOSALS MAY BE MAILED, EXPRESS MAILED, OR HAND DELIVERED DIRECTLY TO THE ISSUING AGENCY SHOWN ABOVE.

All inquiries for information and clarification should be directed To: Doug Chester, Buyer Senior, Procurement Services, chestefd@jmu.edu; 540-568-4272; (Fax) 540-568-7935 not later than five business days before the proposal closing date.

NOTE: THE SIGNED PROPOSAL AND ALL ATTACHMENTS SHALL BE RETURNED.
In compliance with this Request for Proposal and to all the conditions imposed herein, the undersigned offers and agrees to furnish the goods/services in accordance with the attached signed proposal or as mutually agreed upon by subsequent negotiation.

Name and Address of Firm: Dainis & Company, Inc.	By: Amanda Dainis *(Signature in Ink)*
3210 Wards Lane	Name: Amanda Dainis *(Please Print)*
Broadway, VA 22815	
Date: October 30, 2023	Title: CEO
Web Address: www.DainisCo.com	Phone: (540) 435-6784
Email: amanda@dainisco.com	Fax #: n/a

ACKNOWLEDGE RECEIPT OF ADDENDUM: #1 **AD** #2_____ #3_____ #4_____ #5_____ (please initial)

SMALL, WOMAN OR MINORITY OWNED BUSINESS:
☒ YES; ☐ NO; *IF YES* ⇒⇒ ☒ SMALL; ☒ WOMAN; ☐ MINORITY ***IF MINORITY***: ☐ AA; ☐ HA; ☐ AsA; ☐ NW; ☐ Micro

Note: This public body does not discriminate against faith-based organizations in accordance with the *Code of Virginia*, § 2.2-4343.1 or against an offeror because of race, religion, color, sex, national origin, age, disability, or any other basis prohibited by state law relating to discrimination in employment.

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DAINIS AND COMPANY, INC.
PSYCHOMETRICS AND EVALUATION

October 30, 2023

Commonwealth of Virginia
James Madison University
Procurement Services MSC 5720
752 Ott Street, Wine Price Building
First Floor, Suite 1023
Harrisonburg, VA 22807

Re: Sponsored Programs Evaluation Services (RFP# FDC-1189

Dear Mr. Chester and Selection Committee:

I'd like to thank you for considering Dainis and Company, Inc. as your partner for sponsored programs evaluation services. We appreciate this opportunity to present our services to James Madison University.

We are firm that is passionate about helping organizations and programs with their research and evaluation needs. We specialize in applying data analysis, evaluation science, and assessment and measurement techniques in a variety of contexts and settings. We offer the unique combination of a leader in the psychometric field with the personal attention and hands-on executive involvement that only a small business can offer. We apply our knowledge, years of experience, and industry-leading assessment tools to support clients around the country and globe in achieving their research, evaluation and assessment objectives.

We like to say that we've been "making psychometrics and evaluation easy (and even fun!) since 2008" and we have enjoyed supporting departments across the JMU campus with evaluation services since 2012. We love working with organizations that are engaged and making an impact in their communities – which is something JMU does very well.

Again, thank you for considering our firm in your process. We are prepared to begin work immediately, and we look forward to hearing from the selection committee. Please do not hesitate to contact me with questions or comments. Thank you for all you do.

Sincerely,

Amanda Dainis

Amanda Dainis, PhD, MPA
CEO
Dainis & Company, Inc.

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UNDERSTANDING OF STATEMENT OF NEEDS

It is our understanding from Section IV of the Request for Proposals that James Madison University seeks to contract with an experienced Contractor(s) to provide evaluation services on an as-needed basis for the various externally-funded programs at the University. Contractors should have expertise in program evaluation and research design, management of complex, multi-site evaluation projects with multiple stakeholders, and scientific research methodologies including the development of surveys and other data collection instruments as well as sampling, testing, and statistical analysis. Contractors should also have experience related to a regulatory environment and compliance, such as the Health Insurance Portability and Accountability Act (HIPAA), and working with Institutional Review Boards or Institutional Animal Care and Use Committees. At the request of the University, Offerors shall create logic models, develop evaluation design plans that include formative and summative assessments and both qualitative and quantitative evaluation methods, create and implement data collection and sampling plans, conduct analyses, write reports, and disseminate results. Some programs may require evaluators with specific skills related to a particular field (i.e. biology, education, human services, engineering).

Plan and methodology for providing the goods/services as described in Section IV.

Below we have outlined our approach to providing the services requested. Per the instructions of the RFP, we have listed each of the items in Section IV of the request for proposals and have responded to each item in detail.

Describe in detail your firm's approach to each of the following items. Failure to provide responses to the items listed below may result in rejection of the proposal.

IV.A. Describe in detail the firm's qualifications and expertise in providing evaluation services to organizations similar in size and scope to James Madison University.

Dainis & Company, Inc. is a certified small woman-owned business that provides psychometric and evaluation services to clients across the United States and globe. We have provided research and evaluation services since 2008, and have significant experience working with agencies and programs aiming to change knowledge, skills, and behaviors among youth and young adult populations. We partner with school districts to conduct research and monitor behaviors, with nonprofit organizations to conduct impact studies of educational programs, and with Institutions of Higher Education to rigorously evaluate large-scale, federal grant projects. In 2018, our firm was awarded a cooperative contract for Sponsored Program Evaluation Services at James Madison University, and we have provided evaluation design and implementation services for multiple departments including the School of Nursing and Institute for Innovation in Health and Human Services within the College of Health and Behavioral Studies, as well as X-Labs within the College of Business, and Department of Biology within the College of Science and Mathematics.

Dainis & Company has partnered with school districts and localities to analyze and report youth risk and protective factors through implementation of the Youth Risk Behavior Survey in Nelson County (2010), Lynchburg City (2010, 2012, 2015, 2018, 2020, 2022), and Harrisonburg City & Rockingham County (2011, 2013, 2015, 2017, 2019, 2021). Additionally, Dainis & Company has served as lead program evaluator for projects for drug and alcohol prevention and teen pregnancy and sexually transmitted infection prevention. Dainis & Company has served as lead evaluator for multiple substance use prevention projects: a Strategic Prevention Framework State Incentive Grant (SPF-SIG) from 2010-2012 for Rockingham County funded by SAMHSA; as well as a Drug Free Communities (DFC) grant and Alcohol Beverage Control grant for the

(Section IV.A. cont'd)

Futuro Latino Coalition in Harrisonburg/Rockingham County (2014-2019). The team also provided monitoring and evaluation efforts for Midwives for Haiti, designing qualitative and quantitative surveys for midwives regarding their experience with mobile data collection tablets and their opinions of the mobile data collection pilot in 2016-17.

Since 2012, Dainis & Company has served as lead evaluator for James Madison University's SexEdVA (formerly Teen Pregnancy Prevention Program) on grants funded by the U.S. Department of Health and Human Services: the Personal Responsibility Education Program (2012-present) the statewide Virginia Personal Responsibility Education Program Innovative Strategies project (2016-2021); the Appalachian Replication Project (2020-2023); and the Disability-Inclusive Sexual Health Network (2020-2023).

From 2018-2023, Dainis & Company served as the external evaluator for James Madison University School of Nursing's Project UPCARE – Undergraduate Primary Care and Rural Education grant funded by the Health Resources and Services Administration.

We currently serve as the external evaluator for the University of Mississippi Medical Center (UMMC) School of Nursing's grant project "Building a Strong Future for Nursing in Mississippi" funded by the Bower Foundation. The project is aimed at increasing the number of certified nurses, nurse educators, and nurse leaders across Mississippi to improve health outcomes.

We have also recently began providing services to the University of Alabama Capstone College of Nursing. We are currently conducting an Appreciative Inquiry assessment including the design and implementation of focus groups, interviews, qualitative and quantitative data analysis and reporting that will inform the development of strategic goals and priorities for the College and are also currently under contract to provide grant writing and evaluation services support for Capstone College of Nursing faculty interested in securing grant funding.

Through work on these projects over the past thirteen years, our firm has gained extensive experience navigating the full lifecycle of research projects from initial research design and methodology to the final draft of the report and recommendations.

IV.B. Provide a detailed description of the firm's areas of expertise (i.e. biology, education, human services). Include general and specific evaluation design specialties/expertise.

Dr. Amanda Dainis is a PhD-level psychometrician, and her background of measurement theory and application greatly benefits the projects for which she is the evaluator. Any project outcome that is not measured properly deters from the proven success of the program itself. Using psychometric tools to develop outcome measures benefits not only the evaluation precision of the process, but also the program as a whole. Psychometric validity for the measures and the data collection methods will maximize the accuracy with which the knowledge, skills, behavior are measured, and enhance the overall program evaluation efforts.

Dainis & Company, Inc. has an additional Senior Psychometrician on staff who specializes in Industrial/Organizational Psychology with an emphasis in measurement and statistics. This expertise allows us to assist companies and organizations with job analysis, competency modeling, test development and validation, and legal requirements for employee selection procedures. We also have two Associate Psychometricians on staff with graduate degrees in psychology – one with a concentration in experimental psychology and the other with a concentration in Behavior Analysis.

(Section IV.B. continued)

In terms of experience with program evaluation, our primary expertise is in evaluating public health/human services, and education programs.

Public Health/Human Services: Our firm has extensive experience (as outlined above) measuring youth risk behaviors, substance-use prevention efforts, teen pregnancy prevention and sexual risk reduction/avoidance activities, maternal/infant health, and woman's health. We have worked with programs at Sentara RMH Community Health, JMU's Institute for Innovation in Health and Human Services, JMU's School of Nursing, University of Mississippi Medical Center, and University of Alabama Capstone College of Nursing and Midwives for Haiti to evaluate program impacts and inform continuous quality improvement efforts. Additionally, from 2015-2021 we provided consultation to the National Public Health Accreditation Board for their psychometric, accreditation, and evaluation efforts.

Education: Dainis and Company also has experience evaluating education programs. We served as the evaluation consultant for a large 21st Century Community Learning Center grant serving Harrisonburg City from 2012-2015, requiring the creation of several youth, parent, and teacher/school surveys to measure program outcomes. Additionally, Dainis & Company, Inc. was selected to provide external evaluation services for federal grant projects for the Hawaii Department of Education from 2018-2021.

General/Specific Evaluation Design Expertise: We have extensive experience in both formative and summative evaluation design, and love taking on new challenges and projects that require problem-solving and creative thinking. We have expertise and experience in research design, instrument development, data analysis, and reporting, detailed further below.

Research Design:

Taking the time at the start of a project to carefully develop your research design will help make the project run as smoothly as possible with minimum spending of effort, money and time. Our experts will guide you through the research design process to determine the scope and purpose, variables, and data needs specific to your program or project. We will assist you in the effective front-end development of a cohesive methodology, sampling plan, data collection plan, and analysis plan that will allow for the smooth implementation of your research project. Once the research design has been finalized, our experts will assist with data collection, analysis, and interpretation of results.

While we specialize in quantitative research design and analysis, we also have experience with qualitative research design and implementation, conducting interviews and focus groups, and theming/analyzing qualitative data. We have experience developing and implementing various types of evaluation designs, including: randomized controlled-trial design (RCT), quasi-experimental, correlational, and causal/comparative.

Instrument Development:

Your program is only as good as the instruments you use to measure its impact, and with a background in psychometrics, creating surveys and other measurement instruments is our specialty. Our experts will work with you to understand your measurement needs and develop tools and instruments that are valid, reliable, and usable.

(Section IV.B. continued)

Data Analysis:

Our staff is skilled in both quantitative and qualitative data analysis ranging from descriptive statistics to complex psychometrics and multivariate statistics. We have specific experience with the following design and analysis methodologies:

- Item Response Theory (IRT) – unidimensional and multidimensional
- Computer Adaptive Testing (CAT)
- Linear-on-the-Fly Testing (LOFT)
- Equating (multiple methods)
- Differential Item Functioning (DIF)
- Generalizability Theory
- Exploratory and Confirmatory Factor Analyses
- Structural Equation Modeling (SEM)
- Multivariate analysis of variance (MANOVA)
- Multivariate regression

Reporting:

Communicating the results of your program or project to stakeholders is crucial to sustainability, support, and continuous quality improvement efforts. Dainis and Company, Inc. will analyze and interpret your data and write evaluation reports to funders as well as help you develop appropriate communication methods for other stakeholders.

IV.C. Describe in detail the firm's prior evaluations of externally-funded projects, specifically any evaluations provided for governmental entities and institutions of higher education. Include a list of projects, funding agency, contact information to include name, phone number, and email address, and nature of the project as well as any additional information that would be helpful in evaluating the capacity and complexity of past projects.

In addition to the description of our evaluation experience earlier in this proposal, Dainis & Company has served as the evaluation consultant on several federally-funded, state-funded, and locally-funded projects. The following list details our prior experience with evaluations of externally-funded projects.

1. **Project Name:** Harrisonburg-Rockingham Youth Data Survey
   Organization: Institute for Innovation in Health and Human Services, JMU
   Funding Agency: Substance Abuse Mental Health Services Administration; United Way
   Contact: Jennifer Rea / reajl@jmu.edu / (540) 568-2559
   Nature of Project: Every two years, the Institute for Innovation in Health and Human Services surveys half of all Harrisonburg/Rockingham County 8th, 10th, and 12th grade students (2,000+) using a locally developed survey based in part on the YRBS and the national PRIDE survey. Dainis and Company has served as lead evaluator on six (6) survey administrations, conducting data analysis and producing a final report to share findings related to youth risk and protective factors in both graphic and narrative form, including the use of infographics. In 2014, Dainis and Company facilitated a revision of the locally developed survey with input from community stakeholders.

(Section IV.C. continued)

2. **Project Name:** Strategic Prevention Framework State Incentive Grant (SPF SIG)
   Organization: Sentara RMH Community Health
   Funding Agency: Substance Abuse Mental Health Services Administration
   Contact: Erica Rollins / ERROLLIN@sentara.com / (540) 564-7004
   Nature of Project: Dainis and Company worked with the Strong Families/Great Youth Coalition to conduct a needs assessment regarding underage drinking in Rockingham County and develop a framework to decrease the number of alcohol-related motor vehicle crashes in Rockingham County among 15-24 year old youth. This project was funded by a Strategic Prevention Framework State Incentive Grant under the direction of the Substance Abuse and Mental Health Services Administration (SAMHSA). The SPF SIG prioritized communities in Virginia with the highest number and per capita rates of alcohol-related motor vehicle crashes among 15-24 year olds.

3. **Project Name:** JMU Personal Responsibility Education Program
   Organization: Teen Pregnancy Prevention
   Funding Agency: Family Youth Services Bureau
   Contact: Kim Hartzler-Weakley / hartzlkm@jmu.edu / (540) 568-7083
   Nature of Project: Dainis and Company has served as lead evaluator for three cycles of federal grant funding (totaling over $4 million) awarded to James Madison University's SexEdVA. The Competitive Personal Responsibility Education Program has served over 5,000 middle and high school students each year from 2012 – present. Dainis and Company oversaw the evaluation plan and data analysis to determine program impacts on knowledge and skill gains, identify gaps to inform continuous quality improvement of programming, and share key findings with funders and stakeholders.

4. **Project Name:** Virginia Personal Responsibility Education Innovative Strategies Program
   Organization: Teen Pregnancy Prevention
   Funding Agency: Family Youth Services Bureau
   Contact: Kim Hartzler-Weakley / hartzlkm@jmu.edu / (540) 568-7083
   Nature of Project: The Virginia Personal Responsibility Education Program Innovative Strategies (VPREIS) project was a $4.5 million grant project awarded to JMU's SexEdVA from 2016-2021. Dainis and Company served as the lead researcher for this randomized control trial design study to evaluate the effectiveness of an innovative online sexuality education intervention among high-risk youth in detention centers, alternative education settings, and Community Services Boards across Virginia. The study findings were reviewed by the Federal Teen Pregnancy Prevention Review, receiving a high-quality rating for the study design and the program was added to the list of evidence-based programs.

5. **Project Name:** Drug Free Communities Grant
   Organization: Futuro Latino Coalition
   Funding Agency: Substance Abuse Mental Health Services Administration (SAMHSA)
   Contact: Kim Hartzler-Weakley / hartzlkm@jmu.edu / (540) 568-7083
   Nature of Project: The Drug Free Communities Grant from SAMHSA was a multi-year project with the mission to reduce and prevent alcohol and substance use by Latino youth in Harrisonburg and Rockingham County through community action, education, reducing barriers, providing support and ongoing collaboration to influence positive and lasting change. Dainis & Company provided program evaluation and data analysis for the coalition from 2014-2020 to measure the coalition's impact among local youth.

(Section IV.C. continued)

6. **Project Name:** 21st Century Community Learning Center Grant
   Funding Agency: Virginia Department of Education
   Contact: Jolynne Bartley / bartl2jx@jmu.edu / (540) 568-4113
   Nature of Project: The Reading Road Show – Gus Bus was awarded a three-year grant totaling $600,000 from the Virginia Department of Education from 2012-2015. Dainis & Company, Inc. served as an evaluation consultant for the three-year project and assisted program leadership and staff in the development and implementation of new survey and data collection instruments to measure program outcomes and impacts more accurately and efficiently.

7. **Project Name:** Undergraduate Primary Care and Rural Education Project (UPCARE)
   Funding Agency: Health Resources and Services Administration
   Contact: Erika Metzler-Sawin / sawinem@jmu.edu / (540) 568-5070
   Nature of Project: Project UPCARE was a five-year grant awarded to JMU's School of Nursing with the goal of increasing the workforce of nurses with bachelor's degrees working in rural, underserved primary care settings. Dainis & Company, Inc. served as the external evaluator for the duration of the project to track and measure student interest in working in primary care, knowledge and competencies related to primary care, and also evaluated the quality and cost-effectiveness of care provided by primary care nurses at the UPCARE practice sites.

8. **Project Name:** Disability-Inclusive Sexual Health Network (DSHN)
   Funding Agency: Office of Adolescent Health
   Contact: Kim Hartzler-Weakley / hartzlkm@jmu.edu / (540) 568-7083
   Nature of Project: The DSHN project was a 3-year grant (2020-2023) to establish and support a statewide network of community-based partners developing innovative resources and interventions targeting the sexual health education needs of youth with intellectual and developmental disabilities. Dainis & Company, Inc. served as the external evaluator for the project and was responsible for developing and implementing a monitoring and evaluation plan for the entire project, as well as providing evaluation support to each of the partners as they developed, tested, and refined their innovative interventions. Services included evaluation design, logic model development, survey instrument development, data analysis, and reporting.

9. **Project Name:** The Appalachian Replication Project (ARP)
   Funding Agency: Office of Adolescent Health
   Contact: Kim Hartzler-Weakley / hartzlkm@jmu.edu / (540) 568-7083
   Nature of Project: The ARP was a 3-year grant (2020-2023) to support adolescent health in Southwest Virginia through evidence-based programming, training and technical assistance, and community capacity building. The project partnered with schools and community organizations to implement evidence-based programs, providing training, funding, materials, and technical assistance to reduce teen pregnancies and sexually transmitted infection rates significantly. Dainis & Company, Inc. served as the external evaluator for the project, providing services including evaluation design, survey instrument development, data analysis, and reporting for both internal continuous quality improvement as well as reporting to stakeholders and the funder.

IV.D. Describe any innovative or creative design approaches or strategies.

We understand that every program is different and has its own unique needs and challenges. We really enjoy the process of developing creative strategies to meet the varying needs of our clients' programs. We have experience developing incentive structures to increase recruitment and retention, as well as developing non-monetary recruitment and retention strategies. As the world becomes increasingly connected and tech-driven, evaluation will continue to evolve, and new technological approaches must be incorporated in research design. In addition to creating surveys and measurement instruments using psychometric principles and methods that increase validity and reliability, Dainis & Company, Inc. has experience developing innovative computer-based survey items that feel more like games and less like survey questions or assessments. These types of items when applicable to the evaluation project increase response rates and can provide rich data points for analysis. We have found this to be particularly true when engaging youth and young people in program evaluation activities.

IV.E. Describe in detail the firm's evaluation planning and implementation methodology to include the following:

1. Allocation of staff

If selected as an evaluation services provider, you can expect the following from Dainis & Company, Inc. staff:

- Assistance with proposal writing – We are available to assist in the grant proposal development process by writing, preparing, and/or reviewing evaluation plans, logic models, and other materials required for a competitive proposal submission.

- Kickoff Meetings – Our evaluation team will meet with the project team working on the sponsored program to develop a management and implementation plan to start the project off right and keep the project and evaluation activities on schedule.

- Regular communication and meetings – Our evaluation team will hold regular meetings with project staff to ensure that the project stays on schedule and will work to maintain open lines of communication. Our staff is always available for questions, conversations, and troubleshooting and is accessible by phone/email and for in-person meetings as needed.

- The following DC Inc. staff will be allocated to evaluation projects (resumes included in Section H):

  - Dr. Amanda Dainis – CEO/Lead Psychometrician/Lead Evaluator
  - Michael Maurice – Senior Project Manager / Evaluator
  - Kathy Tuzinski – Senior Psychometrician (as needed for survey development and quantitative analysis)
  - Paige Fischer – Associate Psychometrician / Evaluator
  - Charles Nastos – Associate Psychometrician / Evaluator
  - Meranda Lokey – Lead Administrator/Project Assistant

- We will consult with the JMU project team to determine the specific evaluation needs of each project and allocate staff accordingly to ensure the best fit for the program. We work efficiently and fluidly, and we easily designate which staff member is the best fit for each client and each project. These staff-client relationships are essential to the success of any project, and we build them to last.

2. Management methods

One of the benefits of working with our firm is that we are small and able to be responsive and flexible to meet the varying needs of our clients. Our small yet mighty team is managed by CEO Amanda Dainis, but all staff are self-starters and highly capable individuals. We follow principles of Integrated Project Management (IPM) and use the following methods to manage our projects:

- Regular Meetings/Calls/Check-ins with the Project Team– we are available to meet either in-person or via conference call and like to schedule regular times for our team to check in with the project team.

- Project Management Software – we use Microsoft Sharepoint for project management but are also flexible and willing to use other project management software applications if the project team prefers. For other JMU projects we have used Slack and ClickUp applications.

- Internal Meetings – In addition to our client meetings, we also have regularly scheduled internal team meetings to ensure that all deliverables are met on schedule and within budget.

We incorporate an Integrated Project Management Approach to our projects. IPM is a collection of processes that ensure various elements of projects are properly coordinated. The processes are outlined below.

1. Project Charter: The project charter is "ground zero" for the project. It provides all stakeholders an initial delineation of the roles and responsibilities of different resources. It also outlines the objectives of the project and identifies the key stakeholders.

2. Project Scope: Developing the project scope is usually the second step after outlining the project charter. This is where you specify the goals and objectives of the project.

3. Project Management Plan: The project management plan documents all other plans and processes associated with the project. For evaluation projects, this usually includes the evaluation plan, sampling plan, data collection plan, and analysis/reporting plan/timeline.

4. Project Execution: The project management plan is just that - a plan. You also need to direct and manage the execution of the project. Our evaluators and project assistant manage the implementation of the plan.

5. Project Monitoring: Our team monitors progress to ensure that deliverables are being met, milestones are achieved, and that the project is progressing towards the goals and objectives laid out in the Project Charter.

(Section IV.E.2. cont'd)

6. Change Control: We are committed to continuous quality improvement and are constantly engaging in self-reflection and evaluation of our projects. If something could be done better

CUSTOMER SERVICE STANDARDS

Due in part to our small size, we can provide quick and efficient turn-around for any issues that arise. We pride ourselves on our flexibility, availability, and our team-based approach for clients. We apply the following service standards to our approach, work, and interactions with clients. These are standards by which everything we do is measured.

Our Service Standards	
Quality	*We listen to our clients and continuously find ways to improve our services*
Caring	*We connect with each client on a human level, taking complete ownership of every opportunity to serve*
Choice	*We understand each client's unique needs and find the right solutions to meet those needs*
Value	*We anticipate our client's needs, allowing them to gain maximum value from each contact with Dainis and Company, Inc.*
Accessibility	*We respond to our clients in a timely manner through the channel of their preference*
Fun	*We work to make experiences and projects with our clients as enjoyable as possible*

We can talk all day about our commitment to excellence in customer service and project performance, but we think it is more important for you to hear what other people say about working with us. Quotes from former and current clients can be found on our website: www.DainisCo.com. We also invite you to reach out to our references about their experiences working with Dainis and Company, Inc.

3. Systems to ensure maintenance of complete and accurate records

If the research design allows, ongoing data collection is monitored weekly by the evaluators. For example, in a recent project, a data specialist on the internal grant staff provided the evaluator weekly updates with regards to any new data that was collected. The evaluator would then check the new response strings to ensure there was minimal missing data, the PIN (personal identification number – see next section for details) was entered properly, and that their response was within the timeframe established by the research plan. If any of these things were questionable, the evaluator worked with the staff member to figure out a solution. By doing this on a weekly basis, it is easier to fix issues that arise efficiently and effectively.

If data collection is completed on one occasion, the evaluator will immediately check for any data issues. Both types of data collection (ongoing and single-occasion) require extensive quality assurance (QA) processes before instruments become operational. Our team has QA-tracking workbooks for each project, in which dates, comments, notes, and adjustments are tracked. For example, online surveys must be trialed on multiple browsers and mobile devices to ensure compatibility.

4. Processes in place to protect personally identifiable information

The protection of personally identifying information (PII) is a central focus of our evaluation methodology. From the time of the proposal submission to the presentation of the final report to stakeholders, PII is protected from exposure to any unnecessary parties, even if they are a part of our project team. The personnel involved in the process is divided into two categories: Those that have access to the PII and those that have access to the response data. There is no overlap between these two categories, and their specific tasks and duties are outlined in the following paragraph.

The most common method of protection our evaluators use is the assignment of a PIN to each study participant. This PIN is the connection between two separate pieces of data: The PII and the instrument responses. Usually, there is one person on the internal grant team who assigns PINs to study participants. This information is kept in a password-protected Excel document (a template can be provided) on a password-protected machine. It is never accessed by anyone on the evaluation team.

This PIN is then entered by each study participant when they are responding to a measurement instrument. The evaluation team, after exporting or manually entering the responses into appropriate software (Excel, SPSS) can then use the PIN to match response strings that were collected at different times. Usually, this is pre-program and post-program implementation to attempt to determine if the program had any effect on the constructs being measured. Again, this data is always stored in a password-protected database on a password-protected machine. The staff member with access to the PII never has access to this raw data.

Our data collection, access, and storage processes have been approved by multiple Institutional Review Boards, including the IRBs for James Madison University, the Virginia Department of Juvenile Justice, and Rockingham Memorial Hospital.

5. Potential use of subcontractors

Dainis & Company, Inc is a certified SWaM vendor (certificate number 724193). We are certified as both a small business enterprise and a woman-owned business enterprise. We do not anticipate using subcontractors for sponsored programs evaluation services, as we have the talent and skills necessary to conduct the work. If it becomes necessary to subcontract work for projects, we will consult with JMU beforehand and make every effort to ensure that the subcontractor is also a certified SWaM vendor.

6. Commitment to project completion within time and budget constraints

We have a strong track record with our clients of ensuring that program evaluations and projects stay on track within both time and budget constraints. We understand that with any project (especially grant projects), there are usually unforeseen challenges to overcome and we enjoy helping project teams problem-solve. In addition to our talented evaluators and psychometricians on staff, each project is assigned a Project Manager who is skilled at ensuring projects are completed on schedule and within budget and is in regular communication with the project team.

F. Describe your firm's quality control process, including mechanisms to detect and reduce fraud and errors in data collection.

Data fraud and errors in data collection are greatly reduced by designing a research plan that will prevent such occurrences. Considerations regarding logistics of data collection (personnel involved, timing, detailed procedures), objective access to raw data, and consistent data cleaning and monitoring techniques are essential so that the external evaluators have access and control over the raw data collected. This access and control prevents program staff from altering data to enhance programmatic effects.

Additionally, both ongoing and single-occasion data collection require extensive quality assurance (QA) processes before instruments become operational to prevent data collection errors. Our team has QA-tracking workbooks for each project, in which dates, comments, notes, and adjustments are tracked. For example, online surveys must be trialed on multiple browsers and mobile devices to ensure compatibility. If it is determined that an instrument must be edited after it has been operationalized, our psychometric experience enables our team to make edits to questions that will maintain psychometric and research validity to the extent possible.

Addressing Bias

Bias can be an issue that appears throughout the evaluation process. Dainis & Company, Inc. utilizes methodologies to prevent, detect, and correct for bias. Prevention occurs at the research design and planning phase, with careful consideration given to personnel and logistics involved with the recruitment of subjects and the assignment of participants to treatment / control groups (if applicable). In this manner, sampling bias and control of possibly confounding variables can be offset from the beginning of the project.

Although all efforts are made to prevent any bias from entering into the data, it may be impossible to eliminate it all. Detection and correction of bias occurs once data has been collected. Complex statistical modeling and adjustment for Type I errors can reduce the effect of bias on conclusions drawn from the study. In an ongoing data collection situation, our evaluators will monitor the incoming data for any potential sources of bias which can then be fixed (if possible) in future instrument administrations. Post-data collection, for both ongoing and single-occasion data collection, data cleaning and statistical analyses can be used to detect and correct for bias. One method we are currently using is to include demographic variables (such as gender) in our statistical model to control for their effect, thus isolating the programmatic effects.

G. Describe your firm's software used for statistical analysis of data.

The project team is skilled in both quantitative and qualitative analysis processes, and has technical expertise using tools such as SPSS, Microsoft Excel, SAS, Nvivo, R, QDA Miner, Atlas.ti, CSPro, Tableau, Dedoose, Obvibase, and survey platforms including SurveyMonkey, QuestionPro, Survey Gizmo, and Qualtrics.

H. Provide the names, titles, and resumes of key management personnel that may be assigned to perform work for James Madison University.

Expertise, qualifications, and experience of the firm and resumes of specific personnel to be assigned to perform the work

Biographies and resumes of the project team and key personnel that may be assigned to perform work for James Madison University are included below.

Amanda Dainis, PhD, MPA | CEO and President

Amanda is the founder of Dainis & Company. She holds a PhD in Assessment and Measurement as well as a Master's in Public Administration, both from James Madison University. Amanda is a lead psychometric assessor for the ANSI/ISO/17024 standard and serves as external evaluator for several grant programs addressing health and education in traditional and nontraditional settings. She calls the Shenandoah Valley home but enjoys traveling the U.S. and abroad helping organizations develop certification programs and navigate the accreditation process.

Kathy Tuzinski, MA | Senior Psychometrician

Kathy holds a Master of Arts degree in Industrial and Organizational Psychology with an emphasis in measurement and statistics from the University of Minnesota-Twin Cities. She is an assessor for the ANSI/ASTM E2659 standard for certificate programs and has considerable experience consulting companies seeking assistance with job analysis and competency modeling, test development and validation, and legal requirements for employee selection procedures. Kathy lives in Minneapolis, Minnesota.

Michael Maurice, MPA | Chief Strategy Officer + Senior Project Manager

Michael has more than 10 years of experience in the public and nonprofit field, helping organizations design and implement large-scale programs and projects, evaluate impacts, and manage sustainability efforts. Prior to joining Dainis & Company, he worked in higher education for ten years in faculty and administrator roles and was responsible for managing and directing multi-million-dollar projects related to curriculum and certificate/certification course development and served as Principal Investigator on several multi-year grant projects in the health and human services fields. Michael lives in Norfolk, Virginia.

Meranda Lokey | Chief Operating Officer + Project Manager

Meranda holds a Bachelor of Arts degree in English and Communication from West Virginia University and is a certified ICE Credentialing Specialist. She has extensive experience in managing multi-faceted projects which she skillfully brings to all the projects she manages for our clients. Meranda calls the Shenandoah Valley home and spends her spare time enjoying her family's active sports life.

Jennifer Pomerantz, CPA | Project Assistant
Jennifer holds a Bachelor of Arts in Business Administration/Finance from West Virginia University. She is a Certified Public Accountant and has over 20 years of experience in both public and corporate accounting, banking, and business management. She also serves as a project assistant overseeing quality assurance processes for our clients. Jennifer lives in Enola, Pennsylvania with her family.

Jon Church, MEd | IT Manager and Project Assistant

Jon manages the design, implementation, and maintenance of DC Inc's software programs as well as information technology resources for the company. He also assists our project managers in executing operational and administrative tasks. He holds a Master's in Education from the University of Virginia and a certification in Software Engineering from General Assembly. Jon lives in Arlington, Virginia.

Paige Fischer, MA | Associate Psychometrician + Project Assistant

Paige is an Associate Psychometrician and Project Assistant and is skilled in quantitative methods and instrument development. Paige earned her MA in Psychological Sciences at James Madison University, where she focused on experimental research. While at JMU, she acted as a junior assessment consultant, analyzing and reporting data for the Office of Orientation. Paige resides in Harrisonburg, Virginia with her partner, Alex, and their crew of pet rats.

Charles Nastos, MA | Associate Psychometrician + Project Assistant

Charles is an Associate Psychometrician and Project Assistant and is skilled in both quantitative and qualitative methods. Charles received his MA from James Madison University in Experimental Psychology with a focus in behavioral research. He previously worked as a Research Associate for the University of Memphis in educational policy. He

Amanda M. Dainis, PhD, MPA
Program Evaluator, Psychometrician
Amanda@DainisCo.com
540-435-6784

Education:

Institution	Degree	Year	Field of Study
James Madison University	PhD	2008	Assessment and Measurement
James Madison University	MPA	2005	Public Administration, Concentration in Program Evaluation
University of South Florida	BS	2000	Interdisciplinary Social Sciences

Professional Experience:

PROGRAM EVALUATION AND SURVEY ANALYSIS

Lead Program Evaluator, Disability-Inclusive Sexual Health Network, Statewide Virginia
2020-2023
Lead Program Evaluator, Appalachian Replication Project, Southwest Virginia
2020-2023
Lead Program Evaluator, JMU Project UPCARE, Page County
2018-2023
Lead Program Evaluator, JMU PREIS Randomized Controlled Trial Design Statewide Study of Online Intervention
2016-2021
Lead Program Evaluator, SAMHSA Drug-Free Community Grant, Harrisonburg City
2014-2019
Lead Program Evaluator, Virginia Alcohol Beverage Control Grant, Harrisonburg City
2014-2018
Lead Program Evaluator, VA Healthcare Workforce Development Authority, Harrisonburg City
2013
Lead Program Evaluator, PREP Grant, Rockingham and Page Counties, Harrisonburg City
2012-Present
Lead Program Evaluator, VDOE 21st Century Community Learning Center, Harrisonburg City
2011-Present
Lead Program Evaluator, SPF-SIG Grant, Rockingham County
2010-2012
Youth Risk Behavior Survey Analysis, Harrisonburg-Rockingham County
2011-present
Youth Risk Behavior Survey, Lynchburg City
2010, 2012, 2018-present
Youth Risk Behavior Survey, Nelson County
2010
Life Skills Program Coordinator, Shenandoah County
2002-2003

TEACHING
Adjunct Faculty, Department of Graduate Psychology, James Madison University - 2009-Present
Courses: Introduction to Statistics and Measurement, Intermediate Inferential Statistics, Advanced Measurement Theory
Part-Time Faculty, College of Business, University of Phoenix Online - 2008-2010

Course: Research Methods and Design

PSYCHOMETRICS

Assessor, American National Standards Institute, Washington, D.C. - 2013-Present

Role: Psychometric assessor for certification bodies applying for accreditation under ISO / IEC 17024.

Research Scientist, CEB-SHL, Washington, D.C. - 2011-Present

Role: Cognitive ability test design and analysis, Item Response Theory application, job analysis and validation study execution

POLICY AND RESEARCH ANALYSIS

Research Analyst, Solutions for Information Design, Burke, VA - 2009 – 2012

Role: Analysis and reporting regarding validity of civilian credentials, development of processes to assess strengths and weaknesses of credentialing programs

SELECTED PUBLICATIONS:

Hartzler-Weakley, K., Dainis, A., McKean, K. (2022, November). *Navigating the system: Overcoming implementation challenges in juvenile detention centers to deliver sexual health programming to adjudicated youth* [Conference Presentation]. American Public Health Association Annual Meeting, Boston, MA.

Hartzler-Weakley, K., Dainis, A., McKean, K. (2022, November). *Let's take it to the next level: Evaluating the impact of an online, gamified sexuality education program on adolescent sexual health risk behaviors.* [Conference Presentation]. American Public Health Association Annual Meeting, Boston, MA.

Dainis, A., Gonthier, I., & Smith, B. (2022, October). *Questions, Answers, and Discussion with an International Panel of Psychometricians*. Roundtable discussion led at the 2022 European Association of Test Publishers Conference, London, UK.

Dainis, A. (2021). *Evaluation of Vision of You in the Commonwealth of Virginia.* Harrisonburg, VA: Dainis & Company, Inc.

Dainis, A. (2021). *To Validity and Beyond! A Handbook for Credentialing Exams* (M. Maurice & E. Duer, Eds.)

Hartzler-Weakley, K., & Dainis, A. (2021, October). *Knowing when to look: A comparison of data collection timetables in the evaluation of an online sexuality education program.* Roundtable discussion led at the 2021 American Public Health Association Annual Meeting, Denver, CO.

Hartzler-Weakley, K., & Dainis, A. (2021, October). *Meeting them where they are: Effectiveness of an online, gamified sexuality education intervention with high-risk youth across rural service settings*. Research paper presented at the 2021 American Public Health Association Annual Meeting, Denver, CO.

Hartzler-Weakley, K., & Dainis, A. (2019, April). *Examining the impact of a gamified sexuality education curriculum across gender.* Research paper presented at the National Sexuality Education Conference, Newark, NJ.

Dainis, A. (2017, June). *Psychometrics 101 for Program Evaluation*. Presentation given at the Family and Youth Services Bureau Adolescent Pregnancy Prevention Conference, Saint Louis, MO.

Kantrowitz, T. & Dainis, A. (2014). How secure are unproctored pre-employment tests? Analysis of inconsistent test scores. *Journal of Business and Psychology, 29*(4), pp. 605-616.

Dainis, A. & Lin, Y. (2014). *Logistic regression as a method to detect differential item functioning in a computer-adaptive test*. Paper presented at the annual meeting of the Society of Industrial and Organizational Psychologists, Honolulu, HI.

Dainis, A. (2014). *Cheating behavior across cognitive constructs*. Paper presented at the annual meeting of the Society of Industrial and Organizational Psychologists, Honolulu, HI.

Dainis, A. (2013, April). *Time and time again: A combination approach to setting a test-level timer.* Paper presented at the annual meeting of the Society of Industrial and Organizational Psychologists, Houston, TX.

Dainis, A. (2013, February). *Cheating on the internet: Detection and prevalence in employment testing*. Poster presented at the annual meeting of the Association of Test Publishers, Ft. Lauderdale, FL.

Kerry, M., Dainis, A., & Kantrowitz, T. (2012, April). *Cross-cultural biodata: Toward a common ground.* Paper presented at the annual meeting of the Society of Industrial and Organizational Psychologists, San Diego, CA.

Dainis, A., & Gutierrez, S. (2009, February). *An examination of differential item functioning as a step in the computer-adaptive test development process, utilizing executive-level cognitive ability data*. Poster presented at the annual meeting of the Association of Test Publishers, Dallas, TX.

Dainis, A., Borneman, M., & Grauer, E. (2009, April). *Randomizing item and response option order on cognitive tests.* Paper presented at the annual meeting of the Society of Industrial and Organizational Psychologists, New Orleans, LA.

Dainis, A., Grelle, D., & Hurst, L. (2009, April). *Optimizing test length and measurement precision: computer adaptive versus dynamically administered tests.* Paper presented at the annual meeting of the Society of Industrial and Organizational Psychologists, New Orleans, LA.

Dainis, A. M., Swerdzewski, P. J., & Harmes, J. C. (2007, April). *The effect of innovative item placement on computer-based test motivation and performance.* Poster session presented at the annual meeting of the National Council of Measurement in Education, Chicago, IL.

Kathy Tuzinski

[redacted]

kathy@dainisco.com

Work Experience

2018 – Present, Senior Psychometrician, Dainis and Company, Inc

- Assist assessment providers and credentialing bodies with their end-to-end needs for test development, including conducting job and task analyses, developing test blueprints, writing items, devising scoring rubrics and schemes, standard-setting, and item analysis. Assist organizations with program evaluation efforts including survey design and quantitative statistical analysis.

2018 – Present, Principal, Human Measures, LLC

- Help organizations measure and understand their human talent. This may include activities such as selecting the right assessment or assessment provider, development of interview protocols, interpretation of assessment results, data presentation for insight, navigating the professional and legal requirements for employee selection procedures, implementation of new selection procedures, and choosing the right type of job analysis technique.

2016 – Present, Contract Assessor, American National Standards Institute

- Contract with the American National Standards Institute as an assessor to evaluate credentialing bodies seeking ANSI-accreditation against the ASTM-E2659 Standard for Certificate Programs.

2013 – 2018, Principal Research Scientist, SHL

- Led a team of psychometricians and psychologists on an ambitious, multi-year project to develop and launch a large set of IRT-based personality scales. These scales were designed to allow for automated test assembly based on customer specifications for administration time and scale composition.
- Led the refresh and redesign of an existing multi-tiered competency architecture that was based on the IRT-based personality scale project. Developed new competency labels and definitions, as well as corresponding report narratives, interview questions and development activities to support the new architecture.
- Initiated and executed research projects to support assessment products, including validation and business outcomes research for technical manuals and external presentations.
- Collaborated with product, technology, research and consulting teams to ensure a positive client experience with our products.
- Trained sales and support teams on products and services and troubleshooted issues.

2011 – 2013, Principal Consultant, CEB Talent Assessment

- Supported new and existing business development by listening to client needs and recommending products and services that addressed their business needs.
- Consulted with clients on personnel selection best practices and the application of assessments for employee selection and development.

2007 – 2011, Senior Research Scientist, SHL

- Developed new assessments for use in high stakes, large scale employee selection programs. Researched assessment constructs by conducting literature searches, attending client site observations, leading focus groups, and interviewing job incumbents and their supervisors.

- Wrote new test content to measure a variety of personnel capabilities, including personality traits, hard and soft skills, cognitive abilities and situational judgment. Adapted new and existing items to be delivered via video- and animation-based assessments.
- Managed the end to end process of developing simulations – wrote actor's scripts, storyboards, and item content that would go into the simulation, directed audio/video production, and worked closely with a team of developers to ensure the final product was functioning (playing, scoring) as designed. Developed scoring rules for assessments and wrote requirements for online scoring.
- Conducted organizational research on assessments and presented findings at conferences. Published in academic journals.
- Proposed, sold and managed validity studies for client organizations. Managed client research programs and prepared and presented research results.
- Recommended psychometric and/or system improvements to maintain data quality and integrity.

2003 – 2006, Research Psychologist, Personnel Decisions International
- Partnered with technology to write software specifications for test delivery and scoring.
- Provided research support to departments and advised other researchers on data analysis and presentation of results. Planned and selected appropriate research methodology and analyses based on stated needs.
- Wrote write papers and delivered presentations to internal and external audiences.
- Audited personnel selection practices and offered best practice recommendations to clients.
- Engaged in collaborative research with university professors and graduate students, resulting in conference papers, presentations, and publications.
- Communicated research results to senior management, consultants, and clients through in-person meetings and technical reports and white papers.
- Partnered with business analysts to redesign the company's multi-rater survey platform.

2001 – 2003, Research Manager, Inscape Publishing
- Worked on a cross-functional team from marketing, publishing and technology on the development and release of new products.
- Developed new tests and provided oversight to the movement of paper-and-pencil tests to online delivery.
- Designed new scoring algorithms for tests that had been previously clinically scored.
- Coordinated the development of test localizations for release in international markets.

1998 – 2000, Research Intern, Personnel Decisions International
- Conducted validity and reliability research on assessments and documented results and made improvements to the scoring and presentation of tests.
- Assisted in the verification of online and paper score report accuracy.
- Created and maintained quantitative and qualitative databases, including merging of data from various data sources and of various formats.

1997 – 2001, Research/Teaching Assistant, University of Minnesota
- Prepared course materials and exams, conducted lectures, graded assignments and exams, prepared and posted grades. Held regularly scheduled office hours and provided individual assistance to students.

Education

University of Minnesota, Minneapolis, Minnesota, Industrial-Organizational Psychology, M.A., 1999
St. Catherine University, St. Paul, Minnesota, Psychology, B.A., 1992

Recent Publications and Presentations

1. Lin, Y., Tuzinski, K., & Livesey, A. (submitted manuscript). Building a new measurement architecture for mass production of tailored competency assessments in the 21st century. International Journal of Testing.
2. Tuzinski, K., & Kantrowitz, T. (2016). Meet you at the peak: How I-Os should prepare for new technologies. Industrial and Organizational Psychology, 9, 655-660.
3. Bruk-Lee, V., Lanz, J., Drew, E. Coughlin, C., Levine, P. Tuzinski, K. & Wrenn, K. (2016). Examining applicant reactions to different media types in character-based simulations for employee selection. International Journal of Selection and Assessment, 24, 77-91.
4. Popp, E., Tuzinski, K., & Fetzer, M. (2015). Actor or Avatar? Considerations in selecting appropriate formats for assessment content (pp. 79-104). In F. Drasgow (Ed.), Technology and testing: Improving educational and psychological measurement. London: Routledge.
5. Fursman, P., & Tuzinski, K. (2015). Reactions to mobile testing from the perspective of job applicants. Presented at the 30th Annual SIOP Conference, Philadelphia, PA.
6. Fetzer, M., & Tuzinski, K. (2013). Simulations for personnel selection. New York: Springer Science + Business Media.
7. Tuzinski, K., Drew, E. N., Bruk-Lee, V., & Fetzer, M. (2012, April). Applicant perceptions of multimedia situational judgment tests. Presented at the 27th Annual SIOP Conference, San Diego, CA.
8. Tuzinski, K. (2011). Pushing the assessment envelope with 3D animation. Presented at the Association of Test Publishers 12th Annual Innovations in Testing Conference, Phoenix, AZ.
9. Robie, C., Emmons, T., Tuzinski, K., & Kantrowitz, T. (2011). Does an economic recession affect personality and cognitive ability scores? International Journal of Selection and Assessment, 19, 183-189.
10. Gutierrez, S., Grelle, D., Kantrowitz, T., Tuzinski, K., & Downey, R. (2010). Successful implementation of innovative item formats within pre-employment selection settings. In E. Sinar (Chair) Leveraging technology to engage candidates and deepen assessments. Presented at the 25th Annual SIOP Conference, Atlanta, GA.
11. Kantrowitz, T., & Tuzinski, K. (2010). The ideal point model in action: How the use of computer adaptive personality scales benefits organizations. Industrial and Organizational Psychology, 3, 507-510.
12. Landers, R., Sackett, P., & Tuzinski, K. (2010). Retesting after initial failure, coaching rumors, and warnings against faking in online personality measures for selection. Journal of Applied Psychology 96, 202-210.

Michael Maurice, MPA

| Michael@DainisCo.com

Skills & Expertise

Technical Writing – Strategic Planning – Budget Development & Management – Personnel Management
Project Management – Event Planning – Proposal Development

Education

Masters in Public Administration **2013**
Nonprofit and Public Management – James Madison University

Certificate in Nonprofit Management **2013**
Nonprofit Institute – James Madison University

Bachelor of Arts **2008**
Justice Studies with a minor in Spanish – James Madison University

Professional Experience

Dainis & Company, Inc. Psychometrics & Evaluation August 2018 - present
Project Manager

- Ensure efficient and effective business operations that result in excellent client experiences
- Assist the CEO and COO with financial projections, analyses, and resource allocation
- Develop proposals for new and existing clients in need of psychometric and evaluation services
- Manage all aspects of psychometric and evaluation projects
- Coordinate project logistics to ensure all client deliverables are met on schedule

The Institute for Innovation in Health & Human Services July 2017 – July 2018
James Madison University
Associate Director of Outreach & Education

- Serve as Principal Investigator/Grant Administrator and provide oversight and direction for several IIHHS grant-funded projects related to outreach and education.
- Serve as liaison to grant project sponsors and ensure effective communication and reporting on progress toward goals and objectives.
- Provide grant research and grant development to sustain existing programs and special projects
- Develop and manage annual budget of over $3.5 million and 35+ staff
- Work in collaboration with other agencies and organizations at the local, regional, state, and federal level around health and human services issues

The Office on Children & Youth 2015 - 2017
James Madison University
Program Director

- Oversee all aspects of large local, regional, and statewide grant-funded projects
- Coordinate organizational development, fundraising, and grant-seeking efforts
- Lead a team of 20+ dedicated staff and students to improve programming and project delivery to serve over 5,000 youth annually
- Develop and manage annual budget of over $2 million
- Provide regular communication with stakeholders, board, partners, and sponsors

Office of Grants & Sponsored Programs 2014– 2015

Tidewater Community College
Grants Coordinator

- Coordinated institutional and faculty grant proposal development efforts
- Researched funding opportunities, wrote, edited, and organized proposals, developed timelines, staffing plans, and budgets in accordance with institutional, local, state, and federal regulations
- Provided post-award support and technical assistance to Principal Investigators to ensure grant awards were managed and implemented responsibly
- Provided compliance oversight and support through maintaining records, files, reports, databases, and resource materials pertinent to institutional activities
- Prepared and facilitated grant writing and development workshops for faculty and staff
- Secured over $4.2 million in new and renewed funds for TCC programs

The Office on Children & Youth 2009-2014
James Madison University
Director of Programs

- Managed all aspects of large grant-funded projects that operated across three localities
- Secured over $3.5 million in local, state, and federal grant funding for youth programs
- Composed reports for funders and community; developed and managed annual budget of over $700,000
- Conducted community-level research projects and coordinated program evaluation efforts
- Served on the 2014 HHS Federal Teen Pregnancy Prevention Grantee Conference Planning Committee

Crossroads Counseling Center 2008-2009
Quality Assurance/Behavioral and Mental Health Specialist

- Reviewed and edited progress notes weekly for over thirty-five clinicians, providing feedback and training to ensure alignment with all state and federal policies and procedures
- Identified areas for improvement in data collection and reporting efforts and developed new systems to increase efficiency and effectiveness
- Assisted students in school with managing behaviors, schedule, and educational goals
- Designed goal plans tailored to meet individual needs and monitored progress
- Interacted with students, parents, teachers, and administrators to best meet student needs

Professional Associations, Service & Memberships

- Certification Network Group
- Grants Professionals Association (GPA)
- American Evaluation Association

MERANDA LOKEY

meranda@dainisco.com

Summary of Qualifications

An experienced Project Manager effective in leading and directing projects from inception to launch. More than 10 years of project management experience and repeated success in developing project initiatives, directing project plans and achieving successful end products. A leader at stakeholder management and successful communication between multiple silos within an organization.

Highlights

- Project Management
- Customer relations specialist/Stakeholder mgt.
- Superb time management skills
- Strong leadership skills
- Purchasing and Procurement
- Organized
- Detailed oriented
- Strong verbal communication skills

Accomplishments / Trainings

- Certified Associate of Project Management, PMI
- Project Management Certification Program at JMU.
- Developed a Customer Service Team at the Department of Public Utilities.
- Conflict management training.
- Managing and shaping careers training.

Experience

COO/Lead Administrator **October 2016 to Current**
Dainis and Company, Inc.

- Serve as key member of the Executive Leadership team
- Plan, implement, manage, and control all day-to-day financial-related activities of the company.
- Responsible for accounting, finance, forecasting, and strategic planning.
- Assess and evaluate financial performance of organization with regards to long-term operational goals, budgets and forecasts.
- Create and establish yearly financial objectives that align with the company's plan for growth and expansion.
- Develop and maintain monthly operating budget and annual company operating budget.
- Ensure compliance with all Human Resources and legal requirements.
- Enhance and implement financial and accounting systems, processes, tools and control systems.
- Serve as a key point of contact for external auditors, vendors, contractors, accounts payable, and accounts receivable.
- Serves as evaluation project assistant on select projects.
- Assists CEO and CSO with developing proposals for new and existing clients in need of psychometric and evaluation services.

Project Manager **March 2010 to March 2018**
City of Harrisonburg, Department of Public Utilities, Harrisonburg, VA

- Used all five stages of project management (initiation, planning, construction, control, closure) to manage multiple public utility projects. Defined project deliverables and monitored status of tasks, drafted action plans and led meetings with department staff to review project status and proposed changes, delivered status reports to stakeholders for budgeting and planning purposes and collaborated with cross-functional teams to complete numerous public utility projects.
- Served as the Public Information Officer for the Public Utilities Department.
- Served as the founding member of the Public Utilities - Customer Service Team.
- Responsible for the application process and management of state, federal, and local permits
- Compiled and analyzed data and prepared complex reports for all CIP projects documenting project scope, schedule and cost.

Marketing Coordinator **February 2000 to March 2010**
Patton Harris Rust & Associates (PHR+A), Harrisonburg, VA

- Attended trade shows, employment expos and job fairs to promote PHR+A.
- Coordinated pre-show and post-show activities at trade shows.
- Managed the in-house advertising program consisting of print and media collateral pieces.
- Managed marketing campaigns to generate new business.
- Developed and maintained relationships with potential clients, current clients, and subconsultant’s marketing departments.

Education

Bachelor of Arts, English 1999
West Virginia University, Morgantown, WV
Communication minor

Paige Fischer

[redacted]

Paige@DainisCo.com

Education

James Madison University

M.A. Psychological Sciences, Experimental Concentration (May 2021)
Thesis topic: "Social Exclusion and Children's Detection of Duchenne Smiles"

B.S. Psychology (May 2019)

Northern Virginia Community College

A.S. Social Sciences (2017)

A.A.S. Photography and Media (2014)

Teaching Experience

Graduate Teaching Assistant (Summer 2019, Spring 2020, Fall 2020, Spring 2021)

- Assisted with Lifespan Development (asynchronous online, ~30 students) and Developmental Psychology (in-person, synchronous online, and asynchronous online, 70-80 students)
- Collaborated with Professor to develop new assignments and activities and adapt old ones
- Used empirically supported pedagogical practices to develop lectures
- Delivered lectures that connected course concepts to relevant research and real-world issues in order to help students apply concepts outside the classroom
- Prepared course materials in order to teach own sections of Intro Psychology, Lifespan Development, and Developmental Psychology
- All Undergraduate tasks listed below

Undergraduate Teaching Assistant (Spring 2018, Fall 2018, Spring 2019)

- Assisted in in-person Flipped classrooms for The Psychology of Learning (~30 students) and Developmental Psychology (70-80 students)
- Facilitated small group discussions within Team-Based Learning and Interteaching classrooms to encourage critical thinking and application of class material
- Hosted review sessions to clarify and reinforce course content prior to assessments
- Graded written assignments, including exams

Research Experience

Human Research (2019 – 2021)

- Co-lead research lab comprised of several undergraduate researchers
- Supervised and trained several undergraduate researchers
- Participated in literature review relevant to yawning, contagious yawning, empathy in adults and children, own-age bias, ingroup and outgroup bias, and mimicry and social synchronicity
- Participated in literature review relevant to first-hand and witnessed social inclusion and exclusion, behavioral and perceptual responses to ostracism in children and adults, face processing in children and adults, and social development of children
- Discussed methodology and IRB considerations
- Collected data both in-person and online from adult and child participants
- Coded video stimuli and data collected through QuestionPro and Qualtrics
- Used Tobii eyetracking software

Animal Research (2018 – 2020)

- Worked with team of undergraduate lab members, graduate student, and professor to discuss our research as well as relevant research and to discuss and evaluate findings and data
- Maintained health and well-being of pigeons and maintained condition of the lab facilities
- Set up procedure using MedPc and ensured equipment was functioning properly
- Ran pigeons through delay discounting procedure using an operant box
- Ran pigeons through a rapid demand procedure using an operant box
- Reconfigured operant boxes as needed to best fit current experiments

Professional Experiences

- Associate Psychometrican / Project Assistant with Dainis & Company, Inc. Psychometrics & Evaluation (2021-present)
- Assessment Consultant under the Student Affairs Assessment Support Sercives (SASS) team in JMU's Center for Assessment and Research Studies (CARS) (2020 – 2021)
    - Provided assessment consultations for JMU's Orientation office, which involved sharing resources relevant to writing student learning outcomes, program theory, measurement selection, and implementation fidelity
    - Helped Orientation organize and interpret data from Summer Springboard and Spring Orientation in order to inform changes to future programming
    - Worked on assessment resources to be pubished by the SASS team, which included reviewing a repository of systemaitc review databases, locating resources to include in an assessment skills framework, and searching for pre-existing measures of what people know, think, and do regarding assessment in institutions
- Assessment Graduate Assistant for JMU's Orientation Office (Summer 2020 and 2021)
    - Prepared and edited surveys for First Year and Transfer Summer Springboard
    - Anayzed and interpreted Summer Springboard data
    - Prepared initial drafts of assessment reports for First Year and Transfer Summer Springboard
- Vivarium Assistant at JMU (2019 – 2020)
    - Maintained safe and clean laboratory facilities
    - Maintained health and well-being of pigeons, mice, and rats
    - Managed and stocked supplies

Poster Presentations

- Williamson, A., **Fischer, P**., Hickman, C., & Mabery, M., (April 2020) *Contagious yawning in children: The role of empathy and exposure.* Virginia Association for Psychological Science, Charlottesville, Virginia (Conference cancelled)

- DeLong, M., **Fischer, P.,** Biskup, C., Duchemin, J., Gagain, K., Harmon, S., Montwill, P., Roessel, R., (April 2020) *Rapid Demand Curves and Delay Discounting in the Pigeon*. Virginia Association for Psychological Science, Charlottesville, Virginia (Conference cancelled)

- Nastos, C., Brice, K., DeLong, M., **Fischer, P.,** Roessel, R., Townsend, E., Turner, A. & Holt, D. D., (April 2019) *Reinforcer valuation: Pigeons in a rapid demand curve procedure*. Virginia Association for Psychological Science, Newport News, Virginia

Manuscripts in Preparation

- Fischer, P. & Jakobsen, K. (2021). *Witnessed inclusion improves identification of Duchenne and non-Duchenne smiles*. Manuscript submitted.

- Williamson, A. N., **Fischer, P.,** Simpson, E. A., Jakobsen, K. (2021). *Children's contagious yawning to peer models*. Manuscript in preparation.

Awards and honors

- Travel Grant, James Madison University Psychology Department (March 2020 – not used, conference cancelled)
- Graduate poster winner, Virginia Association for Psychological Science (April 2019)
- Research award, JMU Psychology Student Symposium (April 2019)
- Travel Grant, James Madison University Psychology Department (March 2019)

Technical Skills

- Experience caring for and handling laboratory pigeons and Peromyscus (mice)
- Trained to perform euthanasia of Peromyscus
- Familiarity with MedPC and MedState Notation, and operant boxes
- Familiarity with SPSS and SAS – ability to use syntax
- Familiarity with programs in the Adobe Suite, specifically Photoshop, Lightroom, and Premiere Pro
- Familiarity with JAVA
- Familiarity with Tobii eye tracking software
- Familiarity with Qualtrics and QuestionPro

Charles Nastos

charles@dainisco.com ■ [redacted] ■ www.linkedin.com/in/charlesnastos

EDUCATION

James Madison University **August 2019**
M.A., Psychological Sciences (Experimental Psychology) Harrisonburg, VA
- Cumulative GPA 3.86; Outstanding Teaching Award, Master's Thesis Award

James Madison University **December 2016**
B.A., Psychology (Behavior Analysis) Harrisonburg, VA
- Cumulative GPA 3.77, *Cum Laude*; President's List & Dean's List

Virginia Western Community College **May 2014**
A.S., Social Sciences Roanoke, VA
- Cumulative GPA 3.38, *Cum Laude*; President's List & Dean's List

WORK EXPERIENCE

Dainis and Company, Inc. **August 2021 - Present**
Associate Psychometrician and Project Assistant
- Dainis and Co. is a psychometric, accreditation, and evaluation company dedicated to ensuring robust test development, data analysis, and concise outcome reporting.
- As a project assistant, I conducted daily clerical upkeep for multiple client projects, prepared training materials, relayed progress communication to client stakeholders, and assisted in writing for grant proposals and project reports.
- Collaborated with item-writing software companies (i.e., Surpass, Prolydian) to provide subject matter experts a means to transfer knowledge into standardized examinations with strong validity evidence.

University of Memphis, Center for Research in Educational Policy **October 2021 – June 2023**
Research Associate
- The Center for Research in Educational Policy (CREP) at the University of Memphis serves as a resource in educational research, evaluation, and consultation. CREP conducts rigorous, evidence-based projects to assist stakeholders in making informed educational decisions.
- Assisted faculty research leads in grant funded projects dedicated to improving education at the county, state, and national level. These projects span across the areas of STEM, literacy, and mathematics, and serve as a foundation for making lasting policy changes.
- Created concise, summative literature reviews, conducted focus group interviews, maintained survey software (Qualtrics), and performed data analysis for stakeholder dissemination

Center for Assessment and Research Studies, James Madison University **May 2017-2019**
Assessment Specialist – Office of Residence Life Liaison
- The university's Center for Assessment and Research Studies is responsible for measuring, testing, and improving learning outcomes for all students through evidence-based scientific methods
- As the Office of Residence Life's sole assessment specialist, I designed surveys, test items, and rating scales, oversaw program implementation, and performed all statistical data analysis for 7 unique annual & bi-annual assessments
- Worked both individually (participant communication, data visualization, reliability & validity analyses) and with other staff members (stakeholder communication, training assistants, workshop facilitation)
- Conducted literature reviews, presented at university meetings, and wrote comprehensive annual reports used for university accreditation purposes

Department of Psychology, James Madison University **May 2015-2019**
Laboratory Manager

- Served as co-principal investigator for multiple board-approved research protocols, supervised multiple groups of undergraduate research assistants and their training, and disseminated findings at conferences & symposiums
- Led weekly meetings, wrote research and grant proposals, adhered to standards of procedure, and maintained confidentiality practices

Department of Graduate Psychology, James Madison University **May 2017-2019**
Graduate Teaching Assistant

- Performed instructor duties for multiple upper-level courses (teaching, research, assessment, and clerical), including the teaching of a computer-assisted data management course (SPSS)

Second Home Learning Center **Jan 2017-2018**
Program Assistant

- Second Home Learning Center is a K-8 before and after school non-profit organization for at-risk and impoverished youth. I served as the first program assistant responsible for daily operations, student finances, technology maintenance, and needs-based data collection

SKILLS & INTERESTS

- **Skills:** Quantitative & qualitative data analysis, univariate & multivariate techniques, measurement theory, research methodology, data management (entry, cleaning, syntax writing), critical thinking & problem solving, oral and written communication, synthesizing findings, research proposal & report writing
- **Technical Skills:** SPSS, SAS, R, Microsoft Office, Qualtrics, Surpass, Prolydian
- **Interests:** Cooking, video games, learning French, trivia, volunteer work, "Dad jokes"

Jennifer A. Pomerantz, CPA
Enola, PA
Jen@DainisCo.com

SUMMARY

Certified Public Accountant with over twenty years of experience in public accounting, internal accounting, internal audit and non-profit business management. Experienced in training and supervising staff, budgeting, financial reporting, financial analysis, auditing and tax preparation.

PROFESSIONAL EXPERIENCE

Dainis and Company, Inc.

Chief Financial Officer and Project Manager – October 2020-present

- Responsible for all bookkeeping, payroll, cash management, financial reporting, budgeting and forecasting
- Perform financial analysis to monitor and maintain financial health of the organization
- Work with management regarding all financial decisions
- Facilitate in person and virtual item writing workshops
- Assist with psychometric and evaluation projects
- Coordinate quality assurance processes for client projects
- Plan and coordinate project logistics to ensure all deliverables are met

Londonderry School - Harrisburg, PA

Business Manager – June 2014-present

- Responsible for all bookkeeping, payroll, cash management, budgeting and forecasting
- Work with Director, School Administration and Board Finance Committee regarding all financial decisions
- Prepare monthly financial statements and present to Board of Trustees
- Work with external CPA firm to prepare annual compilation and tax return
- Perform financial analysis to monitor and maintain financial health of the school
- Work with families attending the school to obtain financial aid
- Work as plan administrator of the school's pension plan
- Manage accounts receivable and communicate regularly with families regarding tuition collections
- Assist in the procurement of grants
- Work with local businesses and Department of Community and Economic Development to obtain Educational Improvement Tax Credit and Opportunity Scholarship Tax Credit scholarship funds for families that attend our school.

Metro Bank– Harrisburg, PA

Senior Accounting Analyst, Accounting Department - April 2004 – August 2012; February 2014 – June 2014

- Responsible for preparing and submitting all financial reports to regulating agencies including the SEC, the Federal Reserve Bank, and the FDIC
- Worked directly with Controller and CFO on preparation of Forms 10Q, 10K, 8K and S-1, as well as Call Report and other regulatory reports to the Federal Reserve Bank
- Assisted Controller and CFO with research and the preparation of documents for an internal review by the SEC for the bank's public stock offering

- Restructured internal reporting formats for many reports including an analysis of marketing activity and an analysis of problem loans and the reserve for loan losses.
- Prepared audit schedules for external auditors and coordinated and reviewed the submission of audit schedules prepared by others in the bank
- Responsible for research of new accounting procedures while working directly with external auditors and the bank's legal counsel regarding rules for proper disclosures in financial reports
- Responsible for calculating and booking monthly tax provision and benefit
- Assisted in the compilation of historical stock option activity for implementation of new stock option software
- Researched and implemented new GAAP standards related to stock options
- Responsible for the calculation and reporting of all items related to stock options including valuation and compensation expense, deferred taxes, calculation of qualified and non-qualified options, and forfeiture analysis.
- Performed GAAP and tax research for many functions within the accounting department.

Senior Auditor – Internal Audit
August 2012 – February 2014

- Responsible for performing audits of various functions, identifying risks, performing tests and developing conclusions regarding adequacy and effectiveness of systems of internal control
- Identified opportunities for procedures to enhance internal audit effectiveness and efficiency
- Worked directly with senior management to recommend improvements in operations
- Reviewed work of staff for accuracy, adequacy and propriety
- Performed data mining procedures using Hyperion

Marriott International – International Lodging Finance – Bethesda, MD
Senior Accountant – International Financial Analysis and Control – January 2003 – March 2004

- Assisted in the development and maintenance of internal controls over International financial processes and period close controls.
- Worked directly with internal auditors on documentation of internal controls in compliance with the Sarbanes-Oxley Act
- Assisted in the compilation and submission of the quarterly certification of the International balance sheet in compliance with the Sarbanes-Oxley Act
- Coordinated and reviewed the submission of audit schedules to external auditors, including 10-Q and 10-K schedules
- Prepared a monthly analysis of International balance sheet activity
- Prepared monthly account reconciliations and an analysis of reserve utilization
- Reconciled activity and ensured accurate financial reporting among three different general ledgers
- Performed quarterly audit of financial processes and procedures to ensure compliance with the Sarbanes-Oxley Act
- Assisted in the implementation of new processes to ensure proper accounting for intercompany transactions
- Attended weekly CPE training sessions on topics including financial reporting, management, tax, and security and control
- Supervised and developed staff

Reznick Fedder & Silverman, CPA's - Bethesda, MD
Audit Senior - May 2002 – December 2002
Audit Associate – January 2000 – May 2002

- Performed multiple financial, operational, and regulatory compliance audits, in various industries including real estate, SEC, and not-for- profit, with extensive experience in commercial and employee benefit plan audits
- Responsible for planning, time budgeting, management, report preparation, and wrap-up of audit engagements
- Managed multiple engagements and supervised staff while meeting strict time and budgetary deadlines
- Prepared and/or reviewed client financial statements and footnotes
- Prepared and/or reviewed tax returns for individuals, corporations, partnerships, and non-profits
- Identified accounting, auditing and tax issues that arose during the course of an engagement
- Communicated directly with the partner on the engagement and client senior management to resolve audit disputes
- Conducted examinations of internal control procedures for compliance with HUD, Section 8, and Section 42 regulations
- Discussed directly with client senior management regarding internal control, making recommendations for improved efficiency and effectiveness in operations
- Developed and trained staff
- Understood staff's abilities and assigned them appropriate tasks of an audit engagement
- Actively participated in recruiting of new staff
- Attended CPE training sessions on various audit and tax areas including new accounting/tax laws, HUD regulations, cost certifications, and historic tax credits
- Instructed in-house training courses on various audit areas
- Built and maintained client relationships

EDUCATION

B.S., Business Administration (Finance), West Virginia University, Morgantown, WV

Licenses: Certified Public Accountant, State of Pennsylvania

Continuing Education: 40 hours of continuing professional education per year

Computer Skills: CCH Teammate Audit Management System, Prologue General Ledger, Hyperion, Microsoft Office, People Soft General Ledger, Go System Audit, Go System RS Tax, Intuit Tax, QuickBooks, Sage Accounting Software

I. Provide a sample evaluation plan, evaluation report, or executive summary for a recent project for which the firm provided evaluation services.

A sample evaluation report is included in the appendices for your review. The evaluation report was produced and submitted to the funder and other stakeholders as the Final Report for the Disability-Inclusive Sexual Health Network (DSHN) project (2020-2023). The project was funded by the Office of Population Affairs within the U.S. Department of Health and Human Services.

VII. GENERAL TERMS AND CONDITIONS

Dainis & Company, Inc. acknowledges and agrees to all of the listed General Terms and Conditions of James Madison University without exception.

VIII. SPECIAL TERMS AND CONDITIONS

Dainis & Company, Inc. acknowledges and agrees to all of the listed Special Terms and Conditions of James Madison University listed in the Request for Proposals without exception.

IX. METHOD OF PAYMENT

The Contractor will be paid based on invoices submitted in accordance with the solicitation and any negotiations. James Madison University recognizes the importance of expediting the payment process for our vendors and suppliers; we request that our vendors and suppliers enroll in our bank's Comprehensive Payable options: either the Virtual Payables Virtual Card or the PayMode-X electronic deposit (ACH) to your bank account so that future payments are made electronically. Contracts signed up for the Virtual Payables process will receive the benefit of being paid Net 15. Additional information is available online at:
http://www.jmu.edu/financeoffice/accounting-operations-disbursements/cash-investments/vendor-payment-methods.shtml

Dainis & Company, Inc. is currently enrolled in PayMode-X electronic deposit and we will gladly continue to maintain our enrollment in this service.

X. PRICING SCHEDULE

The offeror shall provide a pricing structure based on hourly rates for all services included in the proposal. Offers should provide an onsite and offsite hourly rate for the range of personnel to provide labor under any resulting contract. Hourly rates should include all travel, incidentals, and miscellaneous expenses. The Contractor shall not be reimbursed for, nor will James Madison University purchase, any operational needs or expenses of the Contractor, which includes, but is not limited to, office supplies and equipment, computers and accessories, and office furniture.

Specify any associated charge card processing fees, if applicable, to be billed to the university.

Professional Fees

Dainis and Company's hourly rate for the work associated with this RFP and the outlined Statement of Needs, is as follows:

Role	Onsite Hourly Rate	Offsite Hourly Rate
Program Evaluator II	$208	$188
Program Evaluator I	$188	$158
Analyst	$128	$108
Psychometrician II	$258	$228
Psychometrician I	$198	$178
Evaluation / Project Assistant	$102	$72

For specific sponsored programs and projects requiring evaluation services, we are able to provide estimates and projected costs at these rates based on the scope of work for the sponsored program/project. We are confident in our ability to create and execute high-quality research designs and evaluation plans that are completed on schedule and within budget. These rates are all-inclusive and we acknowledge that the University will not reimburse for operational expenses, including office supplies, equipment, computers and accessories, and office furniture. A description of the labor categories and associated education and experience requirements is below.

Labor Category	Description / Tasks	Minimum Education	Minimum Experience
Program Evaluator II	Responsible for establishing the evaluation design and data analysis strategy; creating final reports and other deliverables; supervises work done by Program Evaluator I, Analyst, and Project Assistant staff.	Doctorate	10 years
Program Evaluator I	Responsible for evaluation projects; creates evaluation plans and logic models; develops data collection tools and procedures; facilitates data collection; conducts statistical analysis of data; writes evaluation reports; prepares proposals with the purpose of securing additional evaluation contracts and grant funding; provides oversight and leadership to Project Assistants.	Masters	6 years
Analyst	Plans and conducts procedural analyses and reviews of policies and documentation; provides data management and analysis for studies/reviews; uses data sources to identify programmatic needs; implements quality assurance systems to ensure adherence to protocols; prepares reports, presentations.	Bachelors	3 years
Psychometrician II	Conducts psychometric and statistical studies, consults on statistical and psychometric matters, and ensures that industry standards are met for projects; assists other staff in planning statistical and psychometric analyses and interpreting their results, and oversees quality control procedures. Additional tasks may include technical review of documentation, cognitive item development, instrument development, assessment and	Doctorate	10 years

	measurement procedures, data collection methods, data editing, data imputation, and data file development.		
Psychometrician I	Conducts psychometric and statistical studies; consults on statistical and psychometric matters and ensures that statistical and psychometric standards are met for projects. Areas of expertise include but are not limited to item response theory analysis, and advanced statistical analyses, as well as technical review of reports, and item development, including cognitive and non- cognitive items. The Psychometrician I assists other staff in planning statistical and psychometric analyses and interpreting their results and oversees quality control procedures. Additional tasks may include technical review of documentation, cognitive item development, instrument development, assessment and measurement procedures, data collection methods, data editing, data imputation, and data file development.	Masters	3 years
Evaluation / Project Assistant	Serves in a support role under supervision of other project staff; coordinates details related to conducting research, drafting reports, keeping project management tracking systems updated; managing project database systems (item banks, survey platform administration, beta testing/piloting, etc.); manages correspondence from project team members. This role also includes carrying out certain administrative functions, such as planning meetings, performing outreach, tracking budgets, and overseeing the minute details associated with complex task tracking.	Bachelors	1 year

XI. ATTACHMENTS

Attachment A: Offeror Data Sheet

Attachment B: Small, Women, and Minority-owned Business (SWaM) Utilization Plan

Attachment C: VASCUPP Member Institution Sales

ATTACHMENT A

OFFEROR DATA SHEET

TO BE COMPLETED BY OFFEROR

1. QUALIFICATIONS OF OFFEROR: Offerors must have the capability and capacity in all respects to fully satisfy the contractual requirements.

2. YEARS IN BUSINESS: Indicate the length of time you have been in business providing these types of goods and services.

   Years 14 Months 5

3. REFERENCES: Indicate below a listing of at least five (5) organizations, either commercial or governmental/educational, that your agency is servicing. Include the name and address of the person the purchasing agency has your permission to contact.

CLIENT	LENGTH OF SERVICE	ADDRESS	CONTACT PERSON/PHONE #
James Madison University - IIHHS	11 years	755 Martin Luther King Jr Way Harrisonburg, VA 22801	Dr. Kim Hartzler-Weakley (540) 568-7083
University of Alabama Capstone College of Nursing	6 months	650 University Blvd E Tuscaloosa, AL 35401	Dr. Julie Sanford (205) 348-1040
University of Mississippi Medical Center	3 years	2500 State Street Jackson, MS 39216	Dr. Kandy Smith (601) 984-6205
James Madison University School of Nursing	5 years	820 Madison Drive Harrisonburg, VA 22807	Dr. Erika Metzler-Sawin (540) 568-5070
Solutions for Information Design	13 years	8204 Greentree Manor Lane Fairfax Station, VA 22039	Lisa Lutz (703) 239-9698

4. List full names and addresses of Offeror and any branch offices which may be responsible for administering the contract.

   Amanda Marie Dainis - 3210 Wards Lane, Broadway, VA 22815

5. RELATIONSHIP WITH THE COMMONWEALTH OF VIRGINIA: Is any member of the firm an employee of the Commonwealth of Virginia who has a personal interest in this contract pursuant to the CODE OF VIRGINIA, SECTION 2.2-3100 – 3131?
   [ ] YES [X] NO
   IF YES, EXPLAIN:

ATTACHMENT B

Small, Women and Minority-owned Businesses (SWaM) Utilization Plan

Offeror Name: Dainis & Company, Inc. **Preparer Name:** Meranda Lokey, COO

Date: 10/30/2023

Is your firm a **Small Business Enterprise** certified by the Department of Small Business and Supplier Diversity (SBSD)? Yes X No_____

If yes, certification number: 724193 Certification date: 03/06/2017

Is your firm a **Woman-owned Business Enterprise** certified by the Department of Small Business and Supplier Diversity (SBSD)? Yes X No_____

If yes, certification number: 724193 Certification date: 03/06/2017

Is your firm a **Minority-Owned Business Enterprise** certified by the Department of Small Business and Supplier Diversity (SBSD)? Yes____ No X

If yes, certification number: ____________ Certification date:______________

Is your firm a **Micro Business** certified by the Department of Small Business and Supplier Diversity (SBSD)? Yes_____ No X

If yes, certification number: ____________ Certification date: ______________

Instructions: *Populate the table below to show your firm's plans for utilization of small, women-owned and minority-owned business enterprises in the performance of the contract. Describe plans to utilize SWAMs businesses as part of joint ventures, partnerships, subcontractors, suppliers, etc.*

Small Business: "Small business " means a business, independently owned or operated by one or more persons who are citizens of the United States or non-citizens who are in full compliance with United States immigration law, which, together with affiliates, has 250 or fewer employees, or average annual gross receipts of $10 million or less averaged over the previous three years.

Woman-Owned Business Enterprise: A business concern which is at least 51 percent owned by one or more women who are U.S. citizens or legal resident aliens, or in the case of a corporation, partnership or limited liability company or other entity, at least 51 percent of the equity ownership interest in which is owned by one or more women, and whose management and daily business operations are controlled by one or more of such individuals. **For purposes of the SWAM Program, all certified women-owned businesses are also a small business enterprise.**

Minority-Owned Business Enterprise: A business concern which is at least 51 percent owned by one or more minorities or in the case of a corporation, partnership or limited liability company or other entity, at least 51 percent of the equity ownership interest in which is owned by one or more minorities and whose management and daily business operations are controlled by one or more of such individuals. **For purposes of the SWAM Program, all certified minority-owned businesses are also a small business enterprise.**

Micro Business is a certified Small Business under the SWaM Program and has no more than twenty-five (25) employees **AND** no more than $3 million in average annual revenue over the three-year period prior to their certification.

All small, women, and minority owned businesses must be certified by the Commonwealth of Virginia Department of Small Business and Supplier Diversity (SBSD) to be counted in the SWAM program. Certification applications are available through SBSD at 800-223-0671 in Virginia, 804-786-6585 outside Virginia, or online at http://www.sbsd.virginia.gov/ (Customer Service).

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ATTACHMENT B (CNT'D)

Small, Women and Minority-owned Businesses (SWaM) Utilization Plan

Procurement Name and Number: Sponsored Programs Evaluation Services / RFP# FDC-1189 Date Form Completed: 10/30/2023

Listing of Sub-Contractors, to include, Small, Woman Owned and Minority Owned Businesses
for this Proposal and Subsequent Contract

Offeror / Proposer:

Firm	Address	Contact Person/No.
Dainis & Company, Inc.	3210 Wards Lane, Broadway, VA 22815	Amanda Dainis (540) 435-6784

Sub-Contractor's Name and Address	Contact Person & Phone Number	SBSD Certification Number	Services or Materials Provided	Total Subcontractor Contract Amount (to include change orders)	Total Dollars Paid Subcontractor to date (to be submitted with request for payment from JMU)
Dainis & Company, Inc. is a certified SWAM business enterprise. We do not anticipate utilizing sub-contractors, but if it becomes necessary to do so, we agree to make every effort to follow this requirement.	n/a	n/a	n/a	n/a	n/a

(Form shall be submitted with proposal and if awarded, again with submission of each request for payment)

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ATTACHMENT C

VASCUPP Member Institution Sales

In the past twelve months, Dainis & Company, Inc. has received a total of $271,933 in sales from VASCUPP member institutions.

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Appendices

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DAINIS AND COMPANY, INC.
PSYCHOMETRICS AND EVALUATION

Final Evaluation Report

SexEDVa Disability-inclusive Sexual Health Network (DSHN)

Prepared for:

James Madison University Institute for Innovation in Health and Human Services

June 2023

WWW.DAINISCO.COM

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EXECUTIVE SUMMARY

The Disability-inclusive Sexual Health Network (DSHN) was designed by SexEdVA at the Institute for Innovation in Health and Human Services at James Madison University to establish, coordinate, and support a statewide network of community-based Partners developing innovative resources and interventions targeting the sexual health education needs of youth with intellectual and developmental disabilities (IDD). The DSHN Monitoring and Evaluation Plan outlines the continuous efforts by the Evaluation Team in partnership with DSHN staff and stakeholders to identify, track, measure, and make recommendations related to the goals of the Network. Monitoring and evaluation of Network-level activities and goals make up Tier 1 of the Plan and encompass the Network-Level Learning Agenda, impact area goals around Partner engagement, and collaboration and innovation within DSHN. Tier 2 addresses the monitoring and evaluation of the individual interventions being developed and implemented by Partners. This report summarizes the evaluation team's summative findings on the achievement of project goals and measurable impact on target populations from 2020-2023.

TIER 1 EVALUATION FINDINGS: NETWORK AS INTERVENTION

Network Partners shared a wealth of feedback throughout the project on their experience developing and implementing innovative sexual health education interventions for youth with IDD, their families, and caregivers as part of a supportive and collaborative network. Findings in this report summarize Partners' experience with challenges, accomplishments, and the role the Network may have played in the success of their project. Key findings include:

- Despite additional supports provided by the Network, resource constraints (e.g., time and staffing) continued to be a major barrier to making progress on design and development of interventions.
- Partners advanced steadily through steps on the DSHN Intervention Road Map but reported often revisiting previous steps to make revisions based on learning. While typical of a human-centered design approach to design and development, many Partners struggled with what felt like slow progress and frequent "setbacks."
- While Partners often struggled to obtain buy-in from community partners (e.g., schools and other potential program sites) and to identify potential participants, youth with IDD and their families who engaged in Partners' interventions provided consistent and overwhelmingly positive feedback, including overall excitement and gratitude for the existence of programs and resources specific to their experience.
- By the end of Year 3, all Partners were in **Phase 2: Test & Refine**; two Partners had completed pilot testing their intervention and were beginning implementation and evaluation under JMU's Institutional Review Board. Almost all Partners had created and distributed new resources to stakeholders based on needs they identified in their community. At the end of the project, several Partners were pursuing other sources of funding and support to continue development of their DSHN efforts.
- Partners indicated that DSHN resulted in many new connections and collaborations across the state, and that existing connections became stronger. Their level of connection to the Network

increased over time, as well as their perception of the strength of the Network in terms of available resources and collaborative relationships. Overall, Partners reported high levels of satisfaction with the Network and attributed their level of success to the Network.

- Overall, the DSHN Project resulted in the creation and subsequent growth of a strong and complete Network of Partners supporting each other and collaborating on shared goals.

TIER 2 EVALUATION FINDINGS: PARTNER INTERVENTION DESIGN AND IMPLEMENTATION

Over the course of the DSHN project, Partners collected information from hundreds of stakeholders to inform their projects and assess the effectiveness of their efforts. Key findings from Partner data collection include:

- Needs assessments and other stakeholder queries conducted during indicated that among youth with IDD, their families, and their educators/caregivers, there is high need for sexual health education resources and programs specific to their unique needs. Available resources (especially those that are school based) are limited as they are, and youth with IDD are often excluded from existing programs due to the lack of available adaptations or knowledge of what those adaptations should be.
- Partner-developed interventions focused on developmentally appropriate topics (e.g., healthy relationships and boundaries) and accessibility (e.g., increased use of visuals, avoidance of euphemisms), and emphasized a youth-centered approach.
- Evaluation data from pilot tested intervention was positive overall, indicating that Partners' interventions were effective at increasing knowledge of sexual health and healthy relationships as well as well-received by participants

SEXEDVA DISABILITY-INCLUSIVE SEXUAL HEALTH NETWORK (DSHN): FINAL EVALUATION REPORT

JUNE 2023

Prepared by Dainis & Company, Inc.

TIER 1 EVALUATION FINDINGS: NETWORK AS INTERVENTION

In order to monitor and evaluate the effectiveness of Network-level activities, Program Staff developed the following learning questions:

1. What barriers/challenges do Innovation Partners face in developing innovative and effective interventions?
2. What Network activities have the greatest impact on fostering innovation among partners?
3. What Network activities have the greatest impact on fostering collaboration among partners?

The following section summarizes findings related to this learning agenda from three key data sources: 1) Partner responses to the **Monthly Reporting Instrument**; 2) responses to a **Quarterly Partner Survey**; and 3) responses to the **Final Partner Survey**.

MONTHLY REPORTING INSTRUMENT

Throughout the project, Partners utilized a web-based survey tool as a Monthly Reporting Instrument (MRI) to summarize their progress, challenges, and support needs each month in tandem with their regular Monthly Check-In Meeting with DSHN Staff. The Evaluation Team conducted a preliminary analysis of Partner responses to the MRI collected between March 2021 and March 2022, the results of which were published in an article in the journal *Prevention Science* in April 2023.[1] Based on those findings, revisions were made to the MRI and implemented in July 2022.

MONTHLY REPORTING INSTRUMENT FINDINGS: YEAR 1

A full report on the analysis of MRI responses from March 2021 to March 2022 is available in the above-mentioned journal article (see footnote, below). The following summarizes key findings from this dataset, with a focus on information that supported quality improvements in Years 2 and 3.

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[1] Hartzler-Weakley, K., Duer, E. & McKean, K. (2023). Developing a Tool for Monitoring and Evaluating a Network Approach to Innovation: Lessons from Year 1 of the SexEdVA Disability-Inclusive Sexual Health Network (DSHN). *Prevention Science*, April 21. https://doi.org/10.1007/s11121-023-01516-2

PARTNER PROGRESS IN YEAR 1

Partners utilized the MRI to report on a range of accomplishments and challenges experienced in the first year of the project. The most common challenges mentioned were: Limited time/staffing (32.0%); Lack of community buy-in (22.0%); and Limitations to in-person activities due to the COVID-19 pandemic (16.0%). Despite these and other challenges, Partners more often mentioned accomplishments they were celebrating. Accomplishments primarily focused on project planning milestones (such as gathering community input and identifying needed resources; 38.2%) and the development of new connections, collaborations, and participants (38.2%), with a smaller number of mentions of accomplishments related to early development and implementation milestones (e.g., pilot testing [29.1%] and material creation [18.2%]).

What Partners said about **challenges** they were facing:

> "Time is always a challenge in terms of scheduling to meet the project needs…Knowing we are behind w[h]ere we had hoped to be by this point in time."

> "[A county school system] seemed interested, but they are not returning my emails regarding a meeting"

> "We have not resumed our in person activities because we feel it's too risky for our families."

What Partners shared about recent **accomplishments**:

> "We are ready to open registration for our training and have all become trained."

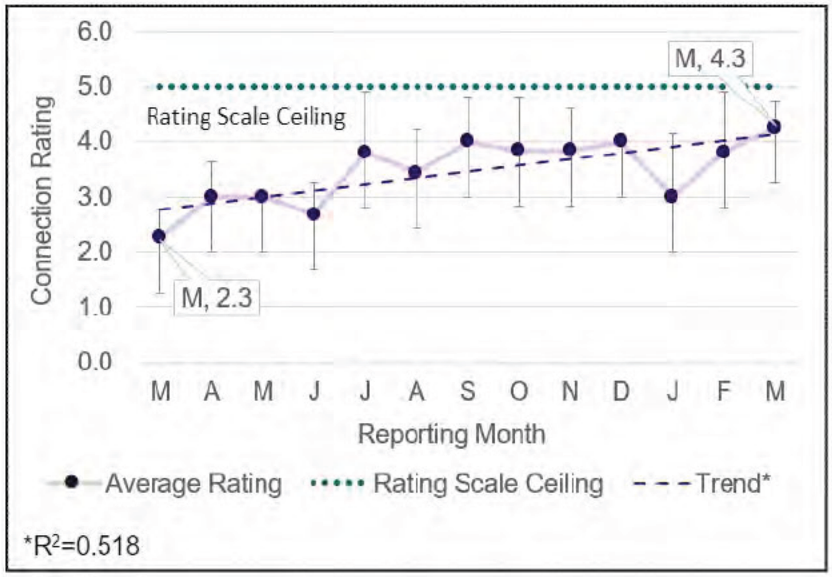
> "The consistency of the participants coming to our workshops is something to celebrate!

> "…We are thrilled with how [our workshop] went. We had 7 consistent participants and feel as if our workshops were insightful for these…men."

PARTNER ENGAGEMENT IN THE NETWORK

Year 1 analysis of MRI data assessed Partner engagement in the Network utilizing data related to participation, connection, and collaboration. **Participation** was measured through monthly attendance of Check-In Meetings with Staff and submission of the MRI. A sum rate of participation was calculated by combining meeting attendance with MRI submissions. On average, Partners had a participation rate of 73% (score of 18.9 out of 26; range 11-25). **Connection** was measured using rating scores provided by Partners on a dedicated item on the MRI. Partners rated their feeling of connection to the Network as a whole on a scale of 1 ("not very") to 5 ("very"). Over the course of Year 1, Partners' feeling of connection increased from an average rating of 2.6 in March 2021 to 4.7 in March 2022 (Figure 1).

Figure 1. *Average Monthly Connection Rating and Change Across Year 1 for All Innovation Partners, March 2021-March 2022*



Lastly, **Collaboration** was measured using responses to the MRI item "In what ways have you collaborated with other Network partners this month?" Responses to this open-ended item were coded for each month as "Yes (reported collaboration)" or "No (did not report collaboration)." On average, 2.6 Partners reported collaboration each month in Year 1 (range: 1-4), and overall, Partners reported collaborating within the Network in 4.4 out 13 months of the reporting period (range: 3-6). A rate of collaboration was calculated as a percentage of months each Partner reported collaborating. The average rate of collaboration across all Partners for Year 1 was 33.7% (range: 23.1-46.2).

The connections that Partners celebrated were diverse and complex, spanning multiple coded themes in the analysis. Partners described numerous achievements around project teamwork, engagement with stakeholders and participants, and connection and collaboration with network partners and staff. During the study period, two Partners chose to combine their efforts, noting that they were excited about "[t]he collaboration and combination of our projects into one and the opportunity to work with an inspiring colleague!" The need for ongoing support for Partners to continue making connections with each other was apparent in our findings, with assistance networking with other Partners and community stakeholders described five times by three separate Partners as a technical support need.

What Partners reported in Year 1 on collaborating with other Partners:

"Met with [partner] for ideas as she has done a lot of virtual workshops."

"I'm working with [partner] to do some training on LGBTQ + terminology and talking about porn with young people."

"We have been sharing the upcoming workshops [partner] is hosting with our networks"

APPROACHES TO MONITORING AND EVALUATION

Analysis of the Year 1 MRI data revealed a wealth of information and insight into Partners' experience as members of the Network. However, low participation and redundancy of coded themes across items indicated the MRI was potentially burdensome and ineffective in some areas. As a result, a streamlined version of the MRI was developed to focus on monthly identification of support needs to be addressed at check-in meetings. Bigger-picture topics such as engagement, collaboration, and progress toward Learning Agenda objectives were moved to an anonymous Quarterly Partner Survey. Additional opportunities for communication between partners were created through a dedicated Slack, break-out rooms during quarterly network meetings, and periodic "cluster meetings" that bring together a small group of partners in lieu of individual check-in meetings. The Quarterly Partner Survey was designed to include improved measures for engagement, and to therefore separate these important quality improvement metrics from required reporting activities.

YEAR 3 UPDATES

In Year 3, 90 entries were made by ten Partners (The Arc of Augusta and The Arc of Harrisonburg-Rockingham continued to complete a joint report) in the revised MRI between July 2022 and April 2023 (a 10-month reporting period, as most Partner activities concluded by May 2023 ahead of the June 30th project end date). On average, Partners completed an MRI nine times during Year 3, with an average of nine Partners completing the report each month. The overall participation rate by Partner on the MRI in Year 3 was 90% (range: 50-100%), a 30% increase in participation over the previous version of the tool.

A number of items on the revised MRI required a response, but of the 29 fields where a response was optional on the form, the overall response rate was 51.1% (an increase of 11% over the previous version). Optional fields were primarily made up of multiple choice matrices addressing needs for resources, training, or support, with one row of each matrix for indicating "other" areas where support might be needed. Each matrix was followed by an open text field where Partners could provide additional details specifying these other areas. Interestingly, even though response to the "other" rows was relatively low (13.6% on average across four items) Partners provided numerous comments in the open text box whether they had checked a response in the above matrix or not (resulting in an overall response rate for the "other" text boxes on the matrix items of 108.6%).

PROGRESS REPORTED

Partners reported each quarter on the status of their project in terms of design steps outlined in the DSHN Road Map. The MRI focused on **Phase 1: Explore & Develop** and **Phase 2: Test and Refine**, and asked Partners to indicate each month whether progress on the steps for each phase was completed, revisited, or ongoing. Across all steps, Phase 1 activity *Theory of Change / Logic Model* was most often marked as completed (55.6%; Figure 2), followed by *Intervention Plan* (45.9%). Partners indicated they had completed a number of Phase 2 steps as well, including *Pilot testing their intervention* (52.4%; Figure 3) and *Evaluation planning* (44.6%). Partners described their progress across both Phases overall as "ongoing" (44.6% of Phase 1 activities and 40.2% of Phase 2). Both phases also included activities that Partners reported they were actively "revisiting or revising" (4.8% of activities overall). Partners most often reported revising or revisiting the steps of *Theory of Change / Logic Model* (9.5%) and *Material development* (8.6%) in Phase 1, and *Pilot participant recruitment* (8.9%) in Phase 2.

Figure 2. *Percentage of Partners by Type of Progress Reported on Phase 1 Activities, Year 3*

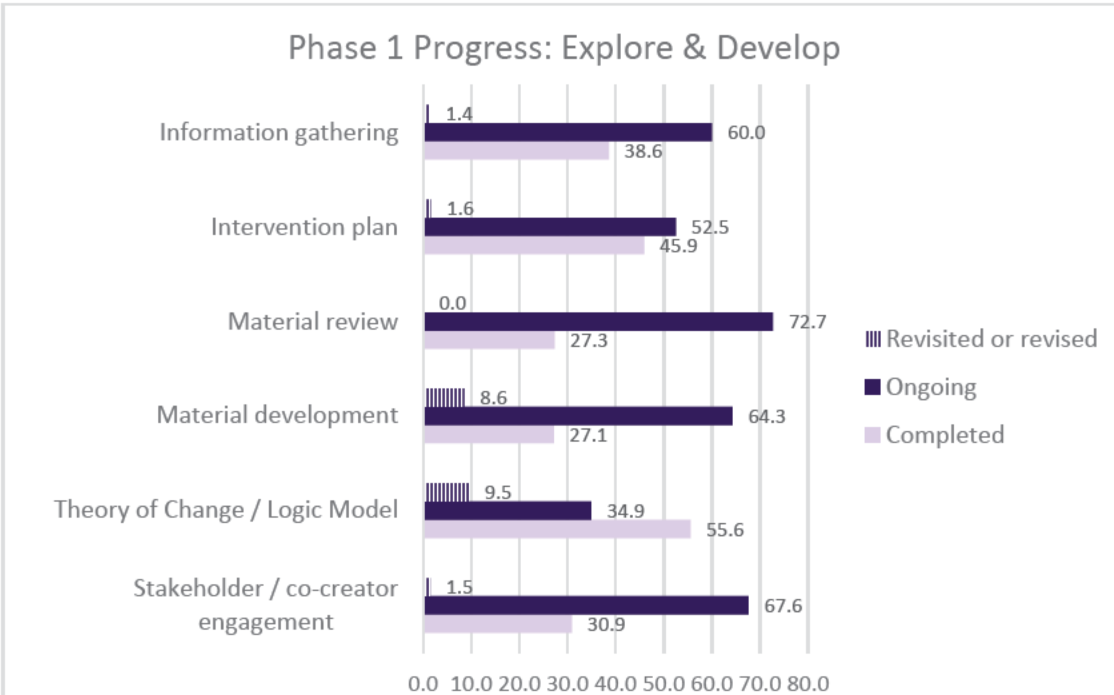
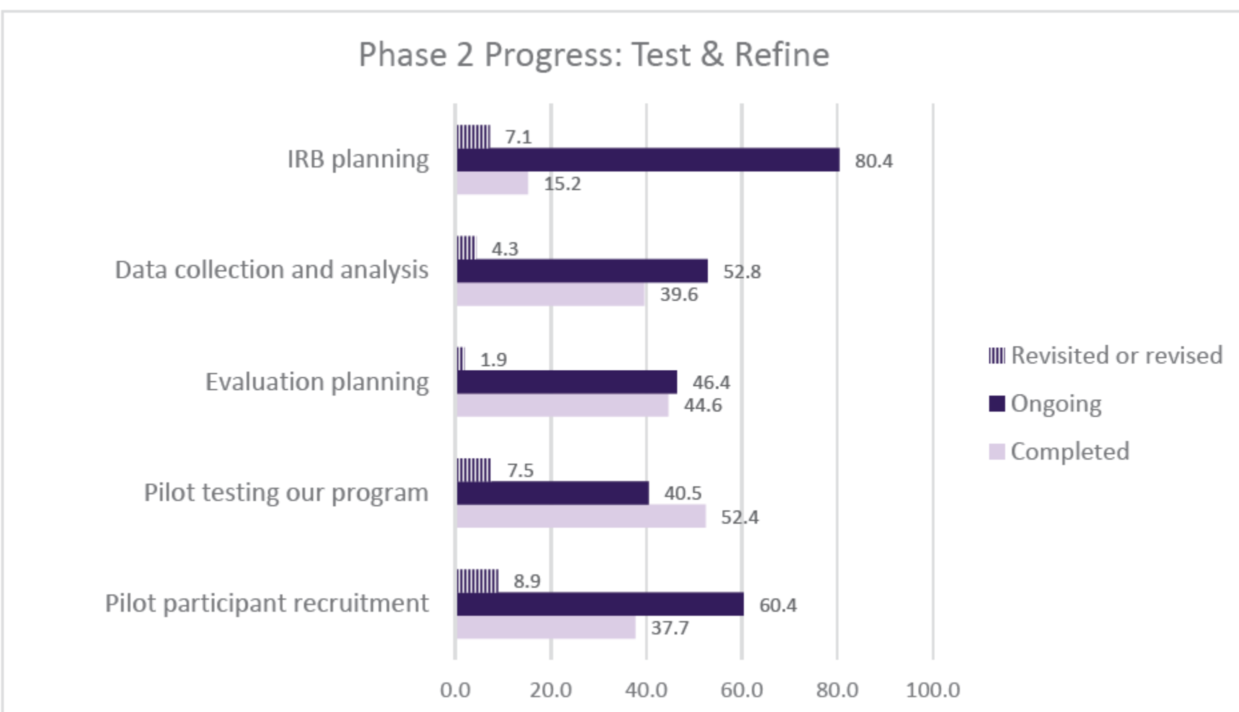


Figure 3. *Percentage of Partners by Type of Progress Reported on Phase 2 Activities, Year 3*



Network Partners were asked to summarize their exploration or learning related to their project and what "lessons learned" they could share with the Network. Common themes pertained to community interest and recruitment, flexibility and the evolution of the project, and collaboration. Sample quotes from Partners describing lessons learned can be found below.

Community Buy-In:

“Outreach is crucial to growth. It's important to grow slowly and in a controlled manner.”

“I am re-learning some patience... sometimes I feel like trying to get participants is a bit like screaming into the void.”

Flexibility:

“Be prepared to change course based upon feedback from participants, families, individuals.”

“We never stop learning from our students and parents and that continues to inform our next presentations and classes!”

Collaboration:

“I have learned to always collaborate with our partners! They help keep us on track”

“People are hungry for this info and are interested in collaborating with us (DSHN) on any future projects.”

Network Partners also shared some of their accomplishments, and many of these accomplishments could be categorized as the completion of a project or a major milestone; community outreach, recruitment, and attendance; and the implementation of the partner’s intervention or training. Sample quotes from Partners describing accomplishments can be found below.

Project Milestones:

“LESSONS ARE DONE AND GROUPS HAVE STARTED! 😊"

“We finalized [our Year] 3 workplan and budget! “

Community Outreach:

“Outreach and connections. We are part of a VA-DC-MD network forming to support teens, adults, families...We are receiving referrals from the top special ed attorney in the country addressing criminal justice system cases for people with ASD.”

Program Implementation:

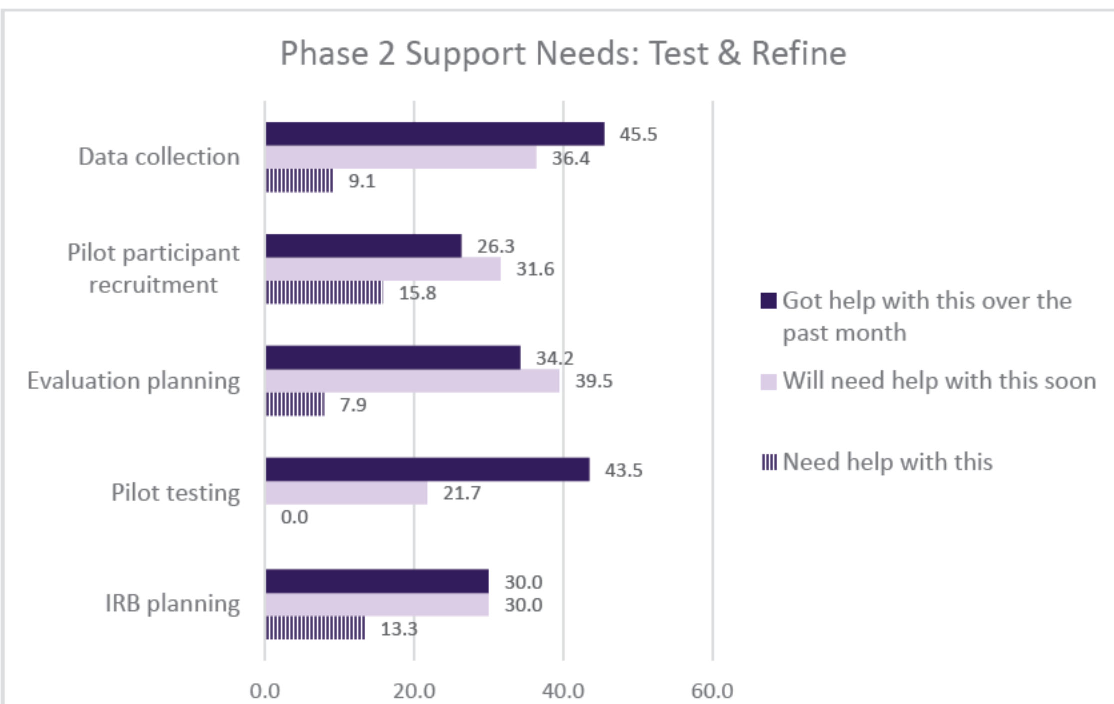
"Completed the first training session and got some great feedback."

"We are so excited that our summer groups are running."

SUPPORT NEEDS IDENTIFIED

Partners' reported needs for support or training were more clearly focused on Phase 2 activities in Year 2. While 18.0% of Partners projected they may need support with Phase 1 in the near future (primarily related Material review), more than a third of Partners identified immediate needs with Phase 2 activities (39.7%). Phase 2 support needs most often identified included immediate assistance with *Pilot participant recruitment* (15.8%) and *IRB planning* (13.3%). Current needs reported by Partners aligned with what they identified as ongoing activities (Figure 3, above). Partners were also able to indicate an area where they anticipated needing help in the near future, most often with *Evaluation planning* (39.5%) and *Data collection* (36.4%; Figure 4).

Figure 4. *Percentage of Partners by Type of Support Needs Identified on Phase 2 Activities, July 2022-April 2023*



Network Partners were additionally asked about what challenges they may have experienced in the past month. The most common challenges pertained to having insufficient time to complete tasks, low participation rates for parents/youth, and human factors. Sample quotes from Partners describing challenges can be found below.

Limited Time:

> "Time! There are more hits on the website to reply to, new potential opportunities to respond to, planning for upcoming parent & staff workshops, no time to update the website."

> "Not enough time to respond to inquiries from outreach and marketing efforts."

Low Participation:

> "Participation in our summer groups has made inclusion of sexual health a bit more tricky than we anticipated. We are working through better ways to navigate low numbers."

> "Fewer registrants for the training than we had hoped but it's a busy time of year."

Human Factors:

> "The network's board takes a break over the summer so limited meetings took place. Our intern who communicates most regularly with DSHN team was out of the country."

Finally, Network Partners shared whether they had to pivot to focus on different needs, concerns, or improvements. The most commonly discussed pivot points were programmatic changes, staffing changes, and shifting timeline expectations. Sample quotes from Partners describing pivots they had recently made can be found below.

Programmatic Changes:

> "We modified our data collection, we made changes to staff trainings, revamped internship expectations, parent and student feedback continually guides us to modify curriculum and trainings."

> "The major pivot was moving from a sex ed video curriculum for [developmentally disabled] high school age youth utilizing child-size puppets to a resource hub for sex ed resources in the network to be expanded to the state and the country."

> "The curriculum has been a big pivot. We have had to combine some sessions and change the opportunities for students to respond."

Staffing Changes:

> "We have brought on a new staff member whose focus will be leading the focus groups and developing the pilot group for parents."

"[A new employee] was hired to handle marketing, communications, and resource development for [Partner]. They have been instrumental in assisting with the HUB development and is responsible for adding new content going forward."

Shifting Timelines:

"We have pivoted our timeline slightly slower than originally proposed."

"We have decided to postpone our one day workshop due to the lack of interest. We are working on finding another plan for this as we want to reach as many people as possible."

"We have to mail out training kits to our participants, and therefore need them to register about a week in advance. We had to push back our starting date to allow for mailing times."

QUARTERLY PARTNER SURVEY

In conjunction with revisions to the MRI, a new Quarterly Partner Survey was developed and implemented in October 2022. In addition to reducing the amount of information collected monthly on the MRI, this survey was designed to gather feedback from Partners on bigger-picture aspects of their experience in the Network based on the learning question, *"How has the Network changed over the course of the DSHN project?"* Network characteristics of interest included **Connection**, **Strength**, and **Engagement**. Additional survey items addressed **Satisfaction with Leadership** and to what degree Partners attributed the **Success of Their Project** to Network supports.

The Quarterly Partner Survey measured individual-level experience of each Partner's involvement in the Network, so all staff involved in DSHN activities at each Partner agency was asked to complete the survey separately (as opposed to one designated person per agency). Over the course of three quarterly administrations, a total of 32 individuals completed the Quarterly Partner Survey, with at least one person from each Partner agency responding in two out of the three quarters. The October survey asked Partners to answer based on their experience to date with the Network to retrospectively provide an approximate baseline measure, and subsequent surveys focused on the previous quarter only.

CONNECTION

Partners' feelings of connection to the Network as a whole and their satisfaction with their level of connection were based on their rating of two statements on a 6-point Likert scale (1=Strongly disagree; 6=Strongly agree). While Partners' feeling of connection decreased slightly from October to April (-1.4% change) their satisfaction with their connection to the Network as a whole increased (+12.7%; Table 1). These two measures were combined to create a sum measure of Connection, which increased by 5.7% (Figure 5).

Table 1. *Average Score at Baseline (October 2022) and Exit (April 2023) and Change from Baseline on DSHN Connection Measures, Year 3*

Connection Measure	Baseline *(SD)*	Exit *(SD)*	Change (%)
"I feel connected to the Network as a whole."	4.7 *(0.95)*	4.6 *(0.92)*	-0.1 (-1.4%)
"I am satisfied with the level of connection I feel to the Network."	4.8 *(1.01)*	5.4 *(0.52)*	0.6 (+12.7%)
Sum Connection	**4.7**	**5.0**	**0.3 (+5.7%)**

Figure 5. *Average Score at Baseline (October 2022) and Exit (April 2023) on DSHN Sum Connection Measure, Year 3*

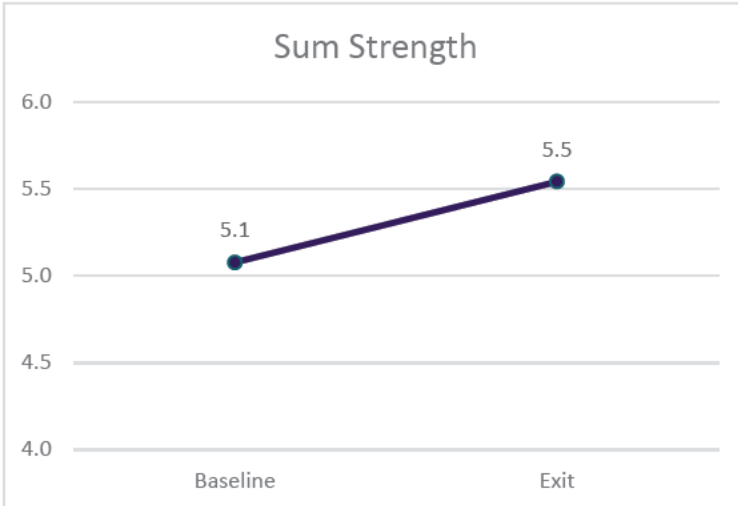
STRENGTH

Partners' assessment of the overall strength of the Network was measured across three items: the Network as a source of support; other Partners' active involvement in the Network; and Personal professional benefit from their involvement in the Network. From October to April, Partners' ratings of the Network on all three strength measures increased (see Table 2), with the combined measure of Sum Strength increasing by a half point (+9.2%; Figure 6). Partners reported the largest increase in their ability to turn to the Network for support (+14.3%).

Table 2. *Average Score at Baseline (October 2022) and Exit (April 2023) and Change from Baseline on DSHN Strength Measures, Year 3*

Strength Measure	Baseline *(SD)*	Exit *(SD)*	Change (%)
"I can turn to the Network for support to help my organization reach its goals."	4.9 *(1.07)*	5.6 *(0.52)*	0.7 (+14.3%)
"Other Partners work actively to engage in and strengthen the Network."	4.8 *(1.07)*	5.1 *(0.99)*	0.3 (+5.8%)
"I have personally gained skills and knowledge as a result of my involvement with DSHN."	5.5 *(0.88)*	5.9 *(0.35)*	0.4 (+7.6%)
Sum Strength	**5.1**	**5.5**	**0.5 (+9.2%)**

Figure 6. *Average Score at Baseline (October 2022) and Exit (April 2023) on DSHN Sum Strength Measure, Year 3*



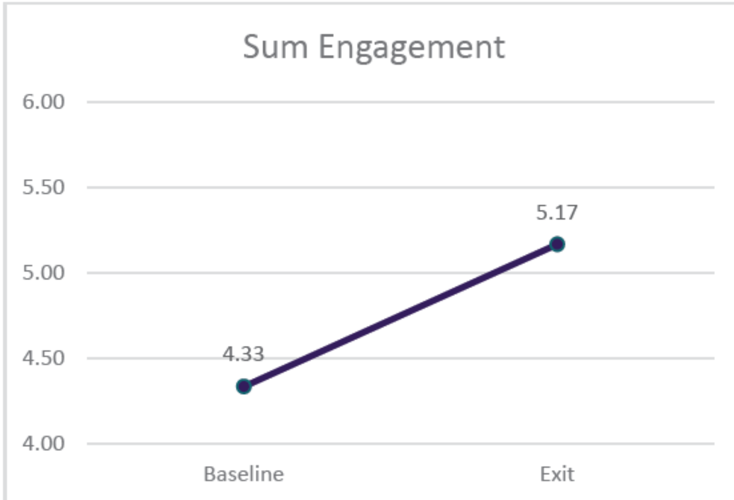
ENGAGEMENT

Partners' engagement in the Network was measured across three constructs: Personal involvement in the Network; Regular communication outside of scheduled meetings; and Satisfaction with their level of engagement in the Network. Overall, Partners' reported level of engagement in the Network increased from October to April (+19.2%; Figure 7), with reported personal active involvement in the Network increasing the most (more than one point; Table 3).

Table 3. *Average Score at Baseline (October 2022) and Exit (April 2023) and Change from Baseline, on DSHN Engagement Measures, Year 3*

Engagement Measure	Baseline *(SD)*	Exit *(SD)*	Change (%)
"I find myself actively involved in the Network."	4.3 *(1.07)*	5.4 *(0.52)*	1.1 (+24.8%)
"I communicate regularly with staff and other Partners outside of meetings (e.g., via phone/video call, email, or Slack)."	4.1 *(1.07)*	4.6 *(0.99)*	0.6 (+13.4%)
"I am satisfied with my level of engagement in the Network."	4.6 *(0.88)*	5.5 *(0.35)*	0.9 (+19.2%)
Sum Engagement	**4.3**	**5.2**	**0.8 (+19.2%)**

Figure 7. *Average Score at Baseline (October 2022) and Exit (April 2023) on DSHN Sum Engagement Measure, Year 3*



SATISFACTION WITH LEADERSHIP

Partners were asked to rate their satisfaction with SexEdVA's performance on the DSHN project across two items: Creating opportunities; and Providing clear guidance. Partners' ratings of their satisfaction with DSHN leadership decreased slightly on both measures (Table 4), with the overall rating across both items decreasing by five percent (Figure 8). While satisfaction with leadership appears to have decreased over the course of the third year, it should be noted the baseline ratings on these two measures were the highest compared to all other items on the Quarterly Partner Survey indicating a possible ceiling effect. At exit, 100% of Partners responding to these items indicated they somewhat to strongly agreed with both statements on Leadership Satisfaction.

Table 4. *Average Score at Baseline (October 2022) and Exit (April 2023) and Change from Baseline, on DSHN Engagement Measures, Year 3*

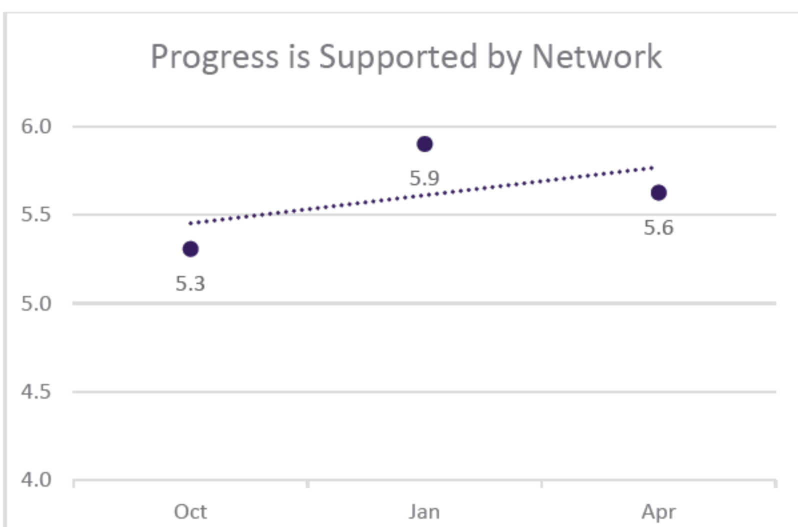
Leadership Satisfaction Measure	Baseline *(SD)*	Exit *(SD)*	Change (%)
"SexEdVA creates opportunities for the Network to work together on shared goals."	5.5 *(0.78)*	5.4 *(0.52)*	-0.1 (-1.6%)
"SexEdVA provides clear guidance to Partners on project goals and objectives.	5.6 *(0.77)*	5.1 *(0.99)*	-0.5 (-8.7%)
Sum Leadership Satisfaction	**5.5**	**5.3**	**-0.3 (-5.2%)**

Figure 8. *Average Score at Baseline (October 2022) and Exit (April 2023) on DSHN Sum Engagement Measure, Year 3*

NETWORK SUPPORT OF PARTNER SUCCESS

The final rating question on the Quarterly Partner Survey asked respondents to assess the Network's role in their agency's progress on DSHN goals and objectives over the course of the project. While overall Partners' rating of the Network on this measure increased from October to April (an increase from baseline to exit of 0.3 points or +6.0%; Figure 9), it was noted that the rating in January was very high with all but one respondent indicating they "strongly agree" that they "made more progress on addressing the sexual health needs of youth with disabilities as part of the Network than we would have on our own" (91%).

Figure 9. *Quarterly Average Score on DSHN Measure Assessing Network Support of Partner Progress, Year 3*



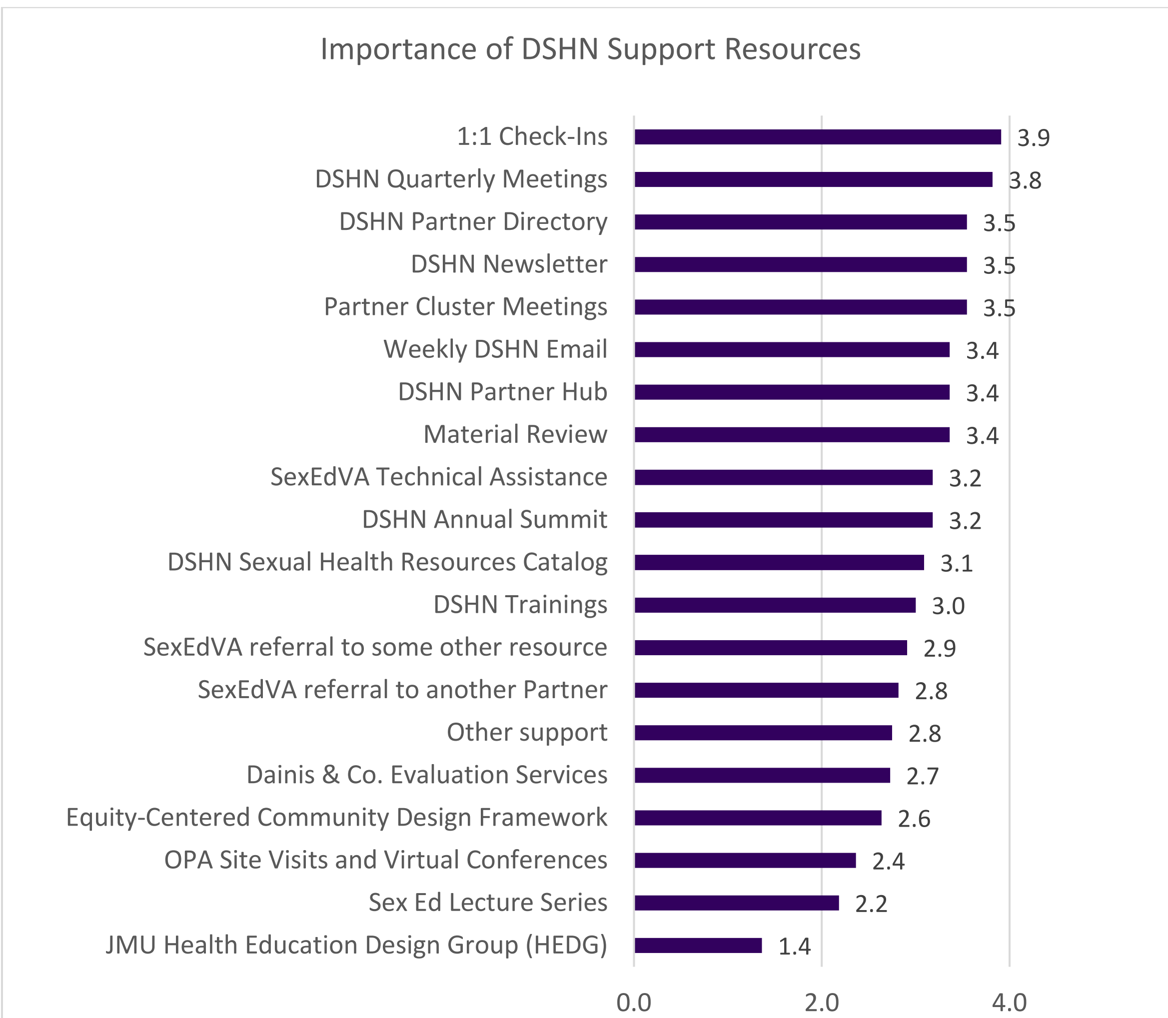
FINAL PARTNER SURVEY

A final, brief survey was administered with all Partners at the end of Year 3 to gather feedback on support resources provided by DSHN leadership over the life of the project, and to assess changes to the Network as a whole in terms of connections between Partners.

NETWORK SUPPORT RESOURCES

Partners were asked to rate the importance of support resources made available through the Network to the success of their project over the past three years and a scale of 1 (“Not important at all”) to 4 (“Very important”). The highest rated resources included one-on-one (3.9; Figure 10), small group (“cluster”; 3.5), and Network-wide meetings (3.8), which along with the newsletter, weekly email, and partner Directory, were the only resources all Partners indicated utilizing at least once. The resource least utilized was the Health Education Design Group (HEDG), although the Partners who indicated they used this resource rated as fairly important (3.0) to their success.

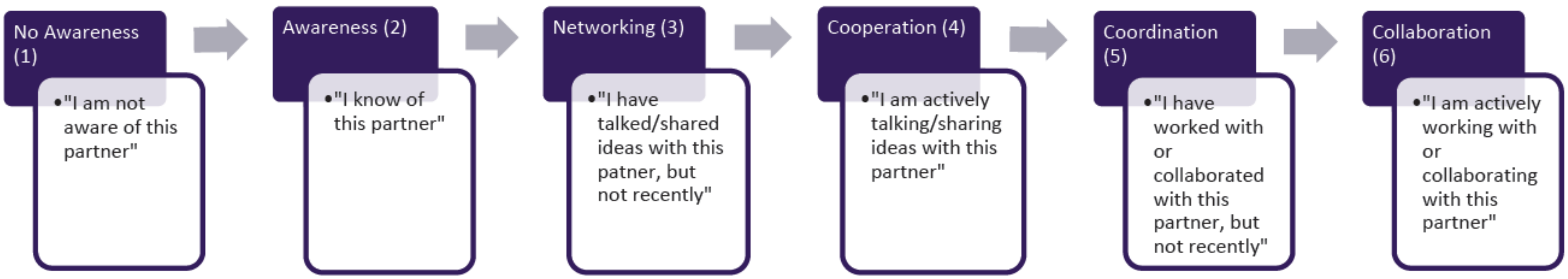
Figure 10. *Average Rating of Importance of DSHN Support Resources to Partner Success, May 2023*



PARTNER CONNECTIONS

On the Final Partner Survey, respondents were asked to rate their level of connection to each other Network Partner, as well as to key agencies providing leadership or other support to the Network. Partners rated their connection to each entity retrospectively (before the start of DSHN) and again at the end of Year 3 on a scale of 1 ("I was/am not aware of this partner") to 6 ("I was/am actively working with or collaborating with this partner"). This scale was based on the Levels of Collaboration model (Figure 11):[2]

Figure 11. *Levels of Collaboration and Corresponding Rating Scale Descriptions, DSHN Final Partner Survey, Year 3*



CONNECTIONS TO SUPPORTING PARTNERS

While the Final Partner Survey was only administered to Network Partners (i.e., sub-grantees, also referred to by the project as Innovation Partners), Supporting Partners were included on the list of entities for which Partner connections were assessed. Supporting Partners included James Madison University (JMU) entities **SexEdVA** (the grantee and coordinating entity for the Network), the **Institute for Innovation in Health and Human Services** (IIHHS, SexEdVA's departmental home), and the **Health Education Design** Group (HEDG; a technical assistance resource), and the external evaluation consultant on the grant, **Dainis & Company, Inc.** Other Supporting Partners were named in the grant but are not discussed here due to their minimal involvement.

[2] Frey, B. B., Lohmeier, J. H., Lee, S. W., & Tollefson, N. (2006). Measuring collaboration among grant partners. American Journal of Evaluation, 27(3), 383–392.

Partner responses on the survey indicated their level of connection and collaboration with Supporting Partners doubled on a scale of 1 ("I was not aware of this partner") to 6 ("I am actively working with or collaborating with this partner"), from 1.5 before DSHN to 3.0 after (Figure 12). Awareness of each of these four entities before DSHN overall was quite low, in particular with the evaluator Dainis & Company, Inc. with whom no Partner reported being aware of prior to DSHN. The highest level of connection Partners had prior to DSHN was with IIHHS, with whom one Partner reported having a networking relationship. Connection ratings changed the most for Dainis & Company (+254.5%; Table 5), followed by SexEdVA (+175.0%) with whom eight out of eleven Partners rated their relationship as one of "Cooperation" or higher (4 or higher on the 6-point scale) at the end of the project.

Figure 12. *Overall Average Pre- and Post-DSHN Connection Rating of Supporting Partners*

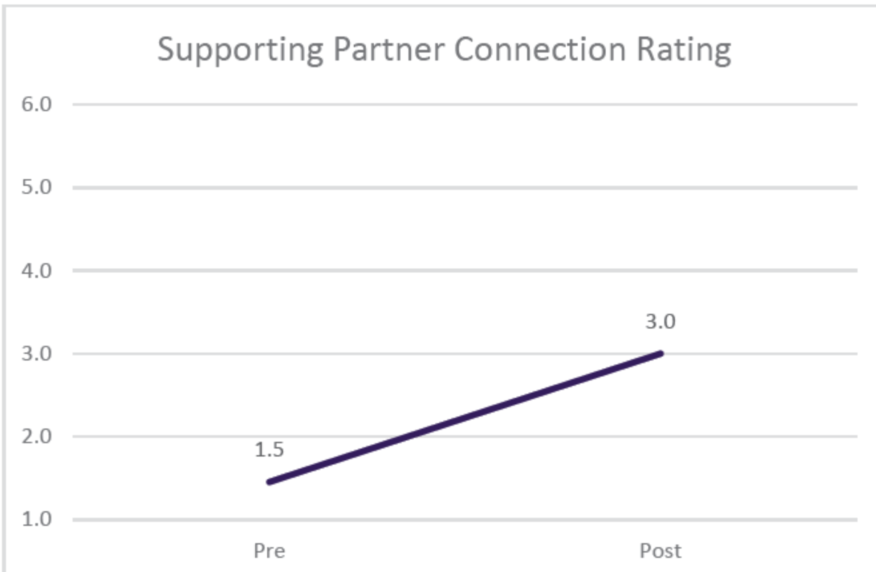


Table 5. *Average Pre- and Post-DSHN Connection Rating and Change in Rating by Supporting Partner*

Grant Partner	Average Connection Rating (SD)		Change in Rating	
	Pre	Post	Points	Percent
Dainis & Company, Inc.	1.0 *(0.00)*	3.5 *(2.07)*	2.5	+254.5
JMU Health Education Design Group (HEDG)	1.1 *(0.30)*	2.0 *(0.89)*	0.9	+83.3
JMU Institute for Innovation in Health and Human Services (IIHHS)	1.5 *(0.69)*	2.8 *(1.33)*	1.4	+93.8
JMU SexEdVA	1.5 *(1.21)*	4.0 *(1.55)*	2.5	+175.0
Overall Average	1.5 *(0.94)*	3.0 *(1.56)*	1.5	+106.3

CONNECTIONS TO OTHER NETWORK PARTNERS

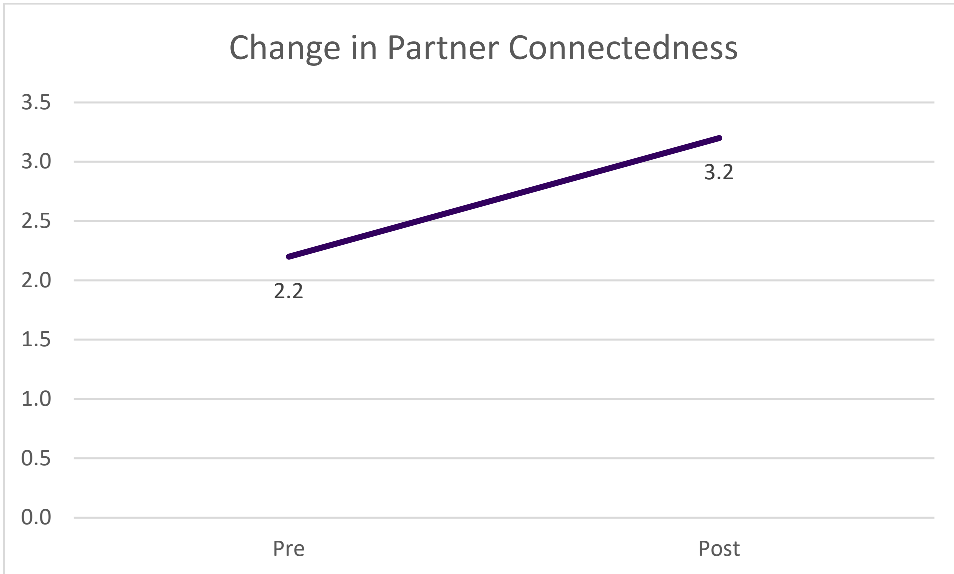
Because each Partner rated their connection to every other Partner, the survey resulted in two measures for each pair of Partners: 1) how Partner A rated their connection to Partner B; and 2) how

Partner B rated their connection to Partner A. A sum "cross-rating" was therefore calculated for each Partner by averaging these two measures. Individual Partner's ratings averaged across the Network ranged 1.7-3.0 pre-DSHN, and 2.1-4.3 post-DSHN. Resulting average cross-ratings by Partner pre-DSHN ranged from 1.4 to 2.9, with an average rating across all Partners of 2.2 (*SD*=1.2; Table 6). Post-DSHN, ratings increased by a full point (+53.2%) to an overall average of 3.2 (*SD*=1.3, range 2.5-3.9; Figure 13). The Partner that increased their connection cross-rating the most was Empowerment, Advocacy, & Sexual Education (Ease) (+160.7%), followed by Adagio House (+113.3%). While this may be surprising given these two Partners joined the Network in the second year, they are also both smaller community-based organizations of whom other Partners had less awareness of prior to their involvement in DSHN (and therefore had lower baseline levels of connection). In fact, only one other Partner reported they were aware of either of these Year 2 Partners prior to DSHN. In contrast, the Partner who increased in connection the least also started with one of the highest ratings pre-DSHN (PEATC; +27.6%).

Table 6. *Average Connection Cross-Rating Pre- and Post-DSHN and Change in Connection Rating by Network Partner*

Network Partner	Average Connection Cross-Rating (SD)		Change in Cross-Rating	
	Pre	Post	Points	Percent
Adagio House	1.5 *(0.76)*	3.2 *(1.15)*	1.7	+113.3
The Arc of Augusta	2.0 *(1.10)*	2.5 *(1.32)*	0.6	+28.2
The Arc of Harrisonburg & Rockingham	2.2 *(1.06)*	3.7 *(1.08)*	1.5	+68.2
Autism Society of Central Virginia	2.9 *(1.76)*	3.9 (1.50)	1.0	+35.1
Disability Law Center of Virginia	2.7 *(1.45)*	3.0 *(1.28)*	0.3	+9.3
Empowerment, Advocacy, & Sexual Education	1.4 *(0.94)*	3.7 *(1.6)*	2.3	+160.7
Parent Educational Advocacy Training Center	2.9 *(1.80)*	3.7 *(1.69)*	0.8	+27.6
Shenandoah Valley Autism Partnership	1.9 *(0.55)*	2.6 *(1.19)*	0.7	+36.8
Special Olympics of Virginia	2.0 *(0.97)*	2.8 *(1.08)*	0.8	+37.5
Virginia Commonwealth University	2.9 *(1.71)*	3.5 *(1.43)*	0.6	+19.0
Virginia League for Planned Parenthood	1.9 *(0.97)*	2.9 *(1.18)*	1.0	+50.0
Overall Average	**2.2** *(1.2)*	**3.2** *(1.3)*	**1.0**	**+53.2**

Figure 13. *Average Overall Connection Cross-Rating Pre- and Post-DSHN, All Network Partners*



OVERALL CONNECTEDNESS OF THE NETWORK

Connection ratings provided by Partners were utilized to create a visual map of the overall connectedness of the Network prior to the DSHN initiative, and again at the end. Sum connection ratings between each Partner “pair” was calculated by averaging each Partner’s rating of their relationship with the other. Tables 7-8 summarize the sum ratings between each pair of Partners pre- and post-DSHN. Pre-DSHN, Partners lacked even basic awareness of each other in eight cases. The two highest rated existing connections involved the same common Partner (Autism Society of Central Virginia) and had a sum rating score of 5.5 (Table 7). Post-DSHN, the number of connections rated as higher than 4.0 increased from four to ten (Table 8). Eight new connections were established where there had previously not been awareness. Two Partner pairs mutually rated their connection post-DSHN as a max score of 6.

Table 7. *Average Connection Cross-Rating by Partner, Pre-DSHN*

Network Partner	Abbrev.	Adagio	Arc-A	Arc-H/R	ASCV	dLCV	Ease	PEATC	SOVA	SVAP	VCU	VLPP
Adagio House	Adagio		1.5	2.0	--	1.5	--	2.5	1.5	1.5	--	1.5
The Arc of Augusta	Arc-A			4.0	1.5	2.5	--	2.0	2.0	2.0	2.0	--
The Arc of Harrisonburg & Rockingham	Arc-H/R				2.0	2.5	--	2.0	2.0	2.5	2.5	1.5
Autism Society of Central Virginia	ASCV					3.5	1.5	5.5	2.0	4.0	5.5	2.0
Disability Law Center of Virginia	dLCV						1.5	5.0	1.5	2.0	4.5	2.5
Empowerment, Advocacy, & Sex. Ed.	Ease							3.0	1.5	--	--	1.5
Parent Educ. Advocacy Training Center	PEATC								1.5	2.0	4.0	1.5
Shenandoah Valley Autism Partnership	SVAP									2.0	3.0	2.0
Special Olympics of Virginia	SOVA										1.5	1.5
Virginia Commonwealth University	VCU											4.0
VA League for Planned Parenthood	VLPP											

Note: No rating indicates both partners stated they were not aware of the other before DSHN

Table 8. *Average Connection Cross-Rating by Partner, Post-DSHN*

Network Partner	Abbrev.	Adagio	Arc-A	Arc-H/R	ASCV	dLCV	Ease	PEATC	SOVA	SVAP	VCU	VLPP
Adagio House	Adagio		2.0	4.0	4.0*	3.0	5.0*	3.5	2.0	4.0	2.0*	2.5
The Arc of Augusta	Arc-A			6.0	2.0	2.5	2.0*	2.0	3.0	2.0	2.0	1.5*
The Arc of Harrisonburg & Rockingham	Arc-H/R				3.0	3.5	3.0*	3.5	3.0	3.5	4.0	3.5
Autism Society of Central Virginia	ASCV					3.5	5.0	6.0	2.0	4.5	4.5	4.0
Disability Law Center of Virginia	dLCV						2.0	5.0	2.0	2.0	3.5	2.5
Empowerment, Advocacy, & Sex. Ed.	Ease							4.5	4.0	2.0*	4.0*	5.0
Parent Educ. Advocacy Training Center	PEATC								2.0	3.0	5.0	2.5
Shenandoah Valley Autism Partnership	SVAP									2.0	4.0	2.0
Special Olympics of Virginia	SOVA										2.5	2.0
Virginia Commonwealth University	VCU											3.0
VA League for Planned Parenthood	VLPP											

*New connection

In order to visual the overall change in connectedness between Network Partners, the data in the above tables was utilized to create a Network Map diagram the utilizes a circle to represent each Partner and lines between circles to represent average connection cross-ratings. Due to the inherent complexity of this type of diagram not all individual Partner connections may be discernable, and therefore the Network Map is intended to give an overall impression of the connectedness of the DSHN Network. Color, size, and pattern are used to indicate relative value differences in connection ratings. For example, relative differences between Partners in their average overall connection rating (Table 6) is represented by the size and color of each circle (see legend in Figure 14). The relative value of the cross-ratings between each pair of Partners (Tables 7-8) is represented by the length and thickness of the line connecting them.

Figure 14. *Network Map Figure Legend for Figures 15-17*

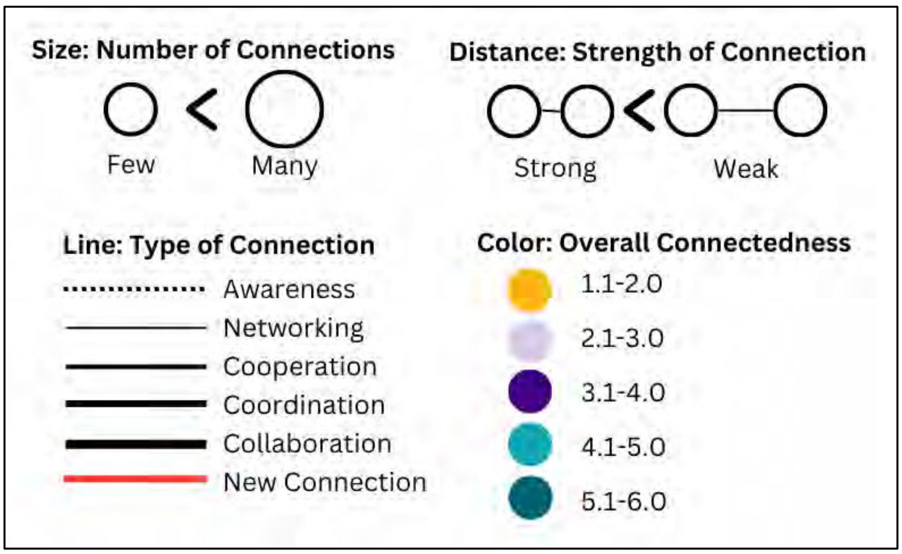
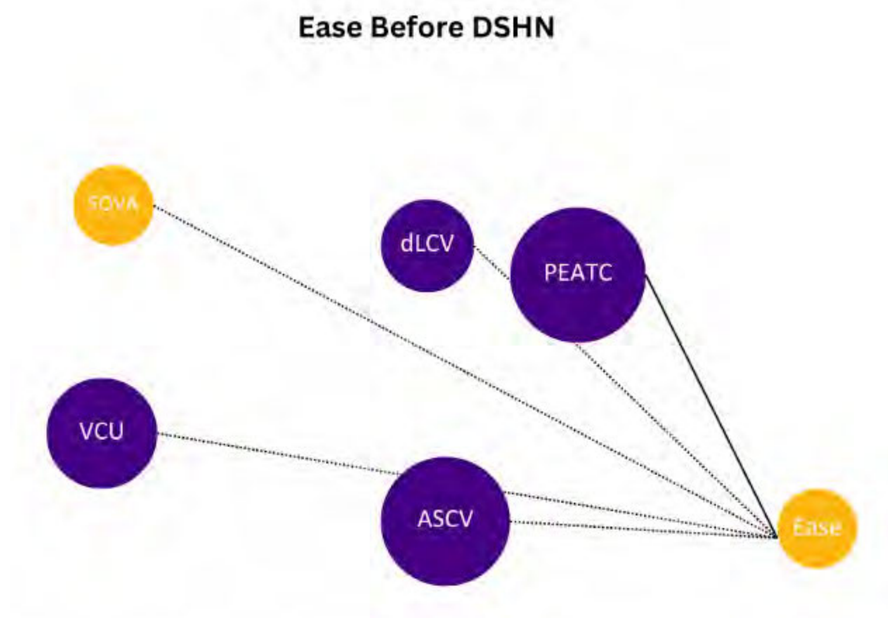


Figure 15 provides a snapshot of this approach to a Network Map using a single Partner as an example and removing any Partners not connected. DSHN Partner Ease gained and increased number of connections (represented by additional circles and red lines indicating new connections), and existing connections became stronger (represented by shorter, thicker lines). As a result of these changes from pre- to post-DSHN, Ease became more connected overall (represented by the size and color of the Ease circle).

The pre-DSHN Network Map illustrates that many Partners had an awareness of each other prior their participation in the project (Figure 16), with a cluster of existing collaborative relationships depicted toward the center by four larger, dark purple circles. Partners toward the outside of the figure frequently had a moderate connection to one or more of these “central” Partners but had few connections to each other.

In comparison, the post-DSHN Network Map (Figure 17) gives the overall sense of a denser, more complex web of connections. The central core partnership visible in Figure 16 has been replaced by an increased number and strength of connections between all Partners, effectively bringing Partners closer together on the map. Partners on the “fringe” of the map prior to DSHN become larger, more central, and better connected.

Figure 15. *Pre- and Post-DSHN Network Connections for Sample Partner (Ease)*



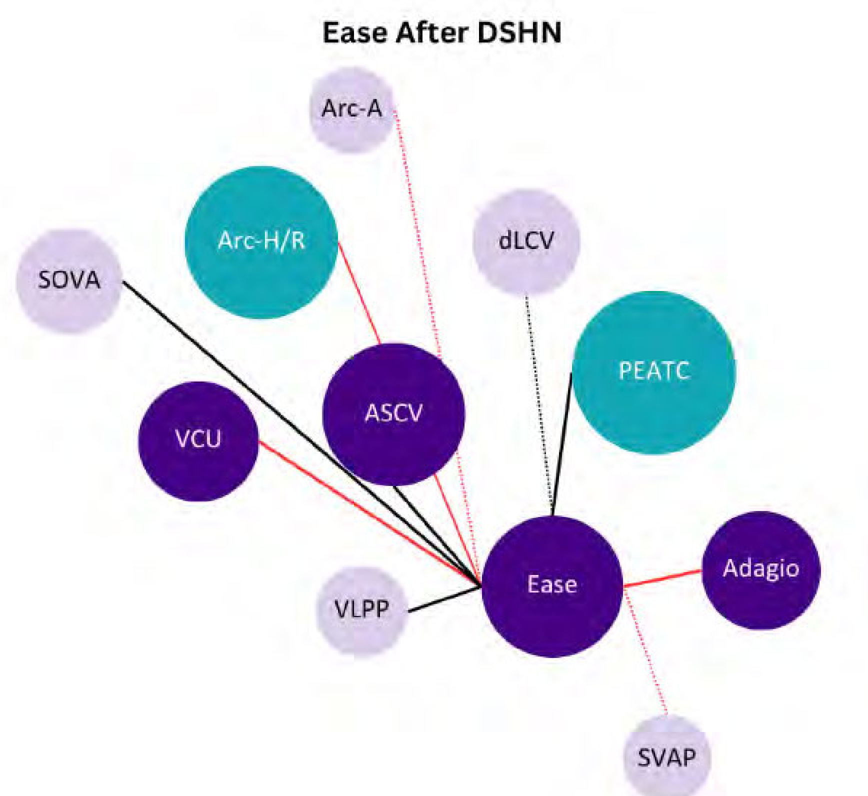


Figure 16. *Network Map Depicting Number, Strength, and Type of Connections between Partner, Before DSHN*

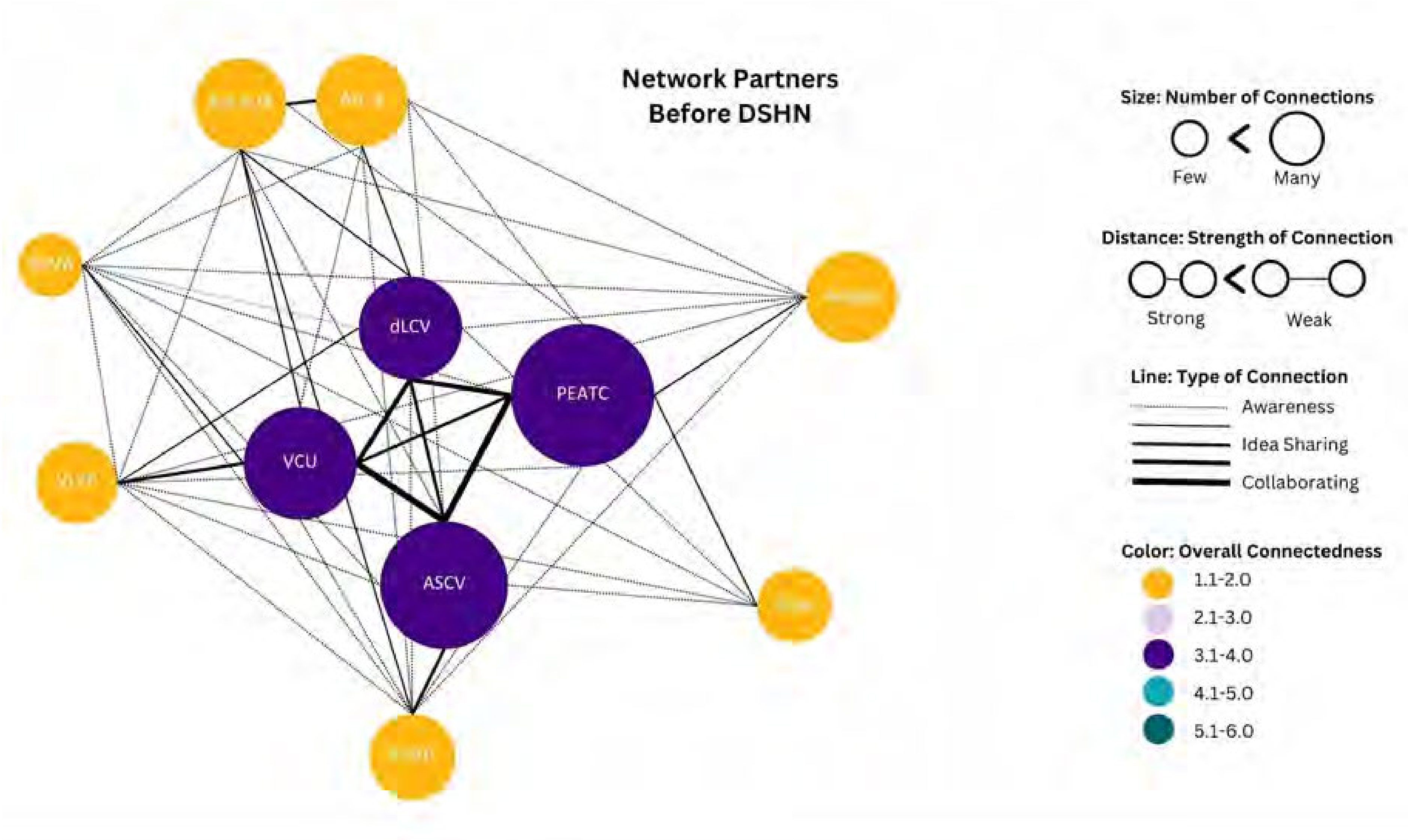
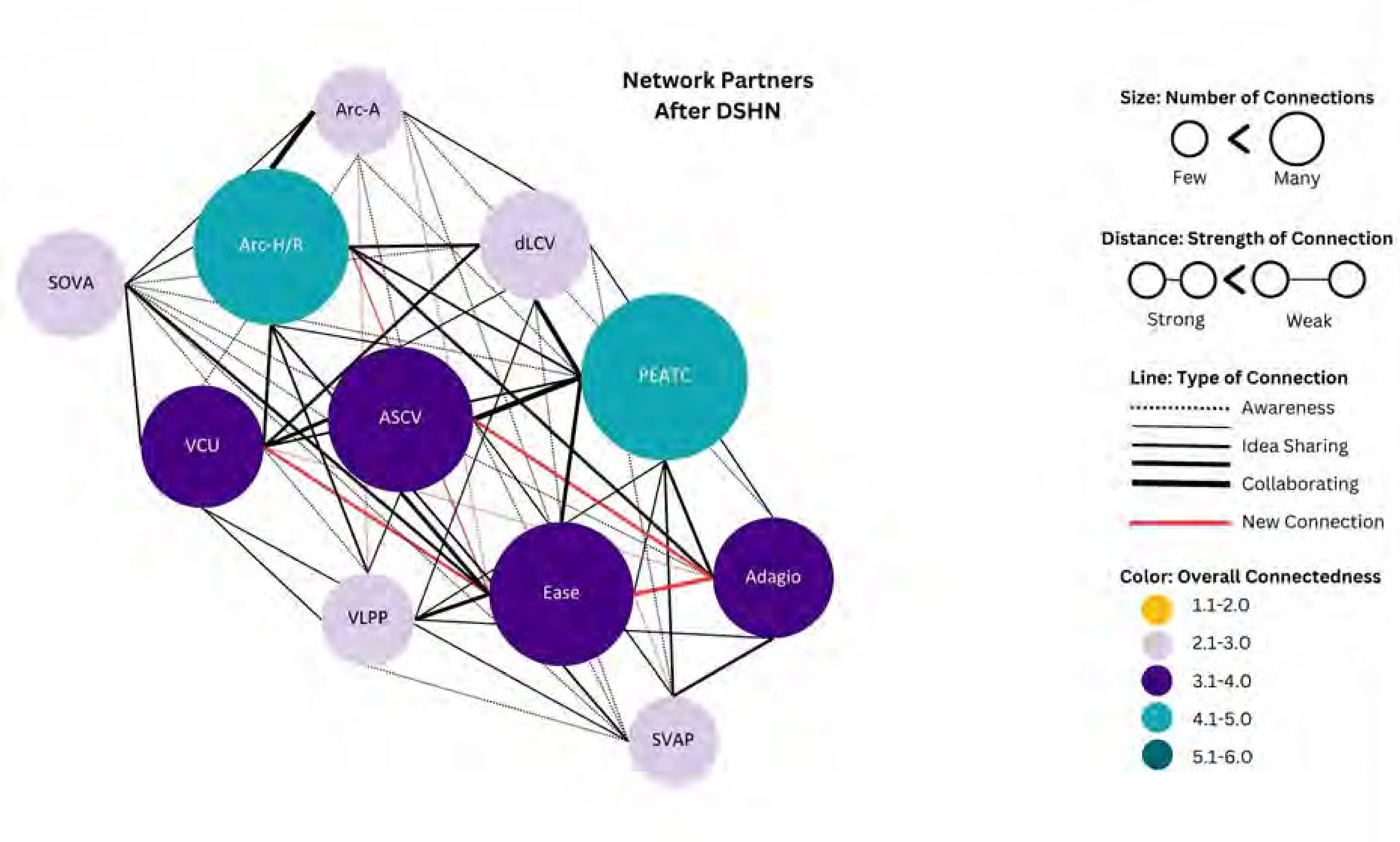


Figure 17. *Network Map Depicting Number, Strength, and Type of Connections between Partner, After DSHN*



TIER 2 EVALUATION FINDINGS: PARTNER INTERVENTION DESIGN AND IMPLEMENTATION

In order to monitor and evaluate the effectiveness of individual Partner efforts to develop new interventions, Program Staff developed a set of learning questions to guide Tier 2 assessment activities: What are the core components of innovative and effective interventions for youth with disabilities / caregivers of youth with disabilities / teachers of youth with disabilities / healthcare practitioners and service providers of youth with disabilities? The following section summarizes findings from **Community-Based Information Gathering**, as well as **Intervention-Level Evaluation Data** from relevant Partners.

COMMUNITY-BASED INFORMATION GATHERING

Several Network Partners (including SexEdVA itself) engaged in formal data collection to inform the development of interventions. These efforts ranged from community and statewide stakeholder surveys to regional focus groups.

AUTISM SOCIETY OF CENTRAL VIRGINIA - COMMUNITY SURVEY

In September and October of 2022, the Autism Society of Central Virginia solicited the responses of caregivers, educators, and self-advocates via a "Perspectives on Sexual Health Education" survey. The survey was designed to collect feedback about different perspectives of sexual health education for those who are caregivers or educators for autistic children (or loved ones) and self-advocates who identify as autistic. In total, 35 caregivers, 14 educators, and 33 self-advocates completed the survey. Highlighted findings from this survey included:

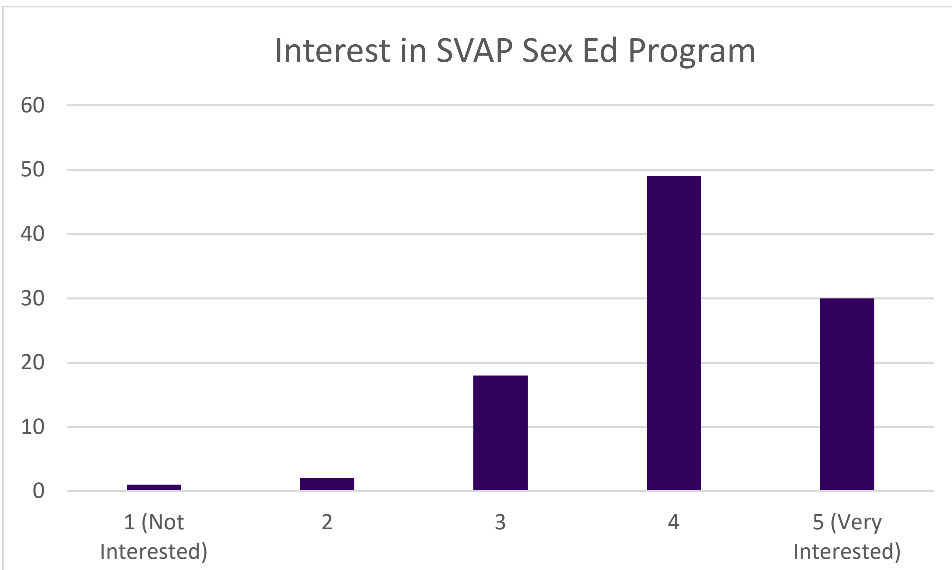
- A majority of Parents/guardians (63%) and educators (71%) indicated that their school or division does not provide specially designed sexual health instruction for students with autism.
- A majority of parents/guardians indicated that their youth participated in sexual health education in school (60%), and this was mirrored by self-reports from the youth self-advocates (70%).
- Half (48%) of parents/guardians indicated that the sexual education instruction was delivered by a Health/Physical Education Teacher, and another 7 (20%) indicated that the lessons were delivered by a General Education or Other Teacher. This is unfortunate since these were the least popular responses among youth self-advocates when they were asked from whom they would be most comfortable receiving sexual health education.
- Self-advocates most often indicated they preferred to get their sexual health education from a Doctor or Nurse. Youth were also asked to indicate their primary sources of sexual health information. Only 18% (*n*=6) indicated that classes were their primary source, and another 15% (*n*=5) selected family. The most commonly selected response was peers (24%, *n*=8), followed by the internet/social media (21%, *n*=7).
- All three groups (parents/guardians, educators, and self-advocates) were asked what topics were most important to address in sexual health education. The most commonly selected topic among all three groups was physical boundaries. Rankings diverged after this, but consent and

sexual abuse/abuse prevention were, respectively, the second and third most commonly selected topics by both parents/guardians and self-advocates.

SHENANDOAH VALLEY AUTISM PARTNERSHIP – CONSUMER SURVEY

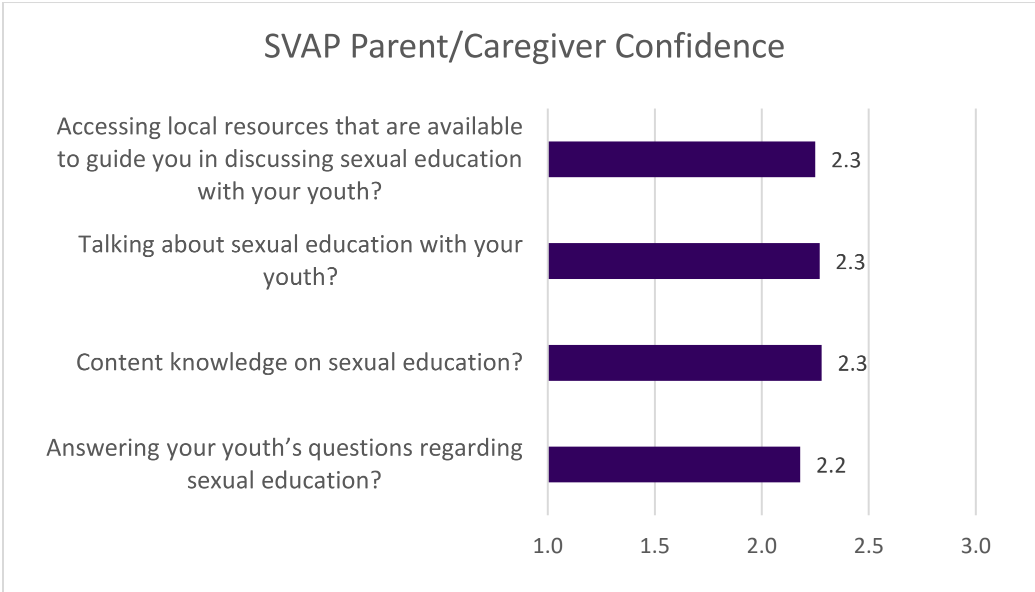
In Winter 2021, the Shenandoah Valley Autism Partnership (SVAP) conducted a needs assessment with their stakeholders on sexual education training for individuals with autism and other disabilities. This survey was used to collect data from a sample of 186 parents/caregivers and their youth about content that they think is important to learn about relating to sex education. Youth were given the option to answer some of the items, though some parents/caregivers opted out of asking their youth to participate. Parents/caregivers generally expressed interest in having their youth attend the proposed four-session in-person program discussing sexual health education (*M*=4.0; Figure 18).

Figure 18. *Percentage of SVAP Parents/Caregivers by Interest Level in Sexual Health Education Program (N=183)*



Parents/caregivers indicated that the most important lessons their youth could receive from the curriculum were "sexual feelings, attractions, and acts," "internet, social media, and communication," and "decision making about sex." These topics were also selected as the most important by youth respondents. Using a scale from 1 (Not confident) to 3 (Very confident), parents/caregivers generally indicated that they were at least somewhat confident in their ability to answer their youth's questions regarding sexual education, their content knowledge on sexual education, their ability to talk about sexual education with their youth, and their ability to access local resources that are available to guide them in discussing sexual education with their youth (Figure 19).

Figure 19. *Average SVAP Parent/Caregiver Confidence on a Scale of 1 ("Not confident") to 3 ("Very confident")*



VIRGINIA LEAGUE OF PLANNED PARENTHOOD – FAMILY LIFE EDUCATOR SURVEY

VLPP surveyed Family Life Education (FLE) instructors in Virginia in November and December of 2022. Twenty-three educators responded to the survey. Educators represented 18 different localities, and the largest number identified themselves as Health/Physical Education Teachers (39.1%), followed by Classroom Teachers (17.4%). Respondents also included Curriculum Coordinators, School Nurses, and Youth Development Specialists.

Most survey respondents reported a lack of opportunity to be involved in or advocate for learning plans for youth with IDD in their FLE classroom:

- **77% do not** have the opportunity to advocate for FLE in student IEPs.
- **44% do not** have the opportunity to collaborate or coordinate with support staff.
- **56% do not** have the opportunity to review their students' IEPs.
- **33% do not** get any advance notice of having a student with IDD.

Despite this, educators reported that in most schools (61.5%) youth with IDD participate in FLE class fully with support as needed. The remaining respondents reported various levels of inclusion, but most said youth with IDD are not included at all in the FLE classroom (30.8%).

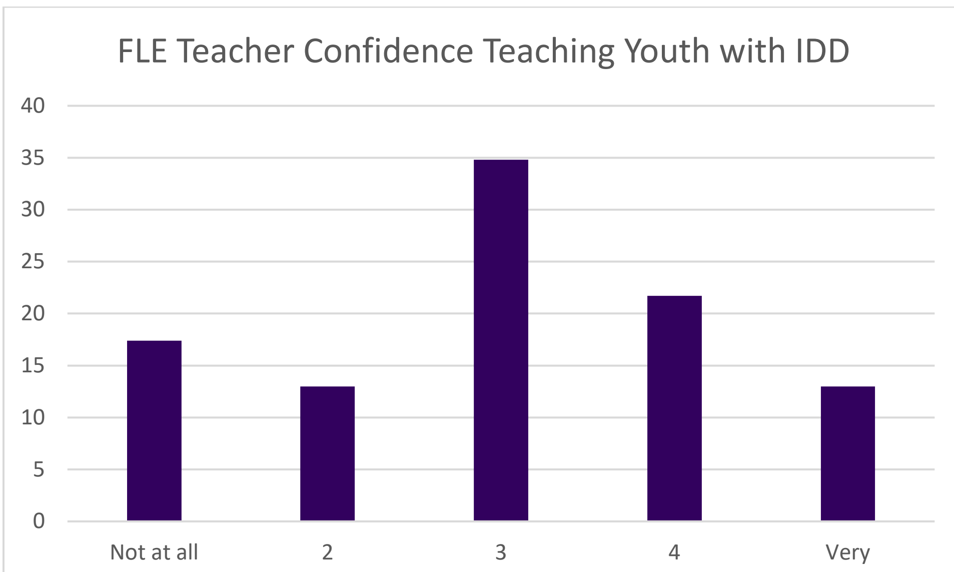
FLE Educators were asked to describe what accommodations typically look like in their classroom, what challenges they face teaching youth with IDD, and what strategies or resources they've used to address those challenges.

- Six survey respondents described **accommodations** for youth with IDD in their FLE classroom, mainly those similar to what would be provided in a general classroom setting such as hearing/reading aids, adjusting materials or assessments, and providing extra assistance.

- ❖ Seven survey respondents described **challenges** they have faced when teaching FLE to youth with IDD, including the lack of standardized curriculum appropriate for disabled youth, issues handling outbursts or other disruptions, and the mismatch of grade-level requirements with the comprehension level of some students.
- ❖ Seven survey respondents mentioned **strategies** or resources they've found helpful in teaching FLE to youth with IDD, including working closely and communicating with SPED specialists, parents, and primary teachers (both to identify helpful accommodations and to reinforce learning), and incorporating videos and demonstrations into their lessons.

Nearly all survey respondents (95.7%) said they have never received training or other resources specific to teaching FLE to youth with IDD. Perhaps related, 30.4% of educators described their confidence teaching youth with IDD as a 2 or lower on a 5-point scale. The average confidence rating respondents gave was a 3 on this scale, with 1 being *Not at all* confident and 5 being *Very* confident (Figure 20).

Figure 20. *VLPP Survey Respondents' Average Rating of Confidence Level with Teaching FLE to Youth with IDD (N=23)*



When asked what topics they would like additional training on, survey respondents were more interested in trainings specific to teaching FLE to youth with IDD (52.7%), but many were also interested in training on FLE in general (29.6%). The most common topic of interest for both youth with IDD and in general was Sexual Abuse and Exploitation (58.7% overall). Negotiation Skills and Online Safety were also topics of interest overall. Topics specific to youth with IDD prioritized Setting Boundaries and Healthy Relationships, whereas Sexual Orientation and Gender Identity were less.

Additional concluding comments left by survey respondents included:

- There is a need for appropriate examples to use in presentations and slide decks.
- A training for parents might help get their buy-in and increase the number of students participating in FLE.
- There is a "desperate" need for resources on this topic in many Virginia districts!

SEXEDVA - PARENT FOCUS GROUP ON DATING

DSHN Program Staff held a focus group in September 2022 with five parents of youth with IDD ages 15-21 on the topic of “Parents Supporting Their Youth with Intellectual and Developmental Disability (IDD) in Dating Relationships.” Parents were asked about their own experience with sexual health topics as a youth, and their experience now navigating sexual health and relationships with their youth. Most parents reported that the adults in their lives never talked to them about relationships when they were young (80%), and that when they had questions they usually went to a friend or peer (80%). The following themes emerged from the parent focus group discussion:

What Parents Know About Their Youth:

- They are interested in having a relationship "someday"
- They "jump ahead" to the idea of marriage
- They struggle / show little interest in relationships now
- They get much of their understanding of relationships from peers and media

> “My daughter...does express wanting a romantic relationship [but] has jumped to a fairytale wedding like Cinderella and Belle. [S]he talked about her gowns and what he'll wear and the color of their flowers and things like that. [But is] still working on the actual connecting with someone.”

What Parents Want for Their Youth:

- Happy, healthy relationships
- To slow down and enjoy the fun of dating
- Knowledge that keeps them safe
- Accessible, appropriate, and comprehensive resources

> “If I could tell my child one thing about relationships it would be that] you don't have to...jump into it so quick. Especially our [kids] because they don't have a lot of those connections to draw from [and] they don't have that experience. And so, you know, just enjoy dating...It can be there and have fun and not have to be forever and stressful and drama.”

What Topics Are Hardest:

- The steps / stages of relationships
- Sexual health information
- Basic social skills and expectations

> “There's a lot of conversations about what goes in between [marriage and] dating and it's still a struggle, but trying to help bring insight into

what those stages are and...getting over the inflexibility that sometimes [relationships] don't work.”

How Their Youth Learn Best:

- Storytelling about people they know, or characters from books and movies

“A lot of storytelling is the way that she learns a lot. And so she tells stories every night and there's opportunities in those to have further conversation. Or stop it for a second and have a conversation, and we do. A lot of what she understands comes from movies, a lot of Disney and Pixar and other cartoon[s].”

How Parents Are Thriving:

- Finding natural learning opportunities
- Creating safety plans that support their youth
- Engaging their youth in social activities
- Being an open and trustworthy person their youth can talk to

“[Times we taught her about relationships] were natural opportunities that have occurred...so really leveraging those moments. [We had a family friend come out as gender non-conforming] so she asked a couple of questions in the moment, and it stuck. And so it was just right there an opportunity. Okay, she understand[s] [gender identity].”

How Parents Are Struggling:

- Safety (online, and unknown/uncontrolled situations)
- Youth coping with normal relationship woes
- Knowing when their youth are "ready" for information
- Staying "neutral" in their support vs. their desire

“[T]he scary part is that our 17 year old, he's very much of an emotional boy, his feelings are out there. And what is scariest for us is that pressure where you [are] seeing others have this dating experience.”

What Parents Need to Succeed:

- Resources on determining developmental appropriateness of topics
- More purposeful, safe opportunities to explore relationships
- Knowledge of what may be covered in school
- More reassurance, opportunities to talk with other parents

“[It's challenging]...without the support of others. Or...when maybe the support wasn't...timely [or] maybe we have our own questions about when is it developmentally appropriate to share [a topic with our child]. Is there anything that can be reassuring that it shouldn't just happen along everybody else's track?"

INTERVENTION-LEVEL EVALUATION DATA

All Network Partners conducted some sort of data collection during the life of the DSHN project, from soliciting anecdotal feedback from youth and their families to systematic knowledge assessments. Two Partners applied for and were granted permission from the JMU Institutional Review Board (IRB) to collect evaluation data for research purposes in Year 3. Highlights from six Partners' evaluation findings are summarized below:

DISABILITY LAW CENTER OF VIRGINIA

Between the start of the program and December 2021, the Disability Law Center of Virginia (dLCV) held three training sessions and administered a pre and post-test survey to a total of 27 participants. Findings suggest that participants may have struggled with understanding sexual health education's interaction with governance, as the majority of respondents answered incorrectly when asked "Can sexual health education be included in an IEP?" and the number of incorrect responses to this item actually increased on the post-test (from 50.0 to 72.7%; Figure 21). The most noticeable change in responses from pre to post was an increase in the number of participants who indicated (incorrectly) that sexual health education can be included in an IEP but "only if approved" (+30.3%). When asked about the *importance* of access to sexual health education in an IEP, the post-test stayed about the same (+0.1 points) but was still relatively high given the four-point scale (3.4; Figure 22). The average likelihood of *supporting* sexual health education being incorporated into an IEP increased slightly (+0.5 points) between pre and post-test.

Figure 21. *Percentage of Pre- and Post-Training dLCV Participants by Response Option, All Sessions (N=27; *=Correct Response)*

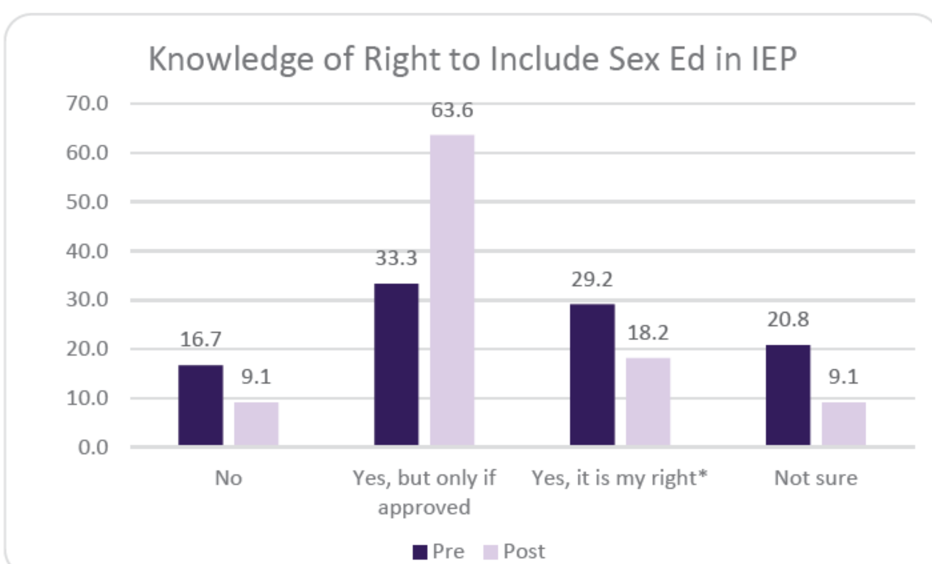
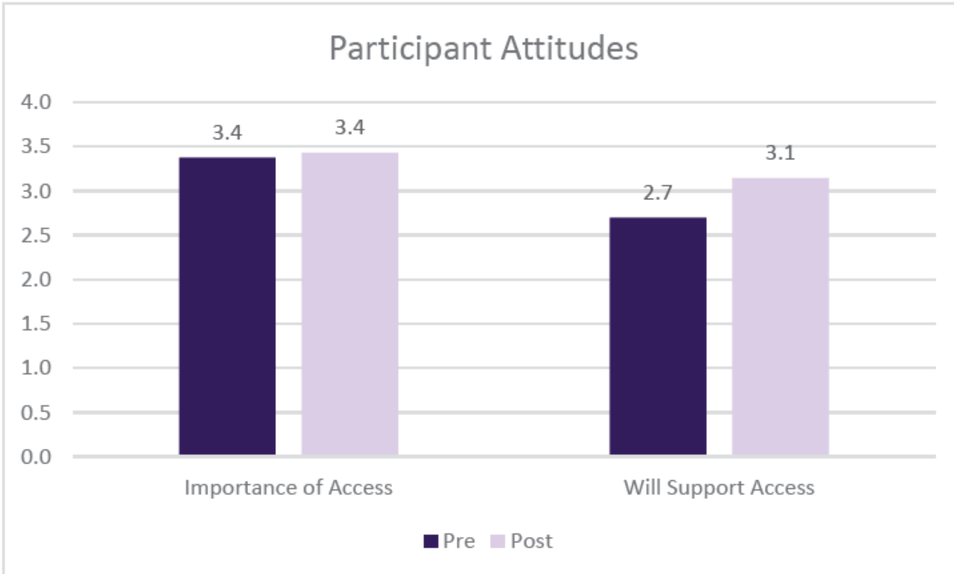


Figure 22. *dLCV Participants' Average Rating Pre- and Post-Training, All Sessions (N=27)*



SPECIAL OLYMPICS OF VIRGINIA

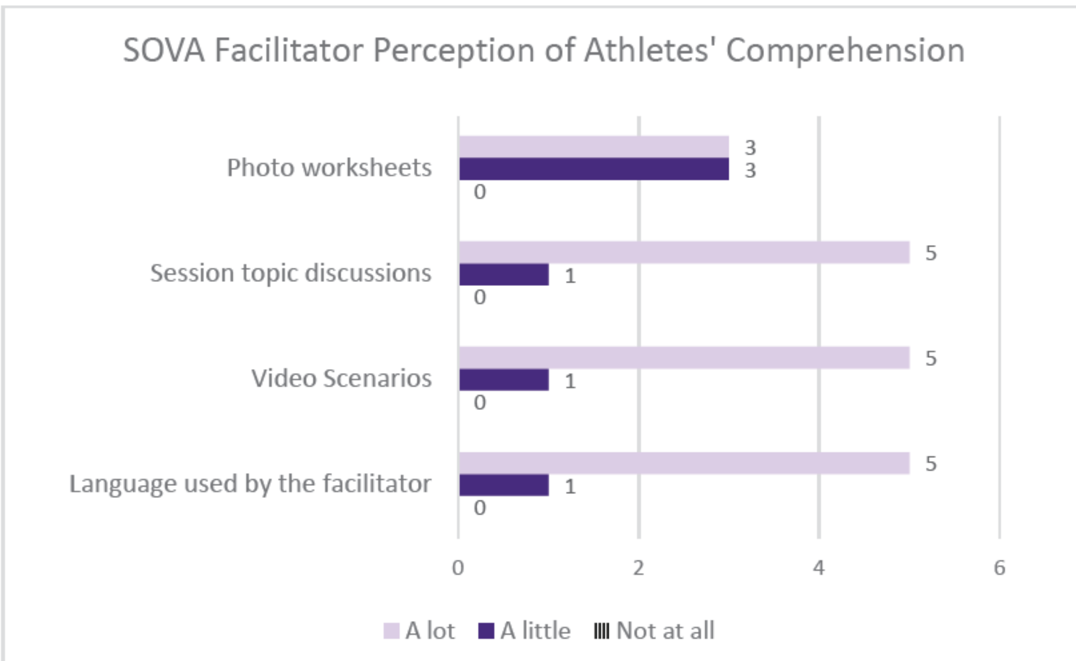
The Special Olympics of Virginia (SOVA) held one educational session with 15 participants that served as a pilot. The participants were asked to complete a survey containing questions about their ability to participate in the session, what they learned, how accessible the session was, and what they would change if they could. Additionally, the facilitators of the session completed a survey which asked about how efficient their training was in preparing them to lead a successful lesson, how useful the coinciding guide was, and their thoughts on changes for the future. The results of the participant survey indicated that the educational pilot session was highly successful in terms of perceived learning, accessibility, and participation, with 100% of respondents answering "Yes" to the following questions/statements:

- "I was an active part of the session. I listened, I talked, and did the worksheet activities."
- "I learned a lot about healthy relationships from the session."
- "The videos shown during the session were easy for me to understand."
- "The worksheet activities were easy for me to understand."
- "I enjoyed the 'Healthy Relationships For All' video discussion session."

The majority of participants did not suggest making any changes and enjoyed the session as it was. One participant indicated that the session could have been more challenging, while another suggested including a reflection activity at the end of the session and expanding the topics being covered.

The facilitator survey findings revealed that the provided training was either "Somewhat" or "Very Helpful" for all 6 facilitators. Some of the facilitators suggested that the training was expansive and closely mirrored the facilitator manual normally used and suggested that the training be more streamlined and tailored to small groups/individuals. The facilitators felt very prepared to support the athletes they were working with, especially with the support of the facilitator guide, which was easy to digest and provided useful directions on how to work through the session. The facilitators that used worksheets in the session found them to be effective tools, much like the video scenarios the athletes watched. The video scenarios corresponded with a set of video discussion guide questions, which some facilitators felt might have been somewhat wordy or confusing due to how they were presented and suggested improving these facets in the future. Finally, the facilitators were asked their thoughts about how well the participants understood and where able to follow-along with the session, where every facilitator believed that the session was somewhat or very easy for participants to understand (Figure 23).

Figure 23. *Number of SOVA Facilitators by Response Option*

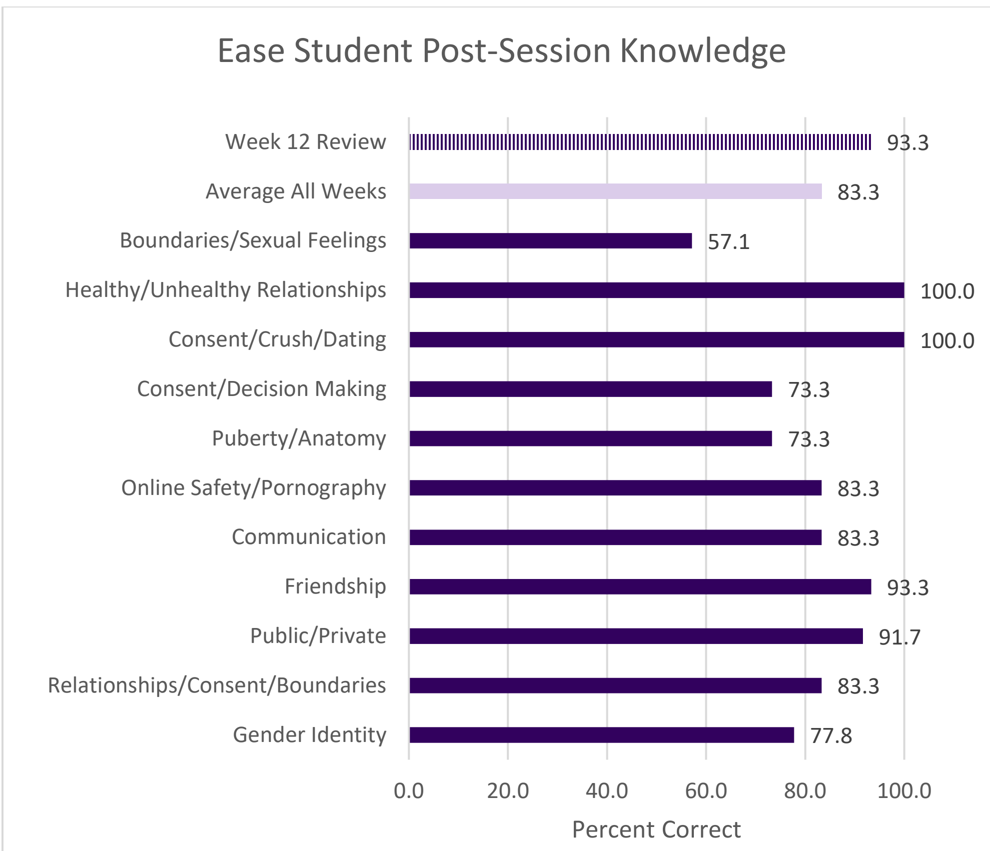


EMPOWERMENT, ADVOCACY, & SEXUAL EDUCATION

In 2021, Empowerment, Advocacy, & Sexual Education (Ease) administered its 12-week virtual course on Relationships & Sexuality for Teens with Intellectual & Developmental Disabilities. Seven teens (one joining late) participated in the course. The teens met each week of the program using virtual software and were able to learn and talk with the facilitators and other teens in a safe, confidential space. At the end of each session, the teens responded to a series of "waterfall chat" questions aligned with the pertinent topic to assess learning. Using a waterfall chat, participants are given each question one at a time and asked to type their response into the chat box. The facilitator provides a countdown or other prompt, at which point participants press/click "enter" to submit their response. This results in a "waterfall" of responses to appear in the chat window. Some questions allowed the teens to fill in blanks with their own words, while others were recall questions (e.g., "What is ______ called" or "Is

_____ true or false?”). Although participants sometimes missed classes or chose not to answer some questions the teens overwhelmingly responded correctly, indicating they had good knowledge of the class topics after participating. Figure 24 summarizes the percentage of correct answers given across all post-session questions (3-4 questions in weeks 2-11, and 3 in week 12 followed by nine review questions from previous weeks). Students performed highest in weeks 10-11 (100.0% correct on the topics of Consent/Crushes/Dating and Health/Unhealthy Relationships), and lowest in week 12 (57.1% correct on the topic of Boundaries/Sexual Feelings). Across all sessions, students answered 83.3% of questions correctly. When asked review questions in week 12 that repeated items from weeks 1-8 students answered 93.3% correct, suggesting they had good retention of knowledge from the beginning of the course.

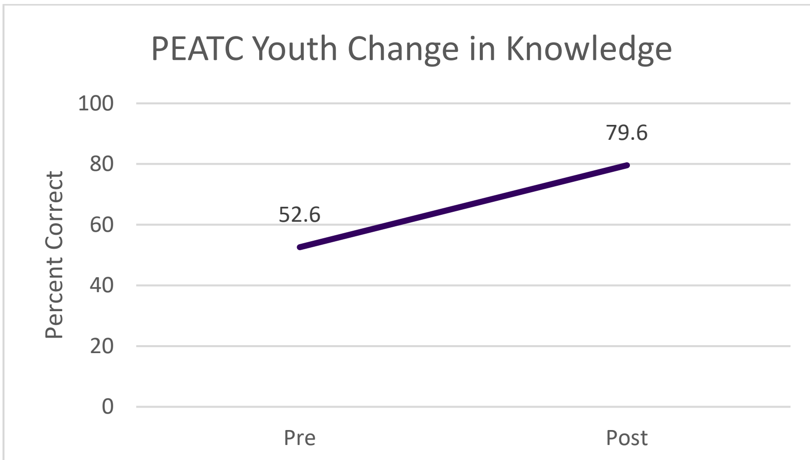
Figure 24. *Percentage of Correct Answers by Ease Students by Weekly Topic, Overall Average, and Percentage of Correct Answers on Week 12 Review Questions (N=6)*



PARENT EDUCATIONAL ADVOCACY TRAINING CENTER

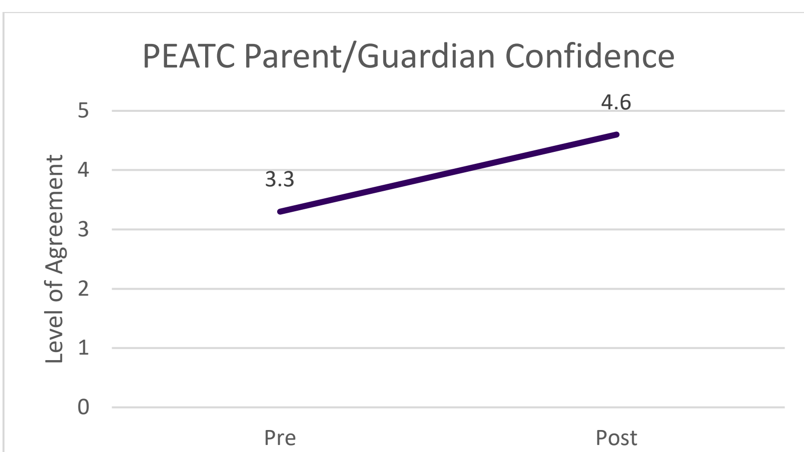
The Parent Educational Advocacy Training Center (PEATC) conducted multi-unit sexual health education program for youth with disabilities between February 2022 and January 2023. Classes were held live either in-person or on Zoom, with a total of 83 youth participants across five sessions. Each class covered a separate topic and could be taken alone or as a series. For each class, change in knowledge was evaluated using a pre-post survey design. Two to three survey questions were selected for each module to assess essential knowledge and skills covered in that module and administered to participants using the "waterfall chat" approach described previously. All groups across all sessions demonstrated an increase in sexual health knowledge between the pre and post surveys. The average pretest score was 52.6% and the average posttest score was 79.6%, representing an average overall improvement of 27% (Figure 25).

Figure 25. *Average Percent Correct Scores Pre- and Post-Program Across all PEATC Youth Sessions, February 2022-January 2023 (N=83)*



PEATC also hosted four sexual health and wellness workshops for parents/guardians of youth with disabilities between July 2022 and June 2023. Pre- and post-workshop surveys were administered to participants and were comprised of 10 items gauging parent/guardian self-ratings of their knowledge of sexual health topics and their confidence in talking to their youth about sexual health. Items were rated on a 5-point scale ranging from Strongly Agree to Strongly Disagree. The average pre-test score was 3.3 and the average post-test score was 4.6, representing an overall increase of 1.3 points (+26.8%) in parent/guardian confidence in their ability to talk to their youth about sexual health (Figure 26).

Figure 26. *Average Scores Pre- and Post-Workshop Across all PEATC Parent/Guardian Sessions, July 2022-June 2023*



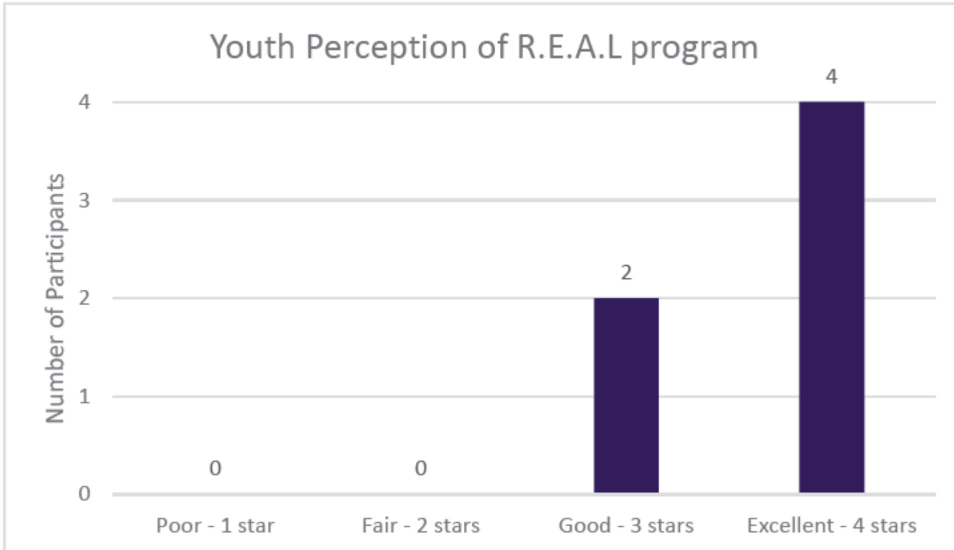
AUTISM SOCIETY OF CENTRAL VIRGINIA

To address the lack of specially designed sexual health instruction targeted at youth with autism, the Autism Society of Central Virginia implemented a workshop titled Relationship Education for Autistic Learners, or R.E.A.L. At the conclusion of the workshop, participants were administered a brief survey intended to assess their knowledge of the sexual health-related topics covered. All 6 respondents demonstrated that they had a solid grasp of the content covered. On three of the six questions, all six students answered correctly, and on the other three, five out of six students answered correctly (Figure 27).

Figure 27. *Number of R.E.A.L. Participants Answering Correctly by Post-Program Assessment Item (N=6)*

Participants were also asked to indicate what they thought of the R.E.A.L program overall, using a scale from 1 star (poor) to 4 stars (excellent). All six participants reported that they felt the program was either good or excellent (Figure 28).

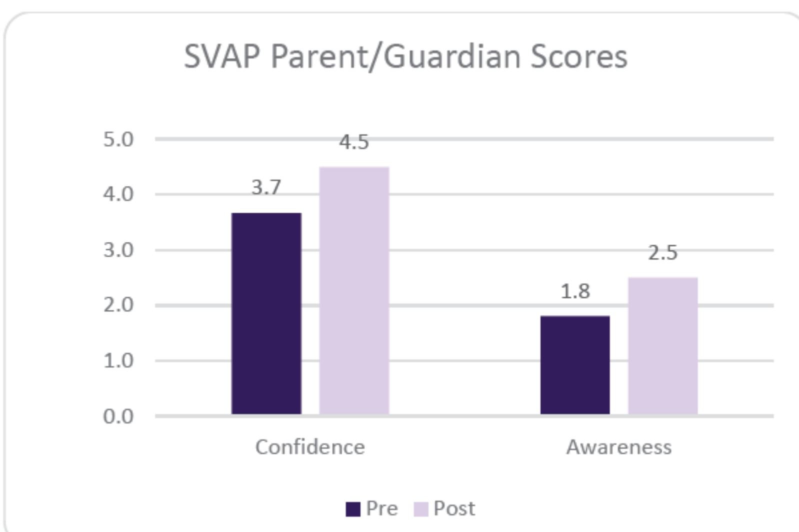
Figure 28. *Number of R.E.A.L. Participants by Satisfaction Rating (N=6)*



SHENANDOAH VALLEY AUTISM PARTNERSHIP

In April 2022, the Shenandoah Valley Autism Partnership (SVAP) facilitated a workshop for eight parents or guardians of youth with autism, with the goal of increasing confidence in discussing sexual health topics with their child and increasing awareness of the importance of sexual health education for youth with autism and other disabilities. Surveys were administered both before and after the workshop to examine the effectiveness of the programming. Survey results revealed that among the six participants who completed the survey, there was an increase in both confidence (16%) and awareness (14%) at the conclusion of the workshop (Figure 29).

Figure 29. *Average Pre- and Post-Workshop Rating Given by SVAP Parents/Guardians (N=6)*



In April and November 2022, SVAP facilitated workshops for youth and administered a pre-post survey to assess change in knowledge of sexual health and healthy relationships. Based on the percentage of correct answers given, there was a small positive overall change in knowledge demonstrated by participants (+2.7%; Table 9).

Table 9. *Percentage of Correct Answers Pre- and Post-SVAP Workshop by Session, and Overall Average Change*

Session	% Correct		Change
	Pre (*n*=9)	**Post** (*n*=7)	
April	70.9	72.7	+1.8%
November	77.5	81.0	+3.5%
Overall Average	**74.2**	**76.9**	**+2.7%**

JMU

JAMES MADISON
UNIVERSITY

Request for Proposal

RFP# FDC-1189

Sponsored Programs Evaluation Services

October 2, 2023

VIRGINIA ASSOCIATION
OF STATE COLLEGE &
UNIVERSITY PURCHASING
PROFESSIONALS

VASCUPP

REQUEST FOR PROPOSAL
RFP# FDC-1189

Issue Date:	**October 2, 2023**
Title:	**Sponsored Programs Evaluation Services**
Issuing Agency:	**Commonwealth of Virginia** **James Madison University** **Procurement Services MSC 5720** **752 Ott Street, Wine Price Building** **First Floor, Suite 1023** **Harrisonburg, VA 22807**

Period of Contract: From Date of Award Through One Year (Renewable)

Sealed Proposals Will Be Received Until <u>2:00 PM on November 2, 2023</u> for Furnishing the Services Described Herein.

SEALED PROPOSALS MAY BE MAILED, EXPRESS MAILED, OR HAND DELIVERED DIRECTLY TO THE ISSUING AGENCY SHOWN ABOVE.

All inquiries for information and clarification should be directed To: Doug Chester, Buyer Senior, Procurement Services, chestefd@jmu.edu; 540-568-4272; (Fax) 540-568-7935 not later than five business days before the proposal closing date.

NOTE: THE SIGNED PROPOSAL AND ALL ATTACHMENTS SHALL BE RETURNED.
In compliance with this Request for Proposal and to all the conditions imposed herein, the undersigned offers and agrees to furnish the goods/services in accordance with the attached signed proposal or as mutually agreed upon by subsequent negotiation.

Name and Address of Firm:

____

____

____

By: ______________________________
(Signature in Ink)

Name: ______________________________
(Please Print)

Date: ______________________________ Title: ______________________________

Web Address: ________________________ Phone: ______________________________

Email: ______________________________ Fax #: ______________________________

ACKNOWLEDGE RECEIPT OF ADDENDUM: #1_____ #2_____ #3_____ #4_____ #5_____ (please initial)

SMALL, WOMAN OR MINORITY OWNED BUSINESS:
☐ YES; ☐ NO; ***<u>IF YES</u>*** ⇒⇒ ☐ SMALL; ☐ WOMAN; ☐ MINORITY ***<u>IF MINORITY</u>:*** ☐ AA; ☐ HA; ☐ AsA; ☐ NW; ☐ Micro

Note: This public body does not discriminate against faith-based organizations in accordance with the *Code of Virginia*, § 2.2-4343.1 or against an offeror because of race, religion, color, sex, national origin, age, disability, or any other basis prohibited by state law relating to discrimination in employment.

REQUEST FOR PROPOSAL

RFP # FDC-1189

TABLE OF CONTENTS

I. PURPOSE

The purpose of this Request for Proposal (RFP) is to solicit sealed proposals from qualified sources to enter into a contract to provide Sponsored Programs Evaluation Services for James Madison University (JMU), an agency of the Commonwealth of Virginia. Initial contract shall be for one (1) year with an option to renew for four (4) additional one-year periods.

II. BACKGROUND

James Madison University (JMU) is a comprehensive public institution in Harrisonburg, Virginia with an enrollment of approximately 22,000 students and more than 4,000 faculty and staff. There are over 600 individual departments on campus that support seven academic divisions. The University offers over 120 majors, minors, and concentrations. Further information about the University may be found at the following website: http://www.jmu.edu.

JMU pursues external funding for a variety of programs and special projects that advance the University's mission. External funding is sought from diverse sources, including federal, state, and local agencies, corporate entities, local and national grant making foundations, and private donors. Types of support received at the University includes grants, cooperative agreements, and contracts. In FY2023, JMU faculty and staff received a total > $34M in external funding to promote research, instruction, outreach, and other activities. A full-report of FY2023 activity can be found at the following website:
https://www.jmu.edu/sponsoredprograms/newsletters-and-reports/fy23-ospannualreport_final.pdf

Increasingly, more sponsors require robust evaluation or assessment plans in their guidelines to receive funding. As a condition of funding, applicants are required to collect and report performance data to show the efficacy of programs. The University currently receives funding from various federal agencies such as the Department of Health and Human Services, Department of Education, Department of State, National Science Foundation, Department of Energy, National Endowment for the Arts, National Endowment for the Humanities, and Environmental Protection Agency as well as state, local, private, and corporate sponsors.

III. SMALL, WOMAN-OWNED AND MINORITY PARTICIPATION

It is the policy of the Commonwealth of Virginia to contribute to the establishment, preservation, and strengthening of small businesses and businesses owned by women and minorities, and to encourage their participation in State procurement activities. The Commonwealth encourages contractors to provide for the participation of small businesses and businesses owned by women and minorities through partnerships, joint ventures, subcontracts, and other contractual opportunities. Attachment B contains information on reporting spend data with subcontractors.

IV. STATEMENT OF NEEDS

James Madison University seeks to contract with an experienced Contractor(s) to provide evaluation services on an as-needed basis for the various externally-funded programs at the University. Contractors should have expertise in program evaluation and research design, management of complex, multi-site evaluation projects with multiple stakeholders, and scientific research methodologies including the development of surveys and other data collection instruments as well as sampling, testing, and statistical analysis. Contractors should also have experience related to a regulatory environment and compliance, such as the Health Insurance Portability and Accountability Act (HIPAA), and working with Institutional Review Boards or Institutional Animal Care and Use Committees. At the request of the University, Offerors shall create logic models, develop evaluation design plans that include formative and summative assessments and both qualitative and quantitative evaluation methods, create and implement data collection and sampling plans, conduct analyses, write reports, and disseminate results. Some programs may require evaluators with specific skills related to a particular field (i.e. biology, education, human services, engineering).

Describe in detail your firm's approach to each of the following items. Failure to provide responses to the items listed below may result in rejection of the proposal.

A. Describe in detail the firm's qualifications and expertise in providing evaluation services to organizations similar in size and scope to James Madison University.

B. Provide a detailed description of the firm's areas of expertise (i.e. biology, education, human services). Include general and specific evaluation design specialties/expertise.

C. Describe in detail the firm's prior evaluations of externally-funded projects, specifically any evaluations provided for governmental entities and institutions of higher education. Include a list of projects, funding agency, contact information to include name, phone number, and email address, and nature of the project as well as any additional information that would be helpful in evaluating the capacity and complexity of past projects.

D. Describe any innovative or creative design approaches or strategies.

E. Describe in detail the firm's evaluation planning and implementation methodology to include the following:

    1. Allocation of staff

    2. Management methods

    3. Systems to ensure maintenance of complete and accurate records

    4. Processes in place to protect personally identifiable information

    5. Potential use of subcontractors

    6. Commitment to project completion within time and budget constraints

F. Describe your firm's quality control process, including mechanisms to detect and reduce fraud and errors in data collection.

G. Describe your firm's software used for statistical analysis of data.

H. Provide the names, titles, and resumes of key management personnel that may be assigned to perform work for James Madison University.

I. Provide a sample evaluation plan, evaluation report, or executive summary for a recent project for which the firm provided evaluation services.

V. PROPOSAL PREPARATION AND SUBMISSION

A. GENERAL INSTRUCTIONS

To ensure timely and adequate consideration of your proposal, offerors are to limit all contact, whether verbal or written, pertaining to this RFP to the James Madison University Procurement Office for the duration of this Proposal process. Failure to do so may jeopardize further consideration of Offeror's proposal.

1. RFP Response: In order to be considered for selection, the **Offeror shall submit a complete response to this RFP**; and shall submit to the issuing Purchasing Agency:

    a. **One (1) original** <u>and</u> **seven (7) copies** of the entire proposal, INCLUDING ALL ATTACHMENTS. Any proprietary information should be clearly marked in accordance with 3.f. below.

    b. **One (1) electronic copy in WORD format or searchable PDF** (*flash drive*) of the entire proposal, as a single document, INCLUDING ALL ATTACHMENTS. Any proprietary information should be clearly marked in accordance with 3.f. below.

    c. Should the proposal contain **proprietary information**, provide **one (1) redacted hard copy** of the proposal and all attachments with **proprietary portions removed or blacked out**. This copy should be clearly marked "*Redacted Copy*" on the front cover. The classification of an entire proposal document, line-item prices, and/or total proposal prices as proprietary or trade secrets is not acceptable. JMU shall not be responsible for the Contractor's failure to exclude proprietary information from this redacted copy.

    No other distribution of the proposal shall be made by the Offeror.

2. The version of the solicitation issued by JMU Procurement Services, as amended by an addenda, is the mandatory controlling version of the document. Any modification of, or additions to, the solicitation by the Offeror shall not modify the official version of the solicitation issued by JMU Procurement services unless accepted in writing by the University. Such modifications or additions to the solicitation by the Offeror may be cause for rejection of the proposal; however, JMU reserves the right to decide, on a case-by-case basis in its sole discretion, whether to reject such a proposal. If the modification or additions are not identified until after the award of the contract, the controlling version of the solicitation document shall still be the official state form issued by Procurement Services.

3. Proposal Preparation

    a. Proposals shall be signed by an authorized representative of the Offeror. All information requested should be submitted. Failure to submit all information requested may result in the purchasing agency requiring prompt submissions of missing information and/or giving a lowered evaluation of the proposal. Proposals which are substantially incomplete or lack key information may be rejected by the purchasing agency. Mandatory requirements are those required by law or regulation or are such that they cannot be waived and are not subject to negotiation.

    b. Proposals shall be prepared simply and economically, providing a straightforward, concise description of capabilities to satisfy the requirements of the RFP. Emphasis should be placed on completeness and clarity of content.

c. Proposals should be organized in the order in which the requirements are presented in the RFP. All pages of the proposal should be numbered. Each paragraph in the proposal should reference the paragraph number of the corresponding section of the RFP. It is also helpful to cite the paragraph number, sub letter, and repeat the text of the requirement as it appears in the RFP. If a response covers more than one page, the paragraph number and sub letter should be repeated at the top of the next page. The proposal should contain a table of contents which cross references the RFP requirements. Information which the offeror desires to present that does not fall within any of the requirements of the RFP should be inserted at the appropriate place or be attached at the end of the proposal and designated as additional material. Proposals that are not organized in this manner risk elimination from consideration if the evaluators are unable to find where the RFP requirements are specifically addressed.

d. As used in this RFP, the terms "must", "shall", "should" and "may" identify the criticality of requirements. "Must" and "shall" identify requirements whose absence will have a major negative impact on the suitability of the proposed solution. Items labeled as "should" or "may" are highly desirable, although their absence will not have a large impact and would be useful, but are not necessary. Depending on the overall response to the RFP, some individual "must" and "shall" items may not be fully satisfied, but it is the intent to satisfy most, if not all, "must" and "shall" requirements. The inability of an offeror to satisfy a "must" or "shall" requirement does not automatically remove that offeror from consideration; however, it may seriously affect the overall rating of the offeror' proposal.

e. Each copy of the proposal should be bound or contained in a single volume where practical. All documentation submitted with the proposal should be contained in that single volume.

f. Ownership of all data, materials and documentation originated and prepared for the State pursuant to the RFP shall belong exclusively to the State and be subject to public inspection in accordance with the Virginia Freedom of Information Act. Trade secrets or proprietary information submitted by the offeror shall not be subject to public disclosure under the Virginia Freedom of Information Act; however, the offeror must invoke the protection of Section 2.2-4342F of the Code of Virginia, in writing, either before or at the time the data is submitted. The written notice must specifically identify the data or materials to be protected and state the reasons why protection is necessary. The proprietary or trade secret materials submitted must be identified by some distinct method such as highlighting or underlining and must indicate only the specific words, figures, or paragraphs that constitute trade secret or proprietary information. The classification of an entire proposal document, line-item prices and/or total proposal prices as proprietary or trade secrets is not acceptable and will result in rejection and return of the proposal.

4. Oral Presentation: Offerors who submit a proposal in response to this RFP may be required to give an oral presentation of their proposal to James Madison University. This provides an opportunity for the Offeror to clarify or elaborate on the proposal. This is a fact-finding and explanation session only and does not include negotiation. James Madison University will schedule the time and location of these presentations. Oral presentations are an option of the University and may or may not be conducted. Therefore, proposals should be complete.

B. SPECIFIC PROPOSAL INSTRUCTIONS

Proposals should be as thorough and detailed as possible so that James Madison University may properly evaluate your capabilities to provide the required services. Offerors are required to submit the following items as a complete proposal:

1. Return RFP cover sheet and all addenda acknowledgements, if any, signed and filled out as required.

2. Plan and methodology for providing the goods/services as described in Section IV. Statement of Needs of this Request for Proposal.

3. A written narrative statement to include, but not be limited to, the expertise, qualifications, and experience of the firm and resumes of specific personnel to be assigned to perform the work.

4. Offeror Data Sheet, included as *Attachment A* to this RFP.

5. Small Business Subcontracting Plan, included as *Attachment B* to this RFP. Offeror shall provide a Small Business Subcontracting plan which summarizes the planned utilization of Department of Small Business and Supplier Diversity (SBSD)-certified small businesses which include businesses owned by women and minorities, when they have received Department of Small Business and Supplier Diversity (SBSD) small business certification, under the contract to be awarded as a result of this solicitation. This is a requirement for all prime contracts in excess of $100,000 unless no subcontracting opportunities exist.

6. Identify the amount of sales your company had during the last twelve months with each VASCUPP Member Institution. A list of VASCUPP Members can be found at: www.VASCUPP.org.

7. Proposed Cost. See Section X. Pricing Schedule of this Request for Proposal.

VI. EVALUATION AND AWARD CRITERIA

A. EVALUATION CRITERIA

Proposals shall be evaluated by James Madison University using the following criteria:

		Points
1.	Quality of products/services offered and suitability for intended purposes	20
2.	Qualifications and experience of Offeror in providing the goods/services	30
3.	Specific plans or methodology to be used to perform the services	20
4.	Participation of Small, Women-Owned, & Minority (SWaM) Businesses	10
5.	Cost	20
	TOTAL	100

B. AWARD TO MULTIPLE OFFERORS: Selection shall be made of two or more offerors deemed to be fully qualified and best suited among those submitting proposals on the basis of the evaluation factors included in the Request for Proposals, including price, if so stated in the Request for Proposals. Negotiations shall be conducted with the offerors so selected. Price shall be considered, but need not be the sole determining factor. After negotiations have been conducted with each offeror so selected, the agency shall select the offeror which, in its opinion, has made the best proposal, and shall award the contract to that offeror. The Commonwealth reserves the right to make multiple awards as a result of this solicitation. The Commonwealth may cancel this Request for Proposals or reject proposals at any time prior to an award, and is not required to furnish a statement of the reasons why a particular proposal was not deemed to be the most advantageous. Should the Commonwealth determine in writing and in its sole discretion that only one offeror is fully qualified, or that one offeror is clearly more highly qualified than the others under consideration, a contract may be negotiated and awarded to that offeror. The award document will be a contract incorporating by reference all the requirements, terms and conditions of the solicitation and the contractor's proposal as negotiated.

VII. GENERAL TERMS AND CONDITIONS

A. PURCHASING MANUAL: This solicitation is subject to the provisions of the Commonwealth of Virginia's Purchasing Manual for Institutions of Higher Education and Their Vendors and any revisions thereto, which are hereby incorporated into this contract in their entirety. A copy of the manual is available for review at the purchasing office. In addition, the manual may be accessed electronically at http://www.jmu.edu/procurement or a copy can be obtained by calling Procurement Services at (540) 568-3145.

B. APPLICABLE LAWS AND COURTS: This solicitation and any resulting contract shall be governed in all respects by the laws of the Commonwealth of Virginia and any litigation with respect thereto shall be brought in the courts of the Commonwealth. The Contractor shall comply with applicable federal, state and local laws and regulations.

C. ANTI-DISCRIMINATION: By submitting their proposals, offerors certify to the Commonwealth that they will conform to the provisions of the Federal Civil Rights Act of 1964, as amended, as well as the Virginia Fair Employment Contracting Act of 1975, as amended, where applicable, the Virginians With Disabilities Act, the Americans With Disabilities Act and §10 of the Rules Governing Procurement, Chapter 2, Exhibit J, Attachment 1 (available for review at http://www.jmu.edu/procurement). If the award is made to a faith-based organization, the organization shall not discriminate against any recipient of goods, services, or disbursements made pursuant to the contract on the basis of the recipient's religion, religious belief, refusal to participate in a religious practice, or on the basis of race, age, color, gender, sexual orientation, gender identity, or national origin and shall be subject to the same rules as other organizations that contract with public bodies to account for the use of the funds provided; however, if the faith-based organization segregates public funds into separate accounts, only the accounts and programs funded with public funds shall be subject to audit by the public body. *(§6 of the Rules Governing Procurement*).

In every contract over $10,000 the provisions in 1. and 2. below apply:

1. During the performance of this contract, the contractor agrees as follows:

    a. The contractor will not discriminate against any employee or applicant for employment because of race, religion, color, sex, sexual orientation, gender identity, national origin, age, disability, or any other basis prohibited by state law relating to discrimination in employment, except where there is a bona fide occupational qualification reasonably necessary to the normal operation of the contractor. The contractor agrees to post in conspicuous places, available to employees and applicants for employment, notices setting forth the provisions of this nondiscrimination clause.

    b. The contractor, in all solicitations or advertisements for employees placed by or on behalf of the contractor, will state that such contractor is an equal opportunity employer.

    c. Notices, advertisements, and solicitations placed in accordance with federal law, rule, or regulation shall be deemed sufficient for the purpose of meeting these requirements.

2. The contractor will include the provisions of 1. above in every subcontract or purchase order over $10,000, so that the provisions will be binding upon each subcontractor or vendor.

D. ETHICS IN PUBLIC CONTRACTING: By submitting their proposals, offerors certify that their proposals are made without collusion or fraud and that they have not offered or received any kickbacks or inducements from any other offeror, supplier, manufacturer or subcontractor in connection with their proposal, and that they have not conferred on any public employee having official responsibility for this procurement transaction any payment, loan, subscription, advance, deposit of money, services or anything of more than nominal value, present or promised, unless consideration of substantially equal or greater value was exchanged.

E. IMMIGRATION REFORM AND CONTROL ACT OF 1986: By entering into a written contract with the Commonwealth of Virginia, the Contractor certifies that the Contractor does not, and shall not during the performance of the contract for goods and services in the Commonwealth, knowingly employ an unauthorized alien as defined in the federal Immigration Reform and Control Act of 1986.

F. DEBARMENT STATUS: By submitting their proposals, offerors certify that they are not currently debarred by the Commonwealth of Virginia from submitting proposals on contracts for the type of goods and/or services covered by this solicitation, nor are they an agent of any person or entity that is currently so debarred.

G. ANTITRUST: By entering into a contract, the contractor conveys, sells, assigns, and transfers to the Commonwealth of Virginia all rights, title and interest in and to all causes of action it may now have or hereafter acquire under the antitrust laws of the United States and the Commonwealth of Virginia, relating to the particular goods or services purchased or acquired by the Commonwealth of Virginia under said contract.

H. MANDATORY USE OF STATE FORM AND TERMS AND CONDITIONS RFPs: Failure to submit a proposal on the official state form provided for that purpose may be a cause for rejection of the proposal. Modification of or additions to the General Terms and Conditions of the solicitation may be cause for rejection of the proposal; however, the Commonwealth reserves the right to decide, on a case by case basis, in its sole discretion, whether to reject such a proposal.

I. CLARIFICATION OF TERMS: If any prospective offeror has questions about the specifications or other solicitation documents, the prospective offeror should contact the buyer whose name appears on the face of the solicitation no later than five working days before the due date. Any revisions to the solicitation will be made only by addendum issued by the buyer.

J. PAYMENT:

1. To Prime Contractor:

   a. Invoices for items ordered, delivered and accepted shall be submitted by the contractor directly to the payment address shown on the purchase order/contract. All invoices shall show the state contract number and/or purchase order number; social security number (for individual contractors) or the federal employer identification number (for proprietorships, partnerships, and corporations).

   b. Any payment terms requiring payment in less than 30 days will be regarded as requiring payment 30 days after invoice or delivery, whichever occurs last. This shall not affect offers of discounts for payment in less than 30 days, however.

c. All goods or services provided under this contract or purchase order, that are to be paid for with public funds, shall be billed by the contractor at the contract price, regardless of which public agency is being billed.

d. The following shall be deemed to be the date of payment: the date of postmark in all cases where payment is made by mail, or the date of offset when offset proceedings have been instituted as authorized under the Virginia Debt Collection Act.

e. Unreasonable Charges. Under certain emergency procurements and for most time and material purchases, final job costs cannot be accurately determined at the time orders are placed. In such cases, contractors should be put on notice that final payment in full is contingent on a determination of reasonableness with respect to all invoiced charges. Charges which appear to be unreasonable will be researched and challenged, and that portion of the invoice held in abeyance until a settlement can be reached. Upon determining that invoiced charges are not reasonable, the Commonwealth shall promptly notify the contractor, in writing, as to those charges which it considers unreasonable and the basis for the determination. A contractor may not institute legal action unless a settlement cannot be reached within thirty (30) days of notification. The provisions of this section do not relieve an agency of its prompt payment obligations with respect to those charges which are not in dispute (*Rules Governing Procurement, Chapter 2, Exhibit J, Attachment 1 § 53; available for review at http://www.jmu.edu/procurement*).

2. To Subcontractors:

   a. A contractor awarded a contract under this solicitation is hereby obligated:

      (1) To pay the subcontractor(s) within seven (7) days of the contractor's receipt of payment from the Commonwealth for the proportionate share of the payment received for work performed by the subcontractor(s) under the contract; or

      (2) To notify the agency and the subcontractors, in writing, of the contractor's intention to withhold payment and the reason.

   b. The contractor is obligated to pay the subcontractor(s) interest at the rate of one percent per month (unless otherwise provided under the terms of the contract) on all amounts owed by the contractor that remain unpaid seven (7) days following receipt of payment from the Commonwealth, except for amounts withheld as stated in (2) above. The date of mailing of any payment by U. S. Mail is deemed to be payment to the addressee. These provisions apply to each sub-tier contractor performing under the primary contract. A contractor's obligation to pay an interest charge to a subcontractor may not be construed to be an obligation of the Commonwealth.

3. Each prime contractor who wins an award in which provision of a SWAM procurement plan is a condition to the award, shall deliver to the contracting agency or institution, on or before request for final payment, evidence and certification of compliance (subject only to insubstantial shortfalls and to shortfalls arising from subcontractor default) with the SWAM procurement plan. Final payment under the contract in question may be withheld until such certification is delivered and, if necessary, confirmed by the agency or institution, or other appropriate penalties may be assessed in lieu of withholding such payment.

4. The Commonwealth of Virginia encourages contractors and subcontractors to accept electronic and credit card payments.

K. PRECENDENCE OF TERMS: Paragraphs A through J of these General Terms and Conditions and the Commonwealth of Virginia Purchasing Manual for Institutions of Higher Education and their Vendors, shall apply in all instances. In the event there is a conflict between any of the other General Terms and Conditions and any Special Terms and Conditions in this solicitation, the Special Terms and Conditions shall apply.

L. QUALIFICATIONS OF OFFERORS: The Commonwealth may make such reasonable investigations as deemed proper and necessary to determine the ability of the offeror to perform the services/furnish the goods and the offeror shall furnish to the Commonwealth all such information and data for this purpose as may be requested. The Commonwealth reserves the right to inspect offeror's physical facilities prior to award to satisfy questions regarding the offeror's capabilities. The Commonwealth further reserves the right to reject any proposal if the evidence submitted by, or investigations of, such offeror fails to satisfy the Commonwealth that such offeror is properly qualified to carry out the obligations of the contract and to provide the services and/or furnish the goods contemplated therein.

M. TESTING AND INSPECTION: The Commonwealth reserves the right to conduct any test/inspection it may deem advisable to assure goods and services conform to the specifications.

N. ASSIGNMENT OF CONTRACT: A contract shall not be assignable by the contractor in whole or in part without the written consent of the Commonwealth.

O. CHANGES TO THE CONTRACT: Changes can be made to the contract in any of the following ways:

1. The parties may agree in writing to modify the scope of the contract. An increase or decrease in the price of the contract resulting from such modification shall be agreed to by the parties as a part of their written agreement to modify the scope of the contract.

2. The Purchasing Agency may order changes within the general scope of the contract at any time by written notice to the contractor. Changes within the scope of the contract include, but are not limited to, things such as services to be performed, the method of packing or shipment, and the place of delivery or installation. The contractor shall comply with the notice upon receipt. The contractor shall be compensated for any additional costs incurred as the result of such order and shall give the Purchasing Agency a credit for any savings. Said compensation shall be determined by one of the following methods:

   a. By mutual agreement between the parties in writing; or

   b. By agreeing upon a unit price or using a unit price set forth in the contract, if the work to be done can be expressed in units, and the contractor accounts for the number of units of work performed, subject to the Purchasing Agency's right to audit the contractor's records and/or to determine the correct number of units independently; or

   c. By ordering the contractor to proceed with the work and keep a record of all costs incurred and savings realized. A markup for overhead and profit may be allowed if provided by the contract. The same markup shall be used for determining a decrease in price as the result of savings realized. The contractor shall present the Purchasing Agency with all vouchers and records of expenses incurred and savings realized. The Purchasing Agency shall have the right to audit the records of the contractor as it deems necessary to determine costs or savings. Any claim for an adjustment in price under this provision must be asserted by written notice to the Purchasing Agency within thirty (30) days from the date of receipt of the written order from the Purchasing Agency. If the parties fail to agree on an amount of adjustment, the question of an increase or decrease in the contract price or time for performance shall be resolved in accordance with the procedures for resolving disputes provided by the Disputes Clause of this contract or, if there is none, in accordance with the disputes provisions of the Commonwealth of Virginia Purchasing Manual for Institutions of Higher Education and their Vendors. Neither the existence of a claim nor a dispute resolution process, litigation or any other provision of this contract shall excuse the contractor from promptly complying with the changes ordered by the Purchasing Agency or with the performance of the contract generally.

P. DEFAULT: In case of failure to deliver goods or services in accordance with the contract terms and conditions, the Commonwealth, after due oral or written notice, may procure them from other sources and hold the contractor responsible for any resulting additional purchase and administrative costs. This remedy shall be in addition to any other remedies which the Commonwealth may have.

Q. INSURANCE: By signing and submitting a proposal under this solicitation, the offeror certifies that if awarded the contract, it will have the following insurance coverage at the time the contract is awarded. For construction contracts, if any subcontractors are involved, the subcontractor will have workers' compensation insurance in accordance with§ 25 of the Rules Governing Procurement – Chapter 2, Exhibit J, Attachment 1, and 65.2-800 et. Seq. of the Code of Virginia (available for review at http://www.jmu.edu/procurement) The offeror further certifies that the contractor and any subcontractors will maintain these insurance coverages during the entire term of the contract and that all insurance coverage will be provided by insurance companies authorized to sell insurance in Virginia by the Virginia State Corporation Commission.

MINIMUM INSURANCE COVERAGES AND LIMITS REQUIRED FOR MOST CONTRACTS:

1. Workers' Compensation: Statutory requirements and benefits. Coverage is compulsory for employers of three or more employees, to include the employer. Contractors who fail to notify the Commonwealth of increases in the number of employees that change their workers' compensation requirement under the Code of Virginia during the course of the contract shall be in noncompliance with the contract.

2. Employer's Liability: $100,000

3. Commercial General Liability: $1,000,000 per occurrence and $2,000,000 in the aggregate. Commercial General Liability is to include bodily injury and property damage, personal injury and advertising injury, products and completed operations coverage. The Commonwealth of Virginia must be named as an additional insured and so endorsed on the policy.

4. Automobile Liability: $1,000,000 combined single limit. (*Required only if a motor vehicle not owned by the Commonwealth is to be used in the contract. Contractor must assure that the required coverage is maintained by the Contractor (or third-party owner of such motor vehicle.*)

R. ANNOUNCEMENT OF AWARD: Upon the award or the announcement of the decision to award a contract over $100,000, as a result of this solicitation, the purchasing agency will publicly post such notice on the DGS/DPS eVA web site (www.eva.virginia.gov) for a minimum of 10 days.

S. DRUG-FREE WORKPLACE: During the performance of this contract, the contractor agrees to (i) provide a drug-free workplace for the contractor's employees; (ii) post in conspicuous places, available to employees and applicants for employment, a statement notifying employees that the unlawful manufacture, sale, distribution, dispensation, possession, or use of a controlled substance or marijuana is prohibited in the contractor's workplace and specifying the actions that will be taken against employees for violations of such prohibition; (iii) state in all solicitations or advertisements for employees placed by or on behalf of the contractor that the contractor maintains a drug-free workplace; and (iv) include the provisions of the foregoing clauses in every subcontract or purchase order of over $10,000, so that the provisions will be binding upon each subcontractor or vendor.

For the purposes of this section, “drug-free workplace” means a site for the performance of work done in connection with a specific contract awarded to a contractor, the employees of whom are prohibited from engaging in the unlawful manufacture, sale, distribution, dispensation, possession or use of any controlled substance or marijuana during the performance of the contract.

T. NONDISCRIMINATION OF CONTRACTORS: An offeror, or contractor shall not be discriminated against in the solicitation or award of this contract because of race, religion, color, sex, sexual orientation, gender identity, national origin, age, disability, faith-based organizational status, any other basis prohibited by state law relating to discrimination in employment or because the offeror employs ex-offenders unless the state agency, department or institution has made a written determination that employing ex-offenders on the specific contract is not in its best interest. If the award of this contract is made to a faith-based organization and an individual, who applies for or receives goods, services, or disbursements provided pursuant to this contract objects to the religious character of the faith-based organization from which the individual receives or would receive the goods, services, or disbursements, the public body shall offer the individual, within a reasonable period of time after the date of his objection, access to equivalent goods, services, or disbursements from an alternative provider.

U. eVA BUSINESS TO GOVERNMENT VENDOR REGISTRATION, CONTRACTS, AND ORDERS: The eVA Internet electronic procurement solution, website portal www.eVA.virginia.gov, streamlines and automates government purchasing activities in the Commonwealth. The eVA portal is the gateway for vendors to conduct business with state agencies and public bodies. All vendors desiring to provide goods and/or services to the Commonwealth shall participate in the eVA Internet eprocurement solution by completing the free eVA Vendor Registration. All offerors must register in eVA and pay the Vendor Transaction Fees specified below; failure to register will result in the proposal being rejected. Vendor transaction fees are determined by the date the original purchase order is issued and the current fees are as follows:

Vendor transaction fees are determined by the date the original purchase order is issued and the current fees are as follows:

1. For orders issued July 1, 2014 and after, the Vendor Transaction Fee is:

    a. Department of Small Business and Supplier Diversity (SBSD) certified Small Businesses: 1% capped at $500 per order.

    b. Businesses that are not Department of Small Business and Supplier Diversity (SBSD) certified Small Businesses: 1% capped at $1,500 per order.

2. For orders issued prior to July 1, 2014 the vendor transaction fees can be found at www.eVA.virginia.gov.

3. The specified vendor transaction fee will be invoiced by the Commonwealth of Virginia Department of General Services approximately 60 days after the corresponding purchase order is issued and payable 30 days after the invoice date. Any adjustments (increases/decreases) will be handled through purchase order changes.

V. AVAILABILITY OF FUNDS: It is understood and agreed between the parties herein that the Commonwealth of Virginia shall be bound hereunder only to the extent of the funds available or which may hereafter become available for the purpose of this agreement.

W. PRICING CURRENCY: Unless stated otherwise in the solicitation, offerors shall state offered prices in U.S. dollars.

X. E-VERIFY REQUIREMENT OF ANY CONTRACTOR: Any employer with more than an average of 50 employees for the previous 12 months entering into a contract in excess of $50,000 with James Madison University to perform work or provide services pursuant to such contract shall register and participate in the E-Verify program to verify information and work authorization of its newly hired employees performing work pursuant to any awarded contract.

Y. CIVILITY IN STATE WORKPLACES: The contractor shall take all reasonable steps to ensure that no individual, while performing work on behalf of the contractor or any subcontractor in connection with this agreement (each, a "Contract Worker"), shall engage in 1) harassment (including sexual harassment), bullying, cyber-bullying, or threatening or violent conduct, or 2) discriminatory behavior on the basis of race, sex, color, national origin, religious belief, sexual orientation, gender identity or expression, age, political affiliation, veteran status, or disability.

The contractor shall provide each Contract Worker with a copy of this Section and will require Contract Workers to participate in training on civility in the State workplace. Upon request, the contractor shall provide documentation that each Contract Worker has received such training.

For purposes of this Section, "State workplace" includes any location, permanent or temporary, where a Commonwealth employee performs any work-related duty or is representing his or her agency, as well as surrounding perimeters, parking lots, outside meeting locations, and means of travel to and from these locations. Communications are deemed to occur in a State workplace if the Contract Worker reasonably should know that the phone number, email, or other method of communication is associated with a State workplace or is associated with a person who is a State employee.

The Commonwealth of Virginia may require, at its sole discretion, the removal and replacement of any Contract Worker who the Commonwealth reasonably believes to have violated this Section.

This Section creates obligations solely on the part of the contractor. Employees or other third parties may benefit incidentally from this Section and from training materials or other communications distributed on this topic , but the Parties to this agreement intend this Section to be enforceable solely by the Commonwealth and not by employees or other third parties.

VIII. SPECIAL TERMS AND CONDITIONS

A. AUDIT: The Contractor hereby agrees to retain all books, records, systems, and other documents relative to this contract for five (5) years after final payment, or until audited by the Commonwealth of Virginia, whichever is sooner. The Commonwealth of Virginia, its authorized agents, and/or State auditors shall have full access to and the right to examine any of said materials during said period.

B. CANCELLATION OF CONTRACT: James Madison University reserves the right to cancel and terminate any resulting contract, in part or in whole, without penalty, upon 60 days written notice to the contractor. In the event the initial contract period is for more than 12 months, the resulting contract may be terminated by either party, without penalty, after the initial 12 months of the contract period upon 60 days written notice to the other party. Any contract cancellation notice shall not relieve the contractor of the obligation to deliver and/or perform on all outstanding orders issued prior to the effective date of cancellation.

C. IDENTIFICATION OF PROPOSAL ENVELOPE: The signed proposal should be returned in a separate envelope or package, sealed and identified as follows:

From: ____

Name of Offeror	Due Date	Time
Street or Box No.	RFP #	
City, State, Zip Code	RFP Title	

Name of Purchasing Officer: ______________________________

The envelope should be addressed as directed on the title page of the solicitation.

The Offeror takes the risk that if the envelope is not marked as described above, it may be inadvertently opened and the information compromised, which may cause the proposal to be disqualified. Proposals may be hand-delivered to the designated location in the office issuing the solicitation. No other correspondence or other proposals should be placed in the envelope.

D. LATE PROPOSALS: To be considered for selection, proposals must be received by the issuing office by the designated date and hour. The official time used in the receipt of proposals is that time on the automatic time stamp machine in the issuing office. Proposals received in the issuing office after the date and hour designated are automatically non responsive and will not be considered. The University is not responsible for delays in the delivery of mail by the U.S. Postal Service, private couriers, or the intra university mail system. It is the sole responsibility of the Offeror to ensure that its proposal reaches the issuing office by the designated date and hour.

E. UNDERSTANDING OF REQUIREMENTS: It is the responsibility of each offeror to inquire about and clarify any requirements of this solicitation that is not understood. The University will not be bound by oral explanations as to the meaning of specifications or language contained in this solicitation. Therefore, all inquiries deemed to be substantive in nature must be in writing and submitted to the responsible buyer in the Procurement Services Office. Offerors must ensure that written inquiries reach the buyer at least five (5) days prior to the time set for receipt of offerors proposals. A copy of all queries and the respective response will be provided in the form of an addendum to all offerors who have indicated an interest in responding to this solicitation. Your signature on your Offer certifies that you fully understand all facets of this solicitation. These questions may be sent by Fax to 540/568-7935.

F. RENEWAL OF CONTRACT: This contract may be renewed by the Commonwealth for a period of four (4) successive one-year periods under the terms and conditions of the original contract except as stated in 1. and 2. below. Price increases may be negotiated only at the time of renewal. Written notice of the Commonwealth's intention to renew shall be given approximately 90 days prior to the expiration date of each contract period.

1. If the Commonwealth elects to exercise the option to renew the contract for an additional one-year period, the contract price(s) for the additional one year shall not exceed the contract price(s) of the original contract increased/decreased by no more than the percentage increase/decrease of the other services category of the CPI-W section of the Consumer Price Index of the United States Bureau of Labor Statistics for the latest twelve months for which statistics are available.

2. If during any subsequent renewal periods, the Commonwealth elects to exercise the option to renew the contract, the contract price(s) for the subsequent renewal period shall not exceed the contract price(s) of the previous renewal period increased/decreased by more than the percentage increase/decrease of the other services category of the CPI-W section of the Consumer Price Index

of the United States Bureau of Labor Statistics for the latest twelve months for which statistics are available.

G. SUBMISSION OF INVOICES: All invoices shall be submitted within sixty days of contract term expiration for the initial contract period as well as for each subsequent contract renewal period. Any invoices submitted after the sixty-day period will not be processed for payment.

H. OPERATING VEHICLES ON JAMES MADISON UNIVERSITY CAMPUS: Operating vehicles on sidewalks, plazas, and areas heavily used by pedestrians is prohibited. In the unlikely event a driver should find it necessary to drive on James Madison University sidewalks, plazas, and areas heavily used by pedestrians, the driver must yield to pedestrians. For a complete list of parking regulations, please go to www.jmu.edu/parking; or to acquire a service representative parking permit, contact Parking Services at 540.568.3300. The safety of our students, faculty and staff is of paramount importance to us. Accordingly, violators may be charged.

I. COOPERATIVE PURCHASING / USE OF AGREEMENT BY THIRD PARTIES: It is the intent of this solicitation and resulting contract(s) to allow for cooperative procurement. Accordingly, any public body, (to include government/state agencies, political subdivisions, etc.), cooperative purchasing organizations, public or private health or educational institutions or any University related foundation and affiliated corporations may access any resulting contract if authorized by the Contractor.

Participation in this cooperative procurement is strictly voluntary. If authorized by the Contractor(s), the resultant contract(s) will be extended to the entities indicated above to purchase goods and services in accordance with contract terms. As a separate contractual relationship, the participating entity will place its own orders directly with the Contractor(s) and shall fully and independently administer its use of the contract(s) to include contractual disputes, invoicing and payments without direct administration from the University. No modification of this contract or execution of a separate agreement is required to participate; however, the participating entity and the Contractor may modify the terms and conditions of this contract to accommodate specific governing laws, regulations, policies, and business goals required by the participating entity. Any such modification will apply solely between the participating entity and the Contractor.

The Contractor will notify the University in writing of any such entities accessing this contract. The Contractor will provide semi-annual usage reports for all entities accessing the contract. The University shall not be held liable for any costs or damages incurred by any other participating entity as a result of any authorization by the Contractor to extend the contract. It is understood and agreed that the University is not responsible for the acts or omissions of any entity and will not be considered in default of the contract no matter the circumstances.

Use of this contract(s) does not preclude any participating entity from using other contracts or competitive processes as needed.

J. SMALL BUSINESS SUBCONTRACTING AND EVIDENCE OF COMPLIANCE:

1. It is the goal of the Commonwealth that 42% of its purchases are made from small businesses. This includes discretionary spending in prime contracts and subcontracts. All potential offerors are required to submit a Small Business Subcontracting Plan. Unless the offeror is registered as a Department of Small Business and Supplier Diversity (SBSD)-certified small business and where it is practicable for any portion of the awarded contract to be subcontracted to other suppliers, the contractor is encouraged to offer such subcontracting opportunities to SBSD-certified small businesses. This shall not exclude SBSD-certified women-owned and minority-owned businesses when they have received SBSD small business certification. No offeror or subcontractor shall be considered a Small Business, a Women-Owned Business or a Minority-Owned Business unless

certified as such by the Department of Small Business and Supplier Diversity (SBSD) by the due date for receipt of proposals. If small business subcontractors are used, the prime contractor agrees to report the use of small business subcontractors by providing the purchasing office at a minimum the following information: name of small business with the SBSD certification number or FEIN, phone number, total dollar amount subcontracted, category type (small, women-owned, or minority-owned), and type of product/service provided. **This information shall be submitted to: JMU Office of Procurement Services, Attn: SWAM Subcontracting Compliance, MSC 5720, Harrisonburg, VA 22807.**

2. Each prime contractor who wins an award in which provision of a small business subcontracting plan is a condition of the award, shall deliver to the contracting agency or institution with every request for payment, evidence of compliance (subject only to insubstantial shortfalls and to shortfalls arising from subcontractor default) with the small business subcontracting plan. **This information shall be submitted to: JMU Office of Procurement Services, SWAM Subcontracting Compliance, MSC 5720, Harrisonburg, VA 22807**. When such business has been subcontracted to these firms and upon completion of the contract, the contractor agrees to furnish the purchasing office at a minimum the following information: name of firm with the Department of Small Business and Supplier Diversity (SBSD) certification number or FEIN number, phone number, total dollar amount subcontracted, category type (small, women-owned, or minority-owned), and type of product or service provided. Payment(s) may be withheld until compliance with the plan is received and confirmed by the agency or institution. The agency or institution reserves the right to pursue other appropriate remedies to include, but not be limited to, termination for default.

3. Each prime contractor who wins an award valued over $200,000 shall deliver to the contracting agency or institution with every request for payment, information on use of subcontractors that are not Department of Small Business and Supplier Diversity (SBSD)-certified small businesses. When such business has been subcontracted to these firms and upon completion of the contract, the contractor agrees to furnish the purchasing office at a minimum the following information: name of firm, phone number, FEIN number, total dollar amount subcontracted, and type of product or service provided. **This information shall be submitted to: JMU Office of Procurement Services, Attn: SWAM Subcontracting Compliance, MSC 5720, Harrisonburg, VA 22807**.

K. AUTHORIZATION TO CONDUCT BUSINESS IN THE COMMONWEALTH: A contractor organized as a stock or nonstock corporation, limited liability company, business trust, or limited partnership or registered as a registered limited liability partnership shall be authorized to transact business in the Commonwealth as a domestic or foreign business entity if so required by Title 13.1 or Title 50 of the Code of Virginia or as otherwise required by law. Any business entity described above that enters into a contract with a public body shall not allow its existence to lapse or its certificate of authority or registration to transact business in the Commonwealth, if so required under Title 13.1 or Title 50, to be revoked or cancelled at any time during the term of the contract. A public body may void any contract with a business entity if the business entity fails to remain in compliance with the provisions of this section.

L. PUBLIC POSTING OF COOPERATIVE CONTRACTS: James Madison University maintains a web-based contracts database with a public gateway access. Any resulting cooperative contract/s to this solicitation will be posted to the publicly accessible website. Contents identified as proprietary information will not be made public.

M. CRIMINAL BACKGROUND CHECKS OF PERSONNEL ASSIGNED BY CONTRACTOR TO PERFORM WORK ON JMU PROPERTY: The Contractor shall obtain criminal background checks on all of their contracted employees who will be assigned to perform services on James Madison University property. The results of the background checks will be directed solely to the Contractor.

The Contractor bears responsibility for confirming to the University contract administrator that the background checks have been completed prior to work being performed by their employees or subcontractors. The Contractor shall only assign to work on the University campus those individuals whom it deems qualified and permissible based on the results of completed background checks. Notwithstanding any other provision herein, and to ensure the safety of students, faculty, staff and facilities, James Madison University reserves the right to approve or disapprove any contract employee that will work on JMU property. Disapproval by the University will solely apply to JMU property and should have no bearing on the Contractor's employment of an individual outside of James Madison University.

N. INDEMNIFICATION: Contractor agrees to indemnify, defend and hold harmless the Commonwealth of Virginia, its officers, agents, and employees from any claims, damages and actions of any kind or nature, whether at law or in equity, arising from or caused by the use of any materials, goods, or equipment of any kind or nature furnished by the contractor/any services of any kind or nature furnished by the contractor, provided that such liability is not attributable to the sole negligence of the using agency or to failure of the using agency to use the materials, goods, or equipment in the manner already and permanently described by the contractor on the materials, goods or equipment delivered.

O. ADDITIONAL GOODS AND SERVICES: The University may acquire other goods or services that the supplier provides than those specifically solicited. The University reserves the right, subject to mutual agreement, for the Contractor to provide additional goods and/or services under the same pricing, terms, and conditions and to make modifications or enhancements to the existing goods and services. Such additional goods and services may include other products, components, accessories, subsystems, or related services that are newly introduced during the term of this Agreement. Such additional goods and services will be provided to the University at favored nations pricing, terms, and conditions.

P. SUBCONTRACTS: No portion of the work shall be subcontracted without prior written consent of the purchasing agency. In the event that the contractor desires to subcontract some part of the work specified herein, the contractor shall furnish the purchasing agency the names, qualifications and experience of their proposed subcontractors. The contractor shall, however, remain fully liable and responsible for the work to be done by its subcontractor(s) and shall assure compliance with all requirements of the contract.

Q. PRIME CONTRACTOR RESPONSIBILITIES: The contractor shall be responsible for completely supervising and directing the work under this contract and all subcontractors that he may utilize, using his best skill and attention. Subcontractors who perform work under this contract shall be responsible to the prime contractor. The contractor agrees that he is as fully responsible for the acts and omissions of his subcontractors and of persons employed by them as he is for the acts and omissions of his own employees.

R. CONFIDENTIALITY OF PERSONALLY IDENTIFIABLE INFORMATION: The contractor assures that information and data obtained as to personal facts and circumstances related to faculty, staff, students, affiliates, and research study participants will be collected and held confidential, during and following the term of this agreement, and will not be divulged without the individual's and the agency's written consent and only in accordance with federal law or the Code of Virginia. This shall include FTI, which is a term of art and consists of federal tax returns and return information (and information derived from it) that is in contractor/agency possession or control which is covered by the confidentiality protections of the Internal Revenue Code (IRC) and subject to the IRC 6103(p)(4) safeguarding requirements including IRS oversight. FTI is categorized as sensitive but unclassified information and may contain personally identifiable information (PII). Contractors who utilize, access, or store personally identifiable information as part of the performance of a contract are required to safeguard this information and immediately notify the agency of any breach or suspected breach in the security of such information. Contractors shall allow the agency to both participate in the investigation of incidents and exercise control over decisions regarding external reporting. Contractors and their employees working on this project may be required to sign a confidentiality statement.

IX. METHOD OF PAYMENT

The contractor will be paid based on invoices submitted in accordance with the solicitation and any negotiations. James Madison University recognizes the importance of expediting the payment process for our vendors and suppliers; we request that our vendors and suppliers enroll in our bank's Comprehensive Payable options: either the Virtual Payables Virtual Card or the PayMode-X electronic deposit (ACH) to your bank account so that future payments are made electronically. Contractors signed up for the Virtual Payables process will receive the benefit of being paid Net 15. Additional information is available online at:
http://www.jmu.edu/financeoffice/accounting-operations-disbursements/cash-investments/vendor-payment-methods.shtml

X. PRICING SCHEDULE

The offeror shall provide a pricing structure based on hourly rates for all services included in the proposal. Offers should provide an onsite and offsite hourly rate for the range of personnel to provide labor under any resulting contract. Hourly rates should include all travel, incidentals, and miscellaneous expenses. The Contractor shall not be reimbursed for, nor will James Madison University purchase, any operational needs or expenses of the Contractor, which includes, but is not limited to, office supplies and equipment, computers and accessories, and office furniture.

Specify any associated charge card processing fees, if applicable, to be billed to the university.

XI. ATTACHMENTS

Attachment A: Offeror Data Sheet

Attachment B: Small, Women, and Minority-owned Business (SWaM) Utilization Plan

Attachment C: Standard Contract Sample

ATTACHMENT A

OFFEROR DATA SHEET

TO BE COMPLETED BY OFFEROR

1. QUALIFICATIONS OF OFFEROR: Offerors must have the capability and capacity in all respects to fully satisfy the contractual requirements.

2. YEARS IN BUSINESS: Indicate the length of time you have been in business providing these types of goods and services.

   Years_______ Months_________

3. REFERENCES: Indicate below a listing of at least five (5) organizations, either commercial or governmental/educational, that your agency is servicing. Include the name and address of the person the purchasing agency has your permission to contact.

CLIENT	LENGTH OF SERVICE	ADDRESS	CONTACT PERSON/PHONE #

4. List full names and addresses of Offeror and any branch offices which may be responsible for administering the contract.

   ____

   ____

   ____

   ____

5. RELATIONSHIP WITH THE COMMONWEALTH OF VIRGINIA: Is any member of the firm an employee of the Commonwealth of Virginia who has a personal interest in this contract pursuant to the CODE OF VIRGINIA, SECTION 2.2-3100 – 3131?
   [ ] YES [ ] NO
   IF YES, EXPLAIN:____

   ____

   ____

   ____

ATTACHMENT B

Small, Women and Minority-owned Businesses (SWaM) Utilization Plan

Offeror Name: ___________________________________ Preparer Name: ___________________

Date: ________

Is your firm a **Small Business Enterprise** certified by the Department of Small Business and Supplier Diversity (SBSD)? Yes_____ No_____

If yes, certification number: ____________ Certification date:______________

Is your firm a **Woman-owned Business Enterprise** certified by the Department of Small Business and Supplier Diversity (SBSD)? Yes_____ No_____

If yes, certification number: ____________ Certification date:______________

Is your firm a **Minority-Owned Business Enterprise** certified by the Department of Small Business and Supplier Diversity (SBSD)? Yes____ No_____

If yes, certification number: ____________ Certification date:______________

Is your firm a **Micro Business** certified by the Department of Small Business and Supplier Diversity (SBSD)? Yes_____ No_____

If yes, certification number: ____________ Certification date: ______________

Instructions: *Populate the table below to show your firm's plans for utilization of small, women-owned and minority-owned business enterprises in the performance of the contract. Describe plans to utilize SWAMs businesses as part of joint ventures, partnerships, subcontractors, suppliers, etc.*

Small Business: "Small business " means a business, independently owned or operated by one or more persons who are citizens of the United States or non-citizens who are in full compliance with United States immigration law, which, together with affiliates, has 250 or fewer employees, or average annual gross receipts of $10 million or less averaged over the previous three years.

Woman-Owned Business Enterprise: A business concern which is at least 51 percent owned by one or more women who are U.S. citizens or legal resident aliens, or in the case of a corporation, partnership or limited liability company or other entity, at least 51 percent of the equity ownership interest in which is owned by one or more women, and whose management and daily business operations are controlled by one or more of such individuals. **For purposes of the SWAM Program, all certified women-owned businesses are also a small business enterprise.**

Minority-Owned Business Enterprise: A business concern which is at least 51 percent owned by one or more minorities or in the case of a corporation, partnership or limited liability company or other entity, at least 51 percent of the equity ownership interest in which is owned by one or more minorities and whose management and daily business operations are controlled by one or more of such individuals. **For purposes of the SWAM Program, all certified minority-owned businesses are also a small business enterprise.**

Micro Business is a certified Small Business under the SWaM Program and has no more than twenty-five (25) employees **AND** no more than $3 million in average annual revenue over the three-year period prior to their certification.

All small, women, and minority owned businesses must be certified by the Commonwealth of Virginia Department of Small Business and Supplier Diversity (SBSD) to be counted in the SWAM program. Certification applications are available through SBSD at 800-223-0671 in Virginia, 804-786-6585 outside Virginia, or online at http://www.sbsd.virginia.gov/ (Customer Service).

RETURN OF THIS PAGE IS REQUIRED

ATTACHMENT B (CNT'D)
Small, Women and Minority-owned Businesses (SWaM) Utilization Plan

Procurement Name and Number: ___________________________________ Date Form Completed:_____________

Listing of Sub-Contractors, to include, Small, Woman Owned and Minority Owned Businesses
for this Proposal and Subsequent Contract

Offeror / Proposer:

________________________________ ____ ________________________________
Firm Address Contact Person/No.

Sub-Contractor's Name and Address	Contact Person & Phone Number	SBSD Certification Number	Services or Materials Provided	Total Subcontractor Contract Amount (to include change orders)	Total Dollars Paid Subcontractor to date (to be submitted with request for payment from JMU)

(Form shall be submitted with proposal and if awarded, again with submission of each request for payment)

RETURN OF THIS PAGE IS REQUIRED

ATTACHMENT C

JAMES MADISON UNIVERSITY

COMMONWEALTH OF VIRGINIA
STANDARD CONTRACT

Contract No.__________

This contract entered into this__________day of______________20____,by ______________________ hereinafter called the "Contractor" and Commonwealth of Virginia, James Madison University called the "Purchasing Agency".

WITNESSETH that the Contractor and the Purchasing Agency, in consideration of the mutual covenants, promises and agreements herein contained, agree as follows:

SCOPE OF CONTRACT: The Contractor shall provide the services to the Purchasing Agency as set forth in the Contract Documents.

PERIOD OF PERFORMANCE: From __________________ through __________________

The contract documents shall consist of:

(1) This signed form;

(2) The following portions of the Request for Proposals dated ____________________:
- (a) The Statement of Needs,
- (b) The General Terms and Conditions,
- (c) The Special Terms and Conditions together with any negotiated modifications of those Special Conditions;
- (d) List each addendum that may be issued

(3) The Contractor's Proposal dated ____________________and the following negotiated modification to the Proposal, all of which documents are incorporated herein.
- (a) Negotiations summary dated ____________.

IN WITNESS WHEREOF, the parties have caused this Contract to be duly executed intending to be bound thereby.

CONTRACTOR:	PURCHASING AGENCY:
By:________________________________	By:________________________________
(Signature)	(Signature)
________________________________	________________________________
(Printed Name)	(Printed Name)
Title:______________________________	Title:______________________________

SAMPLE

October 24, 2023

ADDENDUM NO.: One

TO ALL OFFERORS

REFERENCE:	Request for Proposal No:	RFP# FDC-1189
	Dated:	October 2, 2023
	Commodity:	Sponsored Programs Evaluation Services
	RFP Closing On:	November 2, 2023

Please note the clarifications and/or changes made on this proposal program:

1. May offerors submit resumes for key management personnel requested under Section IV.H (page 2) as an annex?

   Answer: Yes.

2. May offerors submit sample work products requested under Section IV.I (page 2) as an annex?

   Answer: Yes.

3. Is the requirement of adding the heading to the top of each page expected for the sample work product? Should annexes be permissible, is the expectation to include the heading at the top of each page if the content carries over multiple pages?

   Answer: It is not a requirement but it would be helpful.

4. Per Section 4 in the RFP, areas A and C require firm information, experience, and qualifications, and section H requires staffing information. Can you please confirm that these areas are separate sections or does JMU want these areas combined?

   Answer: These are two separate questions and should have a separate response for each

5. What is the average value and duration for JMU evaluations and studies under this contract?

   Answer: JMU does not have enough data to provide an answer to the value question. Most grants which utilize professional external evaluators are multi-year, 3 being average, however some projects run as long as 5 years.

6. Will JMU kindly share how many studies it expects to procure per year on average under this contract?

   Answer: This is unknown and variable but probably fewer than 20 per year.

Office of
PROCUREMENT SERVICES
MSC 5720
752 Ott Street, Room 1042
Wine Price Building
Harrisonburg, VA 22807
540.568.3145 Phone
540.568.7935 Fax

7. Can JMU confirm if travel expenses included in the hourly rates should be for travel to JMU?

   Answer: Most work is done remotely so travel to JMU or other locations would normally be minimal.

8. Should offerors expect travel to anywhere besides JMU and, if so, how will those costs be covered?

   Answer: All costs for the contractor should be rolled into the hourly rate. Travel is not paid separately. Most work is done remotely so travel to JMU or other locations would normally be minimal.

9. At what point is the Contractor brought into the process? To what extent will the Contractor and faculty member submitting the proposal be working together in the planning phase?

   Answer: Ideally with the use of pre-vetted contractors, the faculty or staff member would contact the contractor in the planning stages of the funding application to receive guidance on the evaluative aspects of the project in order to incorporate those elements into the proposal.

10. Is the evaluation ever considered a turn-key relationship, where the Contractor is acting as an independent third-party evaluator (or will the Contractor always be working with and/or advising a faculty)?

    Answer: Ideally with the use of pre-vetted contractors, the faculty or staff member would contact the contractor in the planning stages of the funding application to receive guidance on the evaluative aspects of the project in order to incorporate those elements into the proposal.

11. Is there a time where the University would contract the Contractor without having had them involved with the development of the evaluation plan?

    Answer: It is conceivable that a Contractor could be approached to provide services once a project is designed and funded.

12. What is the percentage of implementation program grants vs. research grant submissions?

    Answer: Based on historical data this would break down to approximately 70% implementation or services projects and 30% projects which are categorized as research. Notably many implementation grants also have a research component.

Signify receipt of this addendum by initialing *"Addendum #1"* on the signature page of your proposal.

Sincerely,

Doug Chester
Buyer Senior
Phone: 540-568-4272