



COMMONWEALTH OF VIRGINIA
STANDARD CONTRACT

Contract No. UCPJMU6831

This contract entered into this 21st day of February, 2024, by Weldon Cooper Center for Public Service, 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 31, 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: [Signature]
(Signature)

By: [Signature]
(Signature)

Kara Fitzgibbon
(Printed Name)

Doug Chester
(Printed Name)

Title: Director, Center for Survey Research

Title: Buyer Senior

**RFP # FDC-1189 Sponsored Programs Evaluation Services
Negotiation Summary for Weldon Cooper Center for Public Service**

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:

Staff role	Hourly Rate (Labor Only)	Hourly Rate with travel to Harrisonburg*	Hourly Rate with travel to Washington, DC for 2 days**
Executive staff D	\$250.00	\$364.31	\$1,102.00
Executive staff C	\$200.00	\$314.31	\$1,052.00
Executive staff B	\$175.00	\$289.31	\$1,027.00
Associate staff C	\$155.00	\$269.31	\$1,007.00
Executive staff A	\$155.00	\$269.31	\$1,007.00
Associate staff B	\$140.00	\$254.31	\$992.00
Associate staff A	\$130.00	\$244.31	\$982.00
Technical staff	\$110.00	\$224.31	\$962.00
Research analyst	\$77.00	\$191.31	\$929.00
Lab manager	\$70.00	\$184.31	\$922.00
Research support staff	\$60.00	\$174.31	\$912.00
Clerical staff B	\$40.00	\$154.31	\$892.00
Lab supervisor	\$40.00	\$154.31	\$892.00
Interviewer B	\$31.00	\$145.31	\$883.00
Interviewer A	\$26.00	\$140.31	\$878.00
Clerical Staff A	\$25.00	\$139.31	\$877.00

* Includes labor and travel funds for one day trip to Harrisonburg, VA for in-person meeting.

** Includes labor and travel funds for two-day trip to Washington, DC; evaluators are often included in annual grantee meeting

3. Weldon Cooper Center for Public Service 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. 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.

6. 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.
7. 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.
8. Contractor has disclosed all potential fees. Additional charges will not be accepted.



UNIVERSITY
of VIRGINIA

WELDON COOPER CENTER
for PUBLIC SERVICE

Sponsored Programs Evaluation Services

November 2, 2023

Proposal submitted to:

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

Submitted by:

University of Virginia
Weldon Cooper Center for Public
Service

Doug Chester,

Buyer Senior, Procurement Services

chestefd@jmu.edu

Kara Fitzgibbon, Ph.D.

Director, Center for Survey Research

ksf5fe@virginia.edu

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:

Weldon Cooper Center for Public Service

University of Virginia

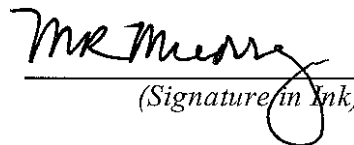
2400 Old Ivy Road, Charlottesville, VA 22903

Date: 10/31/2023

Web Address: <https://coopercenter.org/>

Email: coopercenter@virginia.edu

By:


(Signature in Ink)

Name: Meghan Murray

(Please Print)

Title: Interim Executive Director

Phone: (434) 243-5232

Fax#: (434) 982-5524

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

SMALL, WOMAN OR MINORITY OWNED BUSINESS:

☐ YES; ☒ NO; IF YES = CJ; ☐ SMALL; ☐ WOMAN; ☐ MINORITY IF MINORITY: J AA; 0 HA; D 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.

Rev. 6/8/23

Weldon Cooper Center: Proposal, Sponsored Programs Evaluation Services

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Introduction

The Weldon Cooper Center for Public Service (WCC) is pleased to support James Madison University and other VASCUPP partners in evaluating federal grants. As part of University of Virginia's Karsh Institute for Democracy, our mission is to provide communities, governments, and leaders with the capacity and tools they need to thrive in the context of a complex 21st century. WCC provides a range of services including applied research and evaluation, through which we answer complex questions and inform decisions for local governments, state agencies, and academic researchers. We also provide leadership training and capacity development for individuals and organizations; and consulting services to facilitate local governments, community groups, and others become high-performing, inclusive organizations.

A. QUALIFICATIONS AND EXPERTISE

RFP PAGE 7, SECTION IV, ITEM 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.

WCC's Center for Survey Research will provide leadership and management for contracts. Our team has been conducting program evaluation and providing related research support for institutions of higher education (IHE) for more than 35 years. Along with our business partner, Plus Alpha Research & Consulting (PARC), we offer JMU and all VASCUPP universities a small, nimble, and full-service research and evaluation partner. We offer the organizational capacity to design and conduct small to large-scale survey data collection and reporting, high-quality and rigorous evaluations, economic and cost analysis, and demographic research expertise. WCC is an agile organization that can bring the subject matter knowledge base and capacity from the University of Virginia, to offer JMU and other universities the expertise to write highly rated evaluation designs and execute evaluation studies.

B. AREAS OF EXPERTISE

RFP PAGE 7, SECTION IV, ITEM 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.

The WCC Team has expertise across a wide range of topics and research methods. We frequently collaborate with university faculty in diverse disciplines to meet their evaluation needs. Further, we regularly partner with local schools, districts, regional economic development experts, and professional development providers to evaluate and inform their progress.

Our primary areas of expertise are in public health and healthcare, including technology development, workplace culture and climate, youth risk behavior, food insecurity, STEM education, trauma sensitive practices, effective teacher practices, career and technical education, transition to college and careers, workforce development, labor market outcomes, local elections, energy transition, energy and the environment, and supporting older adults.

In partnering with other researchers to support their research pursuits, we start by understanding the purpose of each project and then identifying the appropriate design evaluation methods to answer their key questions. Our team has expertise in a range of qualitative and quantitative evaluation design, data collection, and analysis methods. We regularly conduct targeted literature scans to inform evaluation activities and more comprehensive literature reviews as needed and appropriate. We collect primary data via surveys, interviews, focus groups, and validated assessments, with experience developing new instruments and standardized measures. We collect extant data from quantitative systems (e.g., state, IHE, and local data systems, census data, tax records) and document reviews, and use the appropriate method for answering the research questions of interest. Our methodological expertise includes case studies, descriptive and correlational quantitative methods, and impact studies using experimental and quasi-experimental designs. We also have expertise in economic methods and can design a range of cost studies, including cost feasibility, cost benefit, and return on investment.

Our team has also partnered with UVA administrative and operations offices to inform key University decisions. Most recently, we have designed and administered surveys for UVA's offices of Parking and Transportation; Facilities Management; Sustainability; Division of Diversity, Equity, and Inclusion; and the Alumni Association. The study on behalf of the Office of Parking and Transportation is a survey WCC designs and administers every three years to a representative sample of university faculty and staff. The survey tracks current commuting practices, transportation demand, and parking and facilities priorities, which informs Parking and Transportation in their operations planning for the coming years. Additionally, the WCC

team regularly partners with specific UVA schools and departments, like the Darden School of Business, UVA Cancer Center, the Biomedical Sciences Graduate Program, and the Department of Chemical Engineering, to address organization-specific administrative needs, from workplace and student climate to program recruitment strategies. Further, WCC often collaborates with academic researchers across disciplines to address their theoretical and practical research questions, which vary widely in topic and reach. For example, we are currently working with a faculty member to develop and administer a multi-frame, mixed-mode survey of healthcare providers and residents in rural Virginia communities as a means to identify potential barriers and use feasibility of a mobile application to support genetic testing.

Finally, our team has expertise using research and evaluation as part of continuous improvement and capacity building. For example, WCC's Jonas with PARC researchers partnered with four Virginia school divisions to conduct a statewide research study examining middle school students' mathematics course placement and student achievement after completing Algebra I in grades 7, 8, or 9.¹ Following the study, we partnered with school division data leaders to replicate and extend the analysis using each school divisions' data, and to support their policy and community-wide discussion of the results. The results informed state discussions about mathematics course taking and local school division placement policy. Furthermore, we developed a "how to memo" and user-tested data template to support ongoing local data collection, analysis, and decision making.²

Exhibits 1 and 2 provide a summary of the topic areas and research methods our team has regularly used in the last 5 years.

¹ Yamaguchi, R., Jonas, D. L., Schmidt, R. A., Sieber, M., Buffington, P., Neumayer DePiper, J., & Araoz, C. (2020). Algebra I and college preparatory diploma outcomes among Virginia students who completed Algebra I in grades 7–9 (REL 2021–038). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Appalachia. <http://ies.ed.gov/ncee/edlabs>.

² Resources are available online, <https://ies.ed.gov/ncee/rel/Products/Region/appalachia/Resource/100576>.

Exhibit 1. Content areas of expertise

Content Expertise	
<ul style="list-style-type: none"> • Transition to college and careers • STEM education • Workplace and school culture/climate • Equity, inclusion and belonging • Healthcare • Public health • Technology development • Humanities, business, social sciences and art 	<ul style="list-style-type: none"> • Elections and local government • Workforce and economic development • Environment • Energy transition • Flood resiliency • Economics • Demographics/population statistics

Exhibit 2. Evaluation service areas of expertise

Design	Data collection	Analytic methods
<ul style="list-style-type: none"> •Qualitative •Quantitative •Mixed methods •Case studies •Longitudinal •Continuous improvement • Impact studies including quasi-experimental design and experimental design •Instrument and measure development •Sampling design 	<ul style="list-style-type: none"> •Survey (includes multi-lingual/translations) •Interview •Focus groups (in-person and virtual) •Document review •Direct assessment •Extant data 	<ul style="list-style-type: none"> •Descriptive statistics •Base-weighting and post-stratification weighting •Complex sampling design •Cross-tabulations •T-tests and ANOVA •Factor analysis •Logistic regression •Multiple regression •Multinomial regression •Thematic qualitative analysis •Demographics •Cost feasibility, cost effectiveness, return on investment •Regional economic models •Predictive analytics

C. PRIOR EVALUATIONS OF EXTERNALLY-FUNDED PROJECTS

RFP PAGE 7, SECTION IV, ITEM 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.

The WCC team has provided external evaluation services for a wide variety of clients. Though not exhaustive of recent evaluation projects, Exhibit 3 provides a selection of studies to illustrate the range in types of clients, topics, and scale of projects that we have recent experience conducting.

Exhibit 3. Prior externally funded evaluations

Project Description and Contact
<p>Career and Technical Education (CTE) Assessment and Program Improvement System (2015 – present)</p> <p>On behalf of the Virginia Department of Education, WCC conducts an annual statewide survey of graduates from Career and Technical Education high school programs to capture their transitions to higher education and/or the workforce. In this effort, WCC coordinates participation across hundreds of school divisions and individual schools to achieve a 75% response rate (compliant with federal funding guidelines), collecting over 40,000 responses each year. This survey is conducted annually.</p> <p><i>Funding Source:</i> Virginia Department of Education (avg. \$269,753 per cycle) <i>Contact:</i> Virginia Department of Education Office of Career, Technical, and Adult Education (CTE); VDOE.CTE@doe.virginia.edu</p>
<p>Project ExcEL External Evaluation (2012 – present)</p> <p>For the past ten years, PARC has served as the external evaluator for UCLA's Project ExcEL (Excellence for English Learners) teacher professional development program. Starting in 2012</p>

through the US Department of Education Investing in Innovation Fund grant and currently through the US Department of Education Office of English Language Acquisition National Professional Development grant, PARC has conducted a series of evaluations of Project ExcEL to determine impacts on English learner student outcomes including a series of random assignment studies, quasi-experimental studies, and a case study. The RCT and QED studies were designed to meet What Works Clearinghouse Standards

Funding Source: US Department of Education Office of English Language Acquisition National Professional Development Grant (\$300,000)

Contact: Laureen Avery; avery@gseis.ucla.edu; 424-442-5308

VCCS Trauma-Informed Care Project (2022 – present)

PARC provides research and evaluation, technical assistance and coaching, and dissemination services to the Tennessee college and career readiness partnership and the Virginia supportive community college partnership. Under the Virginia partnership, Dr. Yamaguchi leads the Resilience, Equity, and Learning (REAL) project to produce resources and data protocols for trauma-informed care with the VCCS system office and eight Virginia community colleges. The project is in collaboration with VCCS and nine Virginia community college faculty and staff.

Funding Source: SRI International (\$867,800), with funding from the Institute of Education Sciences

Contact: Victoria Schaefer; victoria.schaefer@sri.com; 919-928-2121

Northern Virginia Workforce Index (2022 – present)

Beginning in 2022, WCC has conducted the Northern Virginia Workforce Index Survey annually on behalf of Northern Virginia Community College and the Northern Virginia Chamber of Commerce. The survey assesses annual workforce and talent-related issues for businesses in the Northern Virginia region. In addition to managing the survey administration by mail, web, and phone, WCC prepared the stratified sampling design and sampling weights. This survey is conducted annually.

Funding Source: Northern Virginia Community College (avg. \$51,653 per cycle)

Contact: Marissa Lemma; mlemma@nvcc.edu; 703-764-5090

Integrated Virginia Research Training Centers in Kidney, Urology, and Hematology (IGNITE KUH) (2022 – present)

IGNITE KUH is a pre- and post-doctoral cross-institutional training program, hosted by Virginia Commonwealth University, Virginia Tech, and University of Virginia and designed to support workforce development in research fields addressing kidney, urology, and hematology diseases. WCC partnered with the IGNITE KUH research group to design and conduct a multi-phase program evaluation across two key stakeholder groups: (1) predoctoral and postdoctoral trainees and 2) faculty mentors. In consultation with IGNITE KUH, WCC developed the questionnaires utilizing a qualitative pretest and WCC administers the online survey annually. WCC is also responsible for preparing and analyzing the evaluation data.

Funding Source: National Institutes of Health (\$55,421)

Contact: Charlotta Wriston; caw6e@uvahealth.org; 434-243-2443

Statistical Adjustment Model Technical Assistance Center (2021 – 2023)

Funded through the US Department of Labor, PARC provided analytic technical assistance and capacity building of state workforce agencies and data analysts to meet the requirements of WIOA with creating regression-adjusted indicators of performance for Adult, Dislocated Worker, and Youth WIOA programs. Dr. Yamaguchi led the development, facilitation, and analytic technical assistance to all states and territories, created resources and presentations, and developed communities of practice.

Funding Source: US Department of Labor Employment and Training Administration (\$199,518)

Contact: Toquir Ahmed; Ahmed.Toquir@dol.gov; 202-693-3901

Virginia Flood Resilience Initiative (2021 – 2023)

WCC assembled and managed a multidisciplinary team of researchers and practitioners to support Virginia localities and Planning District Commissions (PDCs) in their effort to secure grant funding and build local capacity for flood management planning. WCC partnered with UVA School of Engineering and Applied Science, the School of Architecture, the Institute for Engagement and Negotiation, and UVA-Wise to support the Southside Planning District

Commission and the LENOWISCO Planning District Commission. These efforts resulted in the development of a standardized evaluation instrument; a flood hazard inventory using geospatial mapping; and a “roadmap” for localities to assess their risk and level of preparedness, which featured a custom-built interactive flood hazard dashboard.

Funding Source: Community Flood Preparedness Fund Grant administered by the Virginia Department of Conservation and Recreation (\$300,000)

Contact: Deborah Gosney; dgosney@southsidepdc.org; 434-447-7101

Culpeper Youth Risk Behavior Survey (2017; 2022)

In 2022, WCC conducted an anonymous survey of all students enrolled in Culpeper County Public Schools who are in grades 7 to 12. The survey measured sensitive topics, including consumption of alcohol and drugs, sexual activity, and sexual orientation and identity. We achieved a response rate over 98% of eligible students. The analysis included multi-year comparisons and comparisons to national data. WCC first conducted the survey in 2017 with plans to regularly administer the survey every three years, though the second administration was delayed due to COVID-19.

Funding Source: Culpeper County Public Schools (avg. \$24,988 per cycle)

Contact: Russell Houck; rhouch@culpeperschools.org; 540-825-3677

Accelerating Colorectal Cancer Screening and follow-up through Implementation Science in Appalachia (ACCSIS) (2020-23)

This project was a National Cancer Institute-sponsored study designed to increase screening for colorectal cancer in rural, low-income, medically underserved communities in central Appalachia. On behalf of the University of Kentucky and the Ohio State University, WCC conducted a series of surveys to assess the effectiveness and impact of multilevel interventions on residents’ behaviors, awareness, and perceptions around screening and prevention. WCC was responsible for procuring the samples, administering the survey across a variety of modes (mail, web, and phone) and cleaning and weighting the final data. Over the course of the study, WCC collected approximately 3,600 survey completions.

Funding Source: National Cancer Institute (\$336,326)

Contact: Mark Dignan; Mark.dignan@uky.edu; 859-323-4708

National Diabetes Prevention Program Virginia Assessment (2020-22)

In partnership with the Virginia Department of Health and Virginia Center for Diabetes Prevention and Education, WCC conducted a multi-frame, mixed-mode statewide study to assess Virginia-based National Diabetes Prevention Programs (DPP) with respect to retention, referral, and recruitment. The study included three separate surveys and study populations, utilizing postal mail, web, and phone to reach study participants. Results of the study were provided to VDH to inform their marketing efforts to raise awareness of prediabetes and the diabetes prevention programs across Virginia.

Funding Source: Centers for Disease Control and Prevention (\$134,406)

Contact: Anne Wolf; Amw6n@virginia.edu; 434-924-2858

Cancer Pain Management in Nepal (2019-22)

In partnership with a research team from the University of Virginia School of Nursing and palliative care clinicians in Nepal, WCC provided consultation on study design, questionnaire development, analysis, and reporting for a survey of healthcare providers working in Nepal. The purpose of the study was to design a mobile application to support Nepalese healthcare providers in managing cancer pain of patients and to make local cancer pain management guidelines more widely known and easily accessed.

Funding Source: National Institutes of Health (\$15,024)

Contact: Virginia LeBaron; vtl6k@virginia.edu; 434-243-9291

Social Mission Metrics Initiative (2018-20)

In partnership with the Fitzhugh Mullan Institute for Health Workforce Equity at George Washington University, WCC collaborated to develop a national measure of the social mission performance of American medical education. Specifically, WCC designed and administered a pilot and full-production national survey of schools of medicine, schools of nursing, and schools of dentistry. WCC employed a mixed-mode survey design, including postal mail, web, and phone, achieving a 33% participation rate.

Funding Source: Robert Wood Johnson Foundation (\$69,598)

Contact: Sonal Batra; sonal@gwu.edu; 202-741-2921

Virginia Cancer Catchment Population Health Assessment (2018-19)

In partnership with University of Virginia Cancer Center and Virginia Commonwealth University Cancer Center, WCC conducted a population health assessment of the regional catchment area, which is largely rural. Results of the study aimed to inform regional cancer centers on the barriers and practices relating to cancer prevention of their catchment area populations.

Funding Source: National Cancer Institute (\$82,350)

Contact: George Batten; gbatten@virginia.edu; 434-243-9217

D. INNOVATIVE OR CREATIVE APPROACHES

RFP PAGE 7, SECTION IV, ITEM D. DESCRIBE ANY INNOVATIVE OR CREATIVE DESIGN APPROACHES OR STRATEGIES.

The WCC Team aims to use an approach that is cost-effective, results in valid, reliable data and results, is efficient, and minimally burdensome on research participants. We prioritize understanding the intended impact of the grant activities, and design our methods to help clients maximize outcomes.

Towards this effort, we often use multiple modes for primary data collection, to ensure that all intended study participants have access to the collection tools. In a recent study of local election methods,³ our team led a series of facilitated in-person and virtual community engagement sessions and administered a survey online and via United States postal mail to ensure all community members could participate. In this same study, we combined a stratified address-based probability sample of approximately 4,500 households with an open-source survey any resident could use for responding. The survey and all recruitment materials were available in English, Spanish, and Tagalog.

As a contributor to an educational institution, we value continuous learning and development throughout our research and evaluation efforts. Throughout our programs, we learn with and from our partners, and when appropriate and feasible, help our partners learn and grow. As a partner, we listen to ensure we understand client priorities, limitations, and challenges and

³ <https://csr.coopercenter.org/index.php/reports/virginia-beachs-local-election-system>

design studies to meet these needs while learning as researchers. We also engage our clients in learning when appropriate. For example, we have provided training to other researchers on logic model development; as described earlier, partnered with practitioners to provide data collection and analysis tools, and have helped educators design and implement data- and evidence-informed continuous improvement models. We look forward to continuing this type of partnership with JMU and the VASCUPP institutions.

As an applied research center within the University of Virginia, we have extensive experience collaborating with practitioners and academic researchers across disciplines to study a wide range of research topics and projects. Our team is nimble and focused on providing valid, reliable, and objective results to meet client needs. In addition, we offer JMU and other institutions the benefit of being able to reach out to experts across the University of Virginia to support their needs. Further, we regularly employ undergraduate and graduate students, which supports our public service mission, students' education and experience, and the university's educational mission.

E. EVALUATION PLANNING AND IMPLEMENTATION

RFP PAGE 7, SECTION IV, ITEM E. DESCRIBE IN DETAIL THE FIRM'S EVALUATION PLANNING AND IMPLEMENTATION METHODOLOGY.

The WCC team offers services that can support researchers at all stages of their project, including planning and contributions to client proposals, post-award planning and administrative activities, project implementation, and dissemination and close-out. Exhibit 4 provides a high-level overview of some of our services and typical process at each of these stages.

Exhibit 4. WCC planning and implementation process

Pre-proposal planning	Post-award planning	Implementation	Dissemination and closeout
<ul style="list-style-type: none"> • Client engagement to understand goals and objectives, and overall scope, budget, and timeline • Prepare program logic model • Co-develop proposal win-themes • Contribute to proposal to meet evaluation requirements 	<ul style="list-style-type: none"> • Engage client and set schedule for regular meetings • Review proposal and make needed updates to logic model and evaluation design • Develop full project plan, including data security plans, timeline, deliverables, and budget for each task <ul style="list-style-type: none"> • Prepare and submit needed IRB materials 	<ul style="list-style-type: none"> • Continue client engagement and input via regular meetings and project updates • Carry out project plan, adapting as the project progresses • Monitor staff, budget, and deliverables schedule and adapt as project progresses 	<ul style="list-style-type: none"> • Engage with client to continue to receive feedback and consider next steps. • Share results using agreed-upon mechanisms (technical reports, journal articles, summaries, presentations, blogs, videos, etc.). • Finalize close-out activities including invoicing, data destruction or return if needed.

Allocation of staff

RFP PAGE 7, SECTION IV, ITEM E 1. DESCRIBE IN DETAIL THE FIRM'S EVALUATION PLANNING AND IMPLEMENTATION
METHODOLOGY: ALLOCATION OF STAFF

Part of the Karsh Institute for Democracy at the University of Virginia, WCC conducts applied research and delivers training to inform and improve public policy, programs and services, and governance in Virginia. Dr. Kara Fitzgibbon, Director, Center for Survey Research will serve as the Director and primary point of contact for this contract. Dr. Deborah Jonas, Managing Research Director of WCC, will serve as co-Director, taking a lead role in complex, mixed methods projects.

For each project we pursue, Fitzgibbon and Jonas will start by determining the content and methodological experts who will serve as the project leads. In addition to WCC and PARC staff (Exhibits 5 and 6), we can draw from a wide range of experts and frequent collaborators at the University of Virginia to bolster team qualifications as needed.

Exhibit 5. WCC team content experts

Team member	Healthcare and public health	Technology development	Elections, local government	Organizational culture and climate	STEM Education	Humanities, business, social sciences and art	Preparation for college and careers, transition to college, career and technical education	DEIAB	Workforce and regional economic development, economics	Environment, energy transition, flood resiliency
Kara Fitzgibbon, Ph.D.	X	X	X	X	X	X	X	X	X	
Deborah Jonas, Ph.D.					X	X	X	X		
Alayna Panzer, Ph.D.	X	X		X	X	X	X	X		
Joao Ferreira, Ph.D.									X	
Sol Baik, Ph.D.	X									
Elizabeth Marshall										X

Team member	Healthcare and public health	Technology development	Elections, local government	Organizational culture and climate	STEM Education	Humanities, business, social sciences and art	Preparation for college and careers, transition to college, career and technical education	DEIAB	Workforce and regional economic development, economics	Environment, energy transition, flood resiliency
Ryoko Yamaguchi, Ph.D.				X	X	X	X	X		
Futoshi Yumoto, Ph.D.	X	X			X	X	X			
Cyntrica Eaton, Ph.D.				X	X	X	X	X		
Manyee Wong, Ph.D.					X	X	X			

Exhibit 6. WCC team methods experts

Team member	Survey research	Interview, focus groups, and other qualitative methods	Experimental and quasi-experimental methods	Quantitative and longitudinal studies	Capacity building	Data mining and predictive analytics	Economic modeling, cost feasibility, cost benefit, return on investment	Psychometric analysis	Demographics
Kara Fitzgibbon, Ph.D.	X	X							
Deborah Jonas, Ph.D.	X	X	X	X	X	X			
Alayna Panzer, Ph.D.	X	X							
Joao Ferreira, Ph.D.							X		
Sol Baik, Ph.D.				X					X
Elizabeth Marshall	X	X							
Ryoko Yamaguchi, Ph.D.	X	X	X	X	X				
Futoshi Yumoto, Ph.D.	X		X	X		X		X	
Cyntrica Eaton, Ph.D.		X			X				
Manyee Wong, Ph.D.			X	X					

With the content and methodological experts in place, the project logic model, funder evaluation requirements, and typically with an estimated budget, our team drafts a workplan to

document the tasks and timeframe for each activity needed to complete the evaluation. With this information, we create a comprehensive staffing plan, including people, roles and responsibilities, and level of effort for each person. When determining staff, we consider individuals' strengths and professional goals, and existing workload, and create teams with the expertise, passion, and time to meet client goals, while supporting individuals' growth and success.

At minimum, each project will have a project director/principal investigator, a project manager, and support from the WCC editor, graphic designers, and financial support staff. Projects may also include staff for on-site data collection, survey operations, data cleaning and statistical programming, capacity building, economic and cost modeling, content expertise, meeting facilitation, etc., depending on the need.

Staffing plans depend on the project purpose, content, methods and the size and scope of the evaluation. For smaller projects, we often have people serving multiple roles. For example, the project manager may also be responsible for survey administration, and the lead statistician may also have responsibility for data cleaning and statistical programming. On larger projects, we typically include task leads who oversee the team of people responsible for the task.

Management methods

RFP PAGE 7, SECTION IV, ITEM E 2. DESCRIBE IN DETAIL THE FIRM'S EVALUATION PLANNING AND IMPLEMENTATION METHODOLOGY: MANAGEMENT METHODS.

The WCC Team's approach to projects is grounded in open, honest, and transparent dialogue with clients, strong internal planning and communication, and clear goals and objectives for all of our activities. We tailor and monitor workplans to each project to meet goals and complete deliverables on time and within budget, while ensuring the methods and staffing plans align with our timelines. We ensure team members understand their tasks and responsibilities, how each fits into the broader project goals, and that each has the tools needed for high-quality services and products on time and on budget.

Open, honest, and transparent dialogue

The WCC team members value regular client engagement and open and honest conversations. With our clients, we establish regular meetings and for each, prepare an agenda in advance and

follow meetings with a summary of key discussion points, challenges and solutions, and action items.

Typically, we cover both technical and business topics in regular meetings. Technical topics ensure that WCC and the grant leadership have a common understanding of activities taking place, action plans, and needs for coordination. It is through regular meetings that we ensure the evaluation team is aware of and has an opportunity to inform decisions about programmatic changes. This is important because changes in grant activities could impact evaluation plans, costs, and methodological rigor. If there are program changes needed, we will work with the grantee team to understand the challenges and options and document the trade-offs that would impact the evaluation and commitments, such as evaluation rigor and ability to meet reporting requirements. Once we have a final decision, we will update project plans as needed.

As an illustration of this process, in one recent project, the WCC team partnered with a client to update a study design created by another researcher that was not achieving the client's research objectives and desired number of participants. Through collaborative discussions, the WCC team redesigned the modes of data collection (shifting from exclusively phone administration to a combination of mail, phone and web), updated the instrument and sampling design, and coordinated with UVA's IRB and the client's IRB to update the protocol and informed consent procedures. This change in design was ultimately more cost effective for the client and achieved higher participation rates.

Business topics covered in regular meetings may include topics such as staffing and financial updates, and/or contract updates. These meetings also offer our team and our clients an opportunity to share information about what is going well and when needed, an opportunity to discuss and address any concerns before they become significant barriers to project success.

Workplan development and monitoring

We develop and share internal work breakdown structures with staff to provide project members with clear information about responsibilities, such as who is leading and who supports each task, timelines, deliverables, and review processes. By meeting regularly with clients and internally with our team, we can adjust our plans based on implementation.

Tools and resources

We use secure online tools, such as SmartSheet, for project management and SharePoint for file storage and collaborative document planning. This allows our team to share information across the locations in which we live, work, and travel. We can also use these tools to share information with JMU or other VASCUPP institutions when needed, such as updates to our workplan.

We have access to the full suite of Microsoft products (MS Word, Excel, PowerPoint, etc.), use SharePoint to organize and store documents, and have access to Zoom and MS Teams for virtual meetings.

We store all sensitive information, such as personally identifiable information and individual-level response data from surveys and focus groups, using University of Virginia-approved secure, password protected systems. Before engaging in any data collection or analysis, we use the University of Virginia's Institutional Review Board to review all human subjects research.

WCC has support staff to send invoices, pay our business partners, and provide other administrative and financial support. We also have internal communications experts, who can coordinate with JMU to design messaging and social media campaigns, and more generally, support dissemination activities as needed and appropriate. Finally, our university-based team members regularly engage with other experts at the University of Virginia and can leverage this expertise if needed.

Systems to ensure maintenance of complete and accurate records

RFP PAGE 7, SECTION IV, ITEM E 3. DESCRIBE IN DETAIL THE FIRM'S EVALUATION PLANNING AND IMPLEMENTATION METHODOLOGY: SYSTEMS TO ENSURE MAINTENANCE OF COMPLETE AND ACCURATE RECORDS.

WCC has several systems in place to ensure records are properly maintained. Electronic folders specific to each project are created to organize and catalogue all documents associated with the project, including proposal and contract materials, invoices, sample files, data files, outputs and reports. For all projects involving primary-data collection, we build a custom database specific to that study to enable tracking the study sample and project progress. We currently build and maintain these databases using FileMaker Pro. Database tracking capabilities support complex multi-mode and/or multi-frame study designs, are API-compatible, and include

recording the date, mode and outcome of each communication with sampled cases as well as the final disposition of each case. All of our databases are backed up daily and stored on our secure server.

For studies in which we carryout data entry, we perform double-entry validation on at least 15% of returned questionnaires and we conduct validation at two separate time points: once early in the data entry process and the other at the conclusion of data collection. The multiple timepoints ensure any potential systemic issues with data entry are identified early in the data collection process and can be efficiently resolved to maintain the project timeline.

Processes to protect personally identifiable information

RFP PAGE 7, SECTION IV, ITEM E 4. DESCRIBE IN DETAIL THE FIRM'S EVALUATION PLANNING AND IMPLEMENTATION METHODOLOGY: PROCESSES TO PROTECT PERSONALLY IDENTIFIABLE INFORMATION.

The WCC Team has extensive experience managing research projects that include varying levels of personally identifiable information (PII), including information protected by the Health Insurance Portability and Accountability Act (HIPAA) and Family Educational Rights and Privacy Act (FERPA). We work closely with each the University of Virginia's Institutional Review Board for the Social and Behavioral Sciences (IRB-SBS) and the Institutional Review Board for Health Sciences Research to always ensure our research projects are ethically designed and implemented and that personally identifiable information is appropriately handled. Further, all WCC staff and collaborators are required to be up-to-date in their Collaborative Institutional Training Initiative (CITI) certification before having access to any sample files or data.

In addition to only recording and/or storing PII when it is a necessary component of the study design, WCC is discerning in only including PII in specific project materials when it is essential. For each applicable project, a randomized unique ID number is assigned to each study participant, and a master file containing linking the ID and PII is stored securely. PII is only included in project materials when required to carry out the study design, and at all other times, participants are only referenced by their ID number.

All electronic files containing personally identifiable information, either sample files or data files, are stored on UVA-maintained secure servers, which require 2-step authentication of approved users to access. Based on the project's specific data security requirements (e.g., HIPPA or FERPA),

highly sensitive data may be kept on separate UVA-maintained servers that provide additional security and access requirements.

While the study period is active, any and all paper files are housed at the Weldon Cooper Center offices and securely stored in a locked room to which only select project staff have access. Once the project concludes, all project files containing PII are retained and stored in compliance with Virginia Public Records Act (VRPA) guidelines, and any additional guidelines determined by the funding source and/or client. WCC works with the UVA Office of Records & Information Management to securely store archived files, securely dispose of files after the retention period has passed, and to ensure our procedures follow best practices and maintain compliance. At the sponsor's request, WCC can transfer the files to the client should they prefer to store any physical files themselves rather than use UVA facilities.

Potential use of subcontractors

RFP PAGE 7, SECTION IV, ITEM E 5. DESCRIBE IN DETAIL THE FIRM'S EVALUATION PLANNING AND IMPLEMENTATION METHODOLOGY: POTENTIAL USE OF SUBCONTRACTORS.

WCC is committed to engaging small, woman-owned, disadvantaged, minority-owned, and veteran-owned businesses in our evaluation activities.

We have partnered with PARC, a small, woman-owned, disadvantaged, minority-owned business based in Arlington, Virginia, to propose a full range of services as part of this contract. We will engage PARC on all projects where their expertise aligns with the need.

WCC has contracted with The Journey Group, a small business based in Charlottesville, Virginia, for web hosting. For projects that require internet services, we will consider Journey Group first, to continue to expand our partnership with Journey Group.

We regularly communicate with a variety of small businesses to meet our needs and will consider others to support awards under this contract.

Commitment to project completion within time and budget constraints

RFP PAGE 7, SECTION IV, ITEM E 6. DESCRIBE IN DETAIL THE FIRM'S EVALUATION PLANNING AND IMPLEMENTATION METHODOLOGY: COMMITMENT TO PROJECT COMPLETION WITHIN TIME AND BUDGET CONSTRAINTS.

WCC regularly works with clients on grants and contracts that have strict external reporting and completion deadlines. As such, WCC understands the importance of maintaining and delivering on agreed upon timelines. In the initial consultation with a prospective client, the scope of work and general timelines are discussed and incorporated into the project proposal. Once a contract is in place, WCC consults with the client to develop an agreed-upon detailed project timeline and complete schedule for deliverables.

WCC often enters into fixed-priced contracts, which ensure clear budget expectations, scope of services, deliverables, and timelines. We can amend agreements to manage additional scope and deliverables when the client and WCC agree to do so. Regardless of the contract type, we monitor staff time and project expenses in real-time, which supports the WCC team in the fiscal management of each project. If issues arise, we would determine whether managing on our own (e.g., by adjusting staffing or support) is reasonable or if involving the client is necessary. For example, we would engage the client in decisions if we identified a potential benefit of keeping data collection windows open for more time than planned or determine that the distribution of data affect the validity of the statistical models. Changes to the design would always be determined in discussion and agreement with the client.

F. QUALITY CONTROL PROCESS

RFP PAGE 7, SECTION IV, ITEM F. DESCRIBE YOUR FIRM'S QUALITY CONTROL PROCESS, INCLUDING MECHANISMS TO DETECT AND REDUCE FRAUD AND ERRORS IN DATA COLLECTION.

Building on the WCC Team's experience managing research and evaluation efforts of varying size and complexity, we have developed project management systems that are effective in ensuring the success of projects, yet flexible enough to allow for responsiveness and change when needed.

Our quality assurance process starts with project inception and continues until the product is nearly final, at which point it moves to quality control. First, we ensure that team members understand their roles and responsibilities, the purpose of each task, and how their activities fit into the project goals and objectives. We then ensure they have the needed tools, such as the project plan, writing guides and templates, access to secure servers for data storage, and statistical software, which sets team members up for success. As we conduct all activities, we leverage regular team meetings to provide project updates (e.g., new goals and objectives or

methods), problem solve with input from each team member, and if needed, updates to project activities based on new information learned.

Furthermore, as we develop products, such as logic models, evaluation plans, and reports, each will undergo a series of formative reviews and feedback to identify and resolve challenges and maintain our focus on priority needs and objectives. Each project has a designated reviewer for quality assurance, often carried out by Managing Research Director Jonas. Jonas or the designee will review and provide formative feedback on products as they are developed. The reviewer then approves products as ready for quality control, which includes expert editing and formatting, and additional reviews from team members if needed. Our quality control process also ensures that all final materials meet the University of Virginia's accessibility standards and are ready for website posting.

As discussed in section E-3 and E-4 on pages 18 to 20 of this proposal, the WCC team has several practices in place during data collection that function to reduce error and fraud. The custom project sample database supports the precise and thorough tracking of study samples, enabling the team to identify when and by what mode a response was received. Further, double-entry validation is conducted on at least 15% of paper questionnaires to ensure there are no systemic data entry errors. A common source of fraud in survey data collection occurs with web surveys, so WCC implements several mitigation strategies to combat this type of fraud. For probability-based web surveys, WCC sends unique and direct links when email is available in the sample, preventing respondents from outside of the designated sample from accessing the survey. When WCC employs a push-to-web design, we are still able to enable tracking of response by setting up the online survey to require authentication, prompting the participant to enter their assigned unique ID in order to access the survey. When an open, publicly available survey is necessary for the study, the online instruments are programmed as distinct data collection sites so that probability and non-probability responses are collected separately in the event the non-probability collection is compromised by fraud and/or cannot be validated. In preparing the data file, WCC has several cleaning processes that are always implemented, including deduplicating responses to ensure only a single response per sampled case is included in the final data, checking the descriptive statistics on the duration of survey completion and dropping speeders as needed, and reviewing open-ended responses to identify authenticate from nefarious responses.

Our quality control process also includes management check-ins internally and with our business partners. During these meetings, we review subcontracts, timelines, quality of products and deliverables, financials (e.g., spending, invoices, payments, projected spending), and determine whether there are updates needed. We also discuss updates from the client and determine the path forward. By extending our approach of having open and honest dialogue to our business partners, we can maintain strong relationships, meet client needs and provide high-quality products and services.

G. STATISTICAL ANALYSIS SOFTWARE

RFP PAGE 7, SECTION IV, ITEM G. DESCRIBE YOUR FIRM'S SOFTWARE USED FOR STATISTICAL ANALYSIS OF DATA.

Our team brings expertise in statistical programming in the following statistical software: STATA, SAS, SPSS, HLM, R, MPlus, and Python. We use Dedoose, NVivo, or Microsoft Excel to analyze qualitative data. Our tool choice is based on the most efficient tool for the purpose. For example, we would choose Dedoose or NVivo when analyzing qualitative data from large numbers of transcribed interviews; Excel is often appropriate for smaller tasks. For online survey data collection, we primarily use Qualtrics, including Qualtrics HSD instance for studies that contain HIPPA-protected information. When needed for project integration, we have used REDCap in both web self-administration and phone interviewer-administration of surveys. We use other tools, such as Tableau, for specific purposes such as creating data dashboards and data visualization, and we regularly create maps to display data when relevant. In addition, all staff bring experience in Microsoft Office products including Word, Excel, and PowerPoint and project management expertise in SmartSheet, which supports a distributed team.

H. KEY MANAGEMENT PERSONNEL

RFP PAGE 7, SECTION IV, ITEM H. PROVIDE THE NAMES, TITLES, AND RESUMES OF KEY MANAGEMENT PERSONNEL THAT MAY BE ASSIGNED TO PERFORM WORK FOR JAMES MADISON UNIVERSITY.

Dr. Kara Fitzgibbon, Director, Center for Survey Research, WCC, will serve as the project director and primary point of contact for the contract. The Center for Survey Research (CSR) has provided valid, reliable, and timely data from surveys, focus groups, and interviews to local governments, state agencies, community nonprofits, and academic researchers and institutions for 35 years. As a full-service survey research center, CSR supports clients at all stages of the

research process, including developing research and sampling designs, questionnaire development and qualitative pretesting, data collection by mail, web, phone or mixed-mode, data preparation and weighting, and analysis and reporting. To meet client research objectives, CSR specializes in custom survey designs, taking into account client's resources and constraints in combination with their research priorities. As Director of CSR, Fitzgibbon manages a budget of approximately \$750K per year, with a large percentage of projects supporting university-based researchers and administrators. Fitzgibbon manages a team of professionals that include other researchers and evaluators, operations managers, research assistants and research associates. She oversees subcontractors and consultants, and regularly engages and oversees other UVA experts to meet client needs.

Dr. Deborah Jonas, Managing Research Director, will serve as the co-director. For more than 16 years, Jonas has led and overseen research and evaluation across diverse topics in preK - 20 education including strengthening academic and non-academic supports for student transitions to postsecondary education and workforce, enhancing and evaluating the use of technology in education, improving mathematics instruction, and strengthening early childhood programs and policy. With training in experimental research methods, and experience conducting rigorous research and disseminating results to diverse audiences, Jonas has demonstrated success leading mixed methods evaluation projects, providing quality assurance for and supporting teams to successfully carry out large and complex research, capacity building, and dissemination programs that create new evidence and facilitate the use of evidence in practice.

She will provide support to small projects and lead WCC's large projects, projects that involve multiple research teams, and those that require meeting client methodological standards, such as IES What Works Clearinghouse and Standards for Excellence in Education Research (SEER) and the principles in the Department of Labor's evaluation policy statement.⁴ Jonas will also oversee WCC's quality assurance and control processes, serving as the lead reviewer or delegating reviewing activities to an appropriately qualified team member. Jonas has prior experience leading large and small evaluations using qualitative and quantitative methods. She regularly partners with researchers and practitioners to develop and implement data-informed continuous improvement cycles grounded in evidence-based practices.

⁴ <https://www.dol.gov/evidence/evaluation-policy>

PARC's Ryoko Yamaguchi will lead the WWC Team's rigorous impact studies and play a significant role in evaluation of K12 programs and teaching practices. Yamaguchi has 30 years of experience in K-12 education as a practitioner and researcher. She specializes in utilizing, explaining, and communicating research, data, and the junction of policy, practice, and research, and has taken part in multiple practitioner-researcher partnerships focused on school improvement and college and career readiness. She holds two teaching certifications in Special Education (Learning Disabilities and Social/Emotional Disturbance) and has taught middle and high school students in public school and psychiatric settings, including a juvenile detention facility for sex offenders, for five years. Dr. Yamaguchi is trained as a quantitative social scientist, where she has spent 25 years researching schools and programs as protective factors for at-risk youth. Her methodological expertise is in quantitative methods, including designing experimental and quasi-experimental studies for diverse settings, creating survey instruments, collecting quantitative data (ex. surveys, administrative, and behavioral coding), and conducting data analyses--particularly various applications of hierarchical linear modeling (ex. value added models, growth curve analysis, hierarchical generalized linear models, multi-level power analysis). She is a certified What Works Clearinghouse reviewer since 2012, and has trained with top scholars in methodology, including Dr. Stephen Raudenbush, Dr. Tom Cook, and Dr. Will Shadish. She specializes in designing rigorous studies that can be successfully implemented with stakeholder buy-in in school settings.

While Fitzgibbon and Jonas lead WCC's evaluation support for this contract, each project will include a PI or co-PI with the requisite content and methodological skills needed to meet the project needs. This may be Fitzgibbon or Jonas, or other experts such as PARC's Ryoko Yamaguchi or Cooper Center's researchers.

The size and scope of the project will determine the structure of the team. We will define the skills needed for each project and then identify team members who offer the client the most cost-effective way to achieve evaluation program goals. In addition to team members with technical research skills, each project will have a project manager who is responsible for developing internal timelines and monitoring project progress. In some cases, a research team member will serve in multiple roles, for example, as the project manager and lead data collector. For large, complex projects, we will assign a dedicated project manager with requisite skills.

Resumes of key management personnel are presented in Appendix A.

I. SAMPLE FROM A RECENT REPORT

RFP PAGE 7, SECTION IV, ITEM I. PROVIDE A SAMPLE EVALUATION PLAN, EVALUATION REPORT, OR EXECUTIVE SUMMARY FOR A RECENT PROJECT FOR WHICH THE FIRM PROVIDED EVALUATION SERVICES

Please see Appendix B for a topline summary report from a recent multi-phase study carried out on behalf of the Virginia Department of Health in which WCC identified opportunities for increased retention, referral and recruitment of National Diabetes Prevention Programs across Virginia.

OFFEROR DATA SHEET

RFP PAGE 10, SECTION V, B 4. OFFEROR DATA SHEET, INCLUDED AS ATTACHMENT A TO THIS RFP

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 35 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 #
Northern Virginia Community College	2 years	4001 Wakefield Chapel Road, Annandale, VA 22003	Marisa Lemma 703-764-5090
University of Kentucky	4 years	760 Press Avenue, Lexington, KY 40536-0679	Mark Dignan 859-323-4708
Albemarle County	5 years	401 McIntire Road, Charlottesville, VA 22902	Emily Kilroy 434-296-5841 x 3422
Culpeper County Public Schools	7 years	471 James Madison Highway Suite 201, Culpeper, VA 22701	Russell Houck 540-825-3677
University of Virginia School of Nursing	5 years	202 Jeanette Lancaster Way, Charlottesville, VA 22903	Virginia LeBaron 434-243-9291
US Department of Labor Employment and Training Administration	2 years	200 Constitution Ave NW Washington, DC 20210	Toquir Ahmed 202-693-3901
University of California Los Angeles	10 years	2043 Portola Plaza Los Angeles, CA 90095	Laureen Avery 424-442-5308

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

Weldon Cooper Center for Public Service
2400 Old Ivy Road
Charlottesville, VA 22903

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:

The Weldon Cooper Center is a research center at the University of Virginia. Research staff are employees of the Commonwealth of Virginia. Staff do not have personal interests in this contract.

SMALL BUSINESS SUBCONTRACTING PLAN

RFP PAGE 10, SECTION V, B 5. SMALL BUSINESS SUBCONTRACTING PLAN, INCLUDED AS ATTACHMENT B TO THIS RFP.

ATTACHMENT B

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

Offeror Name: Weldon Cooper Center for Public Service

Preparer Name: Kara Fitzgibbon and Deborah Jonas

Date: 10/29/23

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).

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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: __10/29/2023_____

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

Offeror / Proposer:

Weldon Cooper Center for Public Service
Firm

2400 Old Ivy Road, Charlottesville, VA 22903
Address

Kara Fitzgibbon, 434-243-5224
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)
Plus Alpha Research & Consulting 34 North Granada Street Arlington, VA 22203	Ryoko Yamaguchi Phone: (703) 243- 4780	697290	Research Technical Assistance		
Journey Group, Inc. P.O. Box 315 Charlottesville, VA 22902	Jon Thompson Phone: (434) 961- 2500 Fax: (434) 961-2507	684279	Website hosting and related media services		

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

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SALES TO VASCUPP MEMBERS

RFP PAGE 10, SECTION V, B 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.

The Weldon Cooper Center research teams have received \$115,311 in external funding in the last 12 months from the University of Virginia and no direct business with other VASCUPP institutions during that time period.

PROPOSED COST

RFP PAGE 10, SECTION V, B 7. PROPOSED COST. SEE SECTION X. PRICING SCHEDULE OF THIS REQUEST FOR PROPOSAL.

Weldon Cooper Center for Public Service Hourly rates by staff category

Staff role	Hourly rate labor only	Hourly rate with travel to Harrisonburg*	Hourly Rate with travel to Washington, DC for 2 days**
Executive staff D	\$250.00	\$364.31	\$1,102.00
Executive staff C	\$200.00	\$314.31	\$1,052.00
Executive staff B	\$175.00	\$289.31	\$1,027.00
Associate staff C	\$155.00	\$269.31	\$1,007.00
Executive staff A	\$155.00	\$269.31	\$1,007.00
Associate staff B	\$140.00	\$254.31	\$992.00
Associate staff A	\$130.00	\$244.31	\$982.00
Technical staff	\$110.00	\$224.31	\$962.00
Research analyst	\$77.00	\$191.31	\$929.00
Lab manager	\$70.00	\$184.31	\$922.00
Research support staff	\$60.00	\$174.31	\$912.00
Clerical staff B	\$40.00	\$154.31	\$892.00
Lab supervisor	\$40.00	\$154.31	\$892.00
Interviewer B	\$31.00	\$145.31	\$883.00
Interviewer A	\$26.00	\$140.31	\$878.00
Clerical staff A	\$25.00	\$139.31	\$877.00

*Includes labor and travel funds for one day trip to Harrisonburg for in-person meeting

**Includes labor and travel for 2 days to Washington, DC; evaluators are often included in annual grantee meetings

APPENDIX A

Key Personnel Resumes

RFP PAGE 7, SECTION IV, ITEM H. PROVIDE THE NAMES, TITLES, AND RESUMES OF KEY MANAGEMENT PERSONNEL THAT MAY BE ASSIGNED TO PERFORM WORK FOR JAMES MADISON UNIVERSITY.

Kara Fitzgibbon, Ph.D.

Weldon Cooper Center for Public Service | KaraF@virginia.edu | 434.243.5224

Social science researcher with expertise in custom survey design and both quantitative and qualitative research methods, experience successfully managing research teams, and a commitment to community-driven research. Having been a key contributor on survey research projects for over a decade, Dr. Fitzgibbon is experienced in all stages of the research process from study design and instrument development through data collection to data preparation, statistical analysis, and reporting.

Education

- Doctor of Philosophy, Sociology, University of Virginia, 2018
- Master of Arts, Sociology, University of Virginia, 2013
- Bachelor of Arts, Sociology/Anthropology and Religious Studies, Washington and Lee University, 2011

Employment History

Center for Survey Research, Weldon Cooper Center for Public Service, University of Virginia

Director

2019 – present

- Prepare all project proposals, study designs, and budgeting
- Responsible for the organization's fiscal management
- Lead strategic planning and organization's goals, maintaining alignment with Cooper Center and the University of Virginia's strategic plans
- Recruit, hire, and supervise research staff; oversee operations of calling lab
- Serve as Principal Investigator on research projects; carry out following project tasks:
 - Prepare sampling designs; coordinate with operations and sampling vendors to procure sample
 - Develop survey instruments and oversee qualitative pretests
 - Prepare analysis and weighting plans; review all reporting and data deliverables
 - Present results to professional and nonprofessional audiences
 - Carry responsibility for quality of data collection and project deliverables; maintain positive relationships with clients

Senior Project Coordinator

2018 – 2019

- Manage, train, and mentor all student research analysts
- Contribute to general organization leadership and management
- Manage numerous survey projects simultaneously; carry out following project tasks:

- Coordinate project teams; monitor assignments and progress to ensure timely delivery
- Maintain communication with clients
- Prepare IRB protocols
- Develop survey instruments, including conducting qualitative pretest interviews and moderating focus groups
- Lead preparation of project deliverables, including data preparation, analysis, written reports and PowerPoints

Graduate Research Analyst

2013 – 2018

- Perform data cleaning and file preparation, weighting, and statistical analysis in SPSS
- Assist project leads to develop questionnaires and recruitment contact materials, format for paper administration and program in Qualtrics
- Conduct qualitative interviews and assist during focus groups
- Prepare sample files
- Assist in preparing reports and presentations, including writing portions of narrative reports, formatting data tables, and creating data visualizations

Washington and Lee University

Visiting Professor, Sociology Department

2017

- Design course and syllabus
- Conduct semiweekly lectures
- Perform course grading

University of Virginia

Graduate Teaching Assistant, Sociology Department

2011-2016

- Courses: Social Statistics, Social Science Research Methods, Criminology, Introduction to Sociology, Sociology of Family

Peer-reviewed Publications and Presentations

Patel, M., Lyons, G., Fitzgibbon, K., Webb, B.C. (2022). "Ideas vs. Ideology: Understanding U.S. Healthcare Reform Preferences Held by U.S. Physicians." *SHM Converge* 2022 M6. <https://shmabstracts.org/abstract/ideas-vs-ideology-understanding-u-s-healthcare-reform-preferences-held-by-u-s-physicians/>.

Metzger, M., Yoder, J., Fitzgibbon, K., Blackhall, L., Abdel-Rahman, E. (2021). "Nephrology and Palliative Care Collaboration in the Care of Patients with Advanced Kidney Disease: Results of a Clinician Survey." *Kidney Medicine* 3(3), 368-377. <https://doi.org/10.1016/j.xkme.2021.01.008>.

LeBaron, V., Adhikari, A., Bennett, R., Acharya, S.C., Dhakal, M., Elmore, C.E., Fitzgibbon, K., Gongal, R., Kattel, R., Koirala, G., Maurer, M., Munday, D., Neupane, B., Sharma, K. S., Shilpakar, R., Shrestha, S., Thapa, U., Zhang, H., Dillingham, R., & Paudel, B.D. (2021). "A Survey of Cancer Care Institutions in Nepal to Inform Design of a Pain Management Mobile Application." *BMC Palliative Care* 20, 171.

<https://doi.org/10.1186/s12904-021-00824-0>

Valdez, R. S., T. M. Guterbock, K. S. Fitzgibbon, I. C. Williams, C. A. Wellbeloved-Stone, J. E. Bears, & H. K. Menefee. (2017). "From Loquacious to Reticent: understanding patient health information communication to guide consumer health IT design." *Journal of the American Medical Informatics Association*. 2017: 1-18.

[doi: 10.1093/jamia/ocw155](https://doi.org/10.1093/jamia/ocw155)

Conference presentations

Fitzgibbon, K., Wolf, A., Guterbock, T., Panzer, A (2023). *How We Collaborated to Understand How Awareness and Prevention of Pre-diabetes can be Improved in Virginia*. Presentation at the American Association for Public Opinion Research Annual Conference, May 12. Philadelphia, PA.

Guterbock, T., Fitzgibbon, K., Johnson, S., White, L., Rincon, E (2021). *Using Census Planning Database Tools to Predict Mail-Out Survey Response Rates: Comparison of the Low Response Score to the ACS Self Response Rate*. Presentation at the American Association for Public Opinion Research Annual Conference, May 14. Virtual.

Guterbock, T., Fuemmler, B., Fitzgibbon, K., Martin, K., Harding, L., Wheeler, D., Ginder, G., Anderson, R., Iachan, R. (2020). *Coordinating Independent Cancer Center Catchment Area Surveys to Estimate Health Information Access for an Entire State: The Case of Virginia*. Presentation at the American Association for Public Opinion Research Annual Conference, June 12. Virtual.

Guterbock, T., Fitzgibbon, K., Bird, S., Starnowski, M., & Wood, K. (2019). *Building BeHeardCVA: A Mixed-Probability, Regional Survey Panel for a University Town and its Rural Surrounds*. Presentation at the American Association for Public Opinion Research Annual Conference, May 18. Toronto, Ontario, Canada.

Metzger, M., Wood, K., Fitzgibbon, K., & Guinn, J. (2018). *Results of a Pilot Survey to Describe Clinicians' Perceptions of Collaboration between Palliative Care and Heart Failure in the Care of Patients Considering DT LVAD*. Presentation at the Southern Nursing Research Society Annual Conference, February 23. Atlanta, GA.

Fitzgibbon, K., Guterbock, T., Kang, H., Lobo, J., Williams, I., & Sohn, M.W. (2017). *What can we infer from a non-probability sample of older people with diabetes? Developing*

adjustments to results from a commercial access panel. Presentation at the American Association for Public Opinion Research Annual Conference, May 21. New Orleans, LA.

Fitzgibbon, K. (2017). *Framing Islam: A Study of American Perceptions of Muslim Immigrants and Islam.* Presentation at the University of Virginia's Power, Violence, and Inequality Collective mini-conference, April. Charlottesville, VA.

Fitzgibbon, K. (2017). *What's in a name? An analysis of the term 'radical Islamic terrorism' and other Muslim rhetoric used in the 2016 American presidential election.* Presentation at the Southern Sociological Society Annual Meeting, March 29. Greenville, SC.

Fitzgibbon, K. (2013). *What Type of Religiosity Matters for Assimilation? A Study of Institutional versus Personal Religiosity among Muslim and Latino Immigrants in the United States.* Presentation at the Eastern Sociological Society Annual Meeting, March. Boston, MA.

Deborah L. Jonas, Ph.D.

Weldon Cooper Center for Public Service • 804-252-5714 • Deborah.Jonas@virginia.edu

Strategic, action-oriented leader with more than two decades of experience developing and leading teams and designing strategies to build individual and organizational capacity to improve outcomes for people and communities. Jonas leadership experience spans multiple settings, including in a university, in non-profit research and development organizations, as a member of a state agency executive team, and as president of a small, woman-owned consulting business. In addition to her success leading federal and state capacity building programs, Jonas has a strong track record of conceptualizing and leading projects that help organizations develop and implement strategies that inform and change policy and practice. As a research fellow at the Virginia Early Childhood Foundation, Jonas led efforts to develop grantee performance measures, and to create and regularly update the broader-focused statewide school readiness report card. As Executive Director for Research & Strategic Planning at the Virginia Department of Education, Jonas led the multi-agency College and Career Readiness Initiative, which created updated policies, programs, and tools to support more students graduate high school and participate in postsecondary programs with skills they need for success in career and life. She has experience designing and facilitating workshops and delivering presentations to diverse audiences including educators, superintendents, non-profit organizations and their leaders, legislators, governors, state, local and private-sector boards, and the public more generally.

Education

- Doctor of Philosophy, Experimental Cognitive Psychology, Duke University
- Master of Arts, Cognitive Psychology, Duke University
- Master of Science, Experimental Psychology, Lehigh University
- Bachelor of Arts, Psychology, University of Maryland

Additional training and coursework

Diversity and Inclusion at Work. E-Cornell online course.

Workshop on Quasi-Experimental Design and Analysis in Education, Northwestern University, Evanston, IL.

Commonwealth Management Institute, Virginia Commonwealth University, Richmond, VA.

Graduate credits towards *Master of Arts in Teaching*, Johns Hopkins University, Baltimore, MD.

Research highlights

- Prior experience leading large federal contracts and grants. Directed the Institute of Education Sciences (IES) – funded [Regional Educational Laboratory \(REL\) Appalachia](#) from 2017 – 2023, increasing the lab’s focus on strengthening evidence-based teaching practices in rural communities throughout the four-state region, Kentucky, Tennessee, Virginia and West Virginia. Under Jonas’ leadership, for the first time in more than a decade, Jonas focused Regional Educational Laboratory services on rural and small town communities, and partnered with school districts, community colleges, and local non-profit organizations to build community capacity to improve teaching and

learning. Jonas also served as PI and co-PI of the IES-funded R&D Center, the [Postsecondary Teaching with Technology Collaborative](#) (5 years, \$10M). Both large programs integrate research and development, adult professional learning opportunities, and program evaluation to improve teaching practice in ways that increase learner access to effective instructional programs and maximize learning outcomes.

- Led SRI's contract with the U.S. Department of Education's Programs and Policy Studies Services. As part of this contract, was key staff for research examining the Rural Education Achievement Program and the Migrant Education Programs, among other studies.
- Founding member of the [Virginia Longitudinal Data System](#). Collaborated with multiple state agencies and state office of attorney general to develop and implement the strategy for creating Virginia's federated integrated data system model, which complies with all state and federal privacy laws and provides the state with a robust tool to understand the impact of changes in programs and policies on its citizens. Collaborated with researchers from diverse organizations to maximize the value of the state longitudinal data system for improving educational opportunities and outcomes for all students.

Employment History

Managing Research Director, Weldon Cooper Center for Public Service, University of Virginia 2023 – present

As the managing research director of the University of Virginia's Weldon Cooper Center for Public Service, lead the Research Collaborative, a team of researchers with specialties in survey design and administration, economic and policy studies, and demographics, among other fields. Through the Research Collaborative, Cooper Center experts partner with local policymakers and practitioners to ask and answer questions that inform solutions to challenging problems of practice, and create opportunities for new training, coaching, and capacity building activities to strengthen local and regional communities.

Executive Director, SRI International, Arlington, VA 2015 - 2023

Led SRI Education's Center for Education Research & Innovation (CERI) of 75 staff and \$23M in annual revenue. CERI staff design and carry out research, technical assistance and dissemination activities in states, districts, and schools with public and private sector funding. Center program areas included teaching quality and school reform, college and career pathways, digital learning and policy, and STEM + computer science. Led strategic planning, market awareness activities, and client and business development; facilitated go/no-go decisions; supported and led proposals; contribute to and finalized staffing decisions including hiring, retention, promotion, and project and proposal staffing; and contributed to staff development.

President, Research & Analytic Insights, LLC, Glen Allen, VA 2013 - 2015

Founded and led very small education research and consulting firm that generated nearly \$500K in revenue in approximately 2 years, serving as the primary- and sub-contractor for federal, state and local clients including American Institutes for Research, IMPAQ International, Applied Engineering Management, Virginia Early Childhood Foundation, Interactive, Inc., Norfolk Public Schools, Virginia Community College System, and Virginia Department of Education. Company expertise included facilitating the development and state agency participation in statewide longitudinal data systems,

leading and supporting research using multi-sector administrative data for policy research, designing program improvement strategies, and carrying out mixed methods program evaluation.

Associate Director, CNA Education, Alexandria, VA

2012 - 2013

Led new business development activities, staff retention and development, and served as the partnership development and capacity building Task Lead for REL Appalachia. Provided leadership for staff to collaborate closely with stakeholders and clients to identify needs, design research and technical assistance projects to meet those needs, and lead project activities. In 6 months, successfully launched and implemented 7 training and technical assistance workshops that received positive feedback from the client (IES) and stakeholders (state and local education agency personnel). Led the development of the *College and Career Ready Self-assessment Tool for Virginia Career and Technical Education Programs* to support program leaders' successful implementation of a continuous improvement process that ensures all students graduate from high school prepared for college and careers.

**Executive Director, Research & Planning, Virginia Department of Education,
Richmond, Virginia**

2007 – 2012

Supported the state superintendent in developing a policy-relevant research agenda, interpreting research results relevant to state policy, and coordinating research activities with public and private partners to improve policy and student outcomes. Coordinated Virginia's College and Career Readiness Initiative and led its research program; served as key staff on Virginia's winning \$17M Statewide Longitudinal Data System (SLDS) grant proposal and on the project. Grant led to the establishment of the Virginia Longitudinal Data System, which establishes governance and the technology to enable researchers to use an automated the data integration process to securely access individual data across multiple state agencies and use it for approved research studies.

Research Analyst, CNA, Alexandria, VA

2002 – 2007

Led and conducted applied research and operations analysis in support of diverse client training and information needs. Led the design, implementation and evaluation of federal and state agency training games designed to identify areas of decision uncertainty and facilitate use of data and evidence to inform future decisions under similar, real-world circumstances. Project clients included U.S. Marine Corps, U.S. Navy, U.S. Department of Health and Human Services, U.S. Department of Homeland Security, U.S. Department of Agriculture, and diverse state agencies.

Research Scientist, MEDTAP International, Bethesda, MD

2000 – 2002

Designed and led studies designed to understand quality of life outcomes of pharmaceutical client interventions. Conducted all phases of research and evaluation, and used diverse methods to design and carry out studies. Methods used included literature reviews, survey and interview instrument design, randomized controlled trials, and simulation.

Selected Reports, Publications and Presentations

- Harris, J. C., Jonas, D. L., & Schmidt, R. A. (2021). *Trends in Virginia high school CTE credential attainment and postsecondary enrollment outcomes (REL 2022–132)*. U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Appalachia. <http://ies.ed.gov/ncee/edlabs>.
- Harris, J. C., Jonas, D. L., & Schmidt, R. A. (2021). Virginia high school graduates' career and technical education credentials: Top credentials over time and across student groups (REL 2021–063). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Appalachia. <http://ies.ed.gov/ncee/edlabs>.
- Yamaguchi, R., Jonas, D. L., Schmidt, R. A., Sieber, M., Buffington, P., Neumayer DePiper, J., & Araoz, C. (2020). *Algebra I and college preparatory diploma outcomes among Virginia students who completed Algebra I in grades 7–9 (REL 2020–038)*. U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Appalachia. <http://ies.ed.gov/ncee/edlabs>.
- Cassidy, L., Garland, M., Jonas, D., & Yarnall, L. (2020). *Statewide Evaluation of Career and Technical Education Programs*. Austin, TX: The University of Texas at Austin.
- U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service. (2019). *Study of the Implementation of the ESEA Title I — Part C Migrant Education Program*, Washington, D.C.
- Garland, M., Cassidy, L., Jonas, D., & Yarnall, L. (2018). Technical Data Manual for Validating the Career and Technical Education Program Quality Metrics. Arlington, VA.
- Yarnall, L., Cassidy, L., Cox, M., Levin-Guracar, E., McMurphy, M., & Jonas, D. (2018). *Policy and literature review for the statewide evaluation of career and technical education programs*. Arlington, VA: SRI International.
- U.S. Department of Education, Office of Planning, Evaluation and Policy Development. (2018). PPSS Briefs Highlighting Results from the National Survey on High School Strategies (HSS) Designed to Help At-Risk Students Graduate. Washington, D.C.: U.S. Department of Education. Issue Briefs: [Academic Support Classes, Credit Recovery](#).
- Yamaguchi, R., Garland, M., & Jonas, D. (2017). *Exploring the value of VLDS for vocational rehabilitation services in Virginia*. Arlington, VA: Plus Alpha Research & Consulting.
- U.S. Department of Education, Office of Planning, Evaluation and Policy Development. (2017). PPSS Briefs Highlighting Results from the National Survey on High School Strategies (HSS) Designed to Help At-Risk Students Graduate. Washington, D.C.: U.S. Department of Education. Issue Briefs: [Academic Tutoring in High Schools, Career-Themed Curriculum, Case Management in High Schools, College-Level Coursework for High School Students, Competency-Based Advancement, High School Transition Activities, Mentoring, Personalized Learning Plans, Social Services, Student Support Teams](#)

- U.S. Department of Education, Office of Planning, Evaluation and Policy Development. (2016). PPSS Briefs Highlighting Results from the National Survey on High School Strategies (HSS) Designed to Help At-Risk Students Graduate. Washington, D.C.: U.S. Department of Education. Issue Brief, [Early Warning Systems](#).
- Schmidt, R., Caspary, K. & Jonas, D. (2016). *Study of Experiences and Needs of Rural Education Achievement Program Grantees*. Washington, DC: U.S. Department of Education.
- Jonas, D. L., Mason, J., & Cratty, D. (2016). [School and student characteristics associated with college enrollment in Rhode Island](#). Washington, DC: American Institutes for Research.
- Virginia Early Childhood Foundation (Chapman, D. A., Jonas, D.). (2016). *Virginia's School Readiness Report Card 2016*.
- Virginia University Research Consortium on Early Childhood. (2015). *Predicting on-time promotion to and literacy achievement in eighth grade in relation to public prekindergarten in Virginia*. Richmond, VA: Virginia Early Childhood Foundation.
- Jonas, D. L., & Kassner, L. (2014). Virginia's Smart Beginnings Kindergarten readiness assessment pilot: Report from the Smart Beginnings 2013/14 school year pilot of Teaching Strategies GOLD in 14 Virginia school divisions. Henrico, VA: Virginia Early Childhood Foundation.
- Jonas, D. L., Garland, M., & Yamaguchi, R. (2014). Following Virginia's career and technical education completers out of high school and into college: A study of high school graduates' college enrollment, persistence, and completion. Richmond, VA: Virginia Department of Education.
- Yamaguchi, R., Garland, M., & Jonas, D. L. (2014). *Long-term outcomes of high school CTE completers in Virginia: Employment status and wages*. Richmond, VA: Virginia Department of Education.
- Jonas, D., & Garland, M. (2014). *High school graduates' four-year college enrollment, persistence, and completion*. Herndon, VA: CIT Connect.
- Garland, M. W., & Jonas, D. L. (2014). High school graduates' credit accumulation in Virginia four-year colleges and universities. Herndon, VA: CIT Connect.
- Jonas, D., Flory, M., & Sun, C. (2013). *College and career ready self-assessment tool for Virginia career and technical education programs*. Richmond, VA: Virginia Department of Education.
- Virginia Early Childhood Foundation (Blank, S., Chapman, D. A., Fuller, S., Jonas, D., Koonce, P., Pianta, R., Ramey, C., Ramey, S., & Sullivan, A.). (2013). *Virginia's Biennial School Readiness Report Card 2013*.
- Jonas, D.L., Dougherty, C. Herrera, A.W., Garland, M. & Ware, A. (2012). *High School Predictors of College Readiness: Determinants of High School Graduates' Enrollment and Successful Completion of First-Year Mathematics and English College Courses in Virginia*. Report prepared for the Virginia Department of Education's College and Career Readiness Initiative.
- Garland, M., LaTurner, J., Herrera, A.W., Ware, A., Jonas, D., & Dougherty, C. (2011). *High School Predictors of College Readiness: Determinants of Developmental Course Enrollment and Second-Year Postsecondary Persistence in Virginia*. Report prepared for the Virginia Department of Education's College and Career Readiness Initiative.

- Jonas, D.L. (2007). *On the study of high school dropout and graduation rates in the Commonwealth (SJR 329)*. Report of the Virginia Board of Education to the Governor and General Assembly of Virginia. Prepared on behalf of the Board and approved for transmittal.
- Krupicka, R. Allison, K., Apostolico-Buck, J., Dugger, R., Getzler, L., Gormley, B., Jonas, D.L., Mashburn, A., Morris, M., & Schulman, K. (2007). *Evaluating Virginia's Pre-K Efforts: Recommendations to improve program accountability and effectiveness*. Final Report of the Virginia Start Strong Council's Evaluation Task Force.
- Jonas, D.L., & Schlicher, R. (2007). Final report: The analysis of statewide data relating to the requirements for obtaining a high school diploma for students with limited English proficiency. Prepared on behalf of the Board of Education and approved for transmittal.

Presentations and Workshops

- Jonas, D.L., & Harris, J. (2021). *Virginia high school graduates' career and technical education credentials: Top credentials over time and across student groups*. Presentation to the Virginia Board of Education's Career and Technical Education Advisory Board, October 14, 2021.
- Neumayer DePiper, J., Yamaguchi, R., & Jonas, D.L. (2021). *Algebra I and college preparatory diploma outcomes among Virginia students: Findings and discussion*. Presentation prepared for the National Council of Supervisors of Mathematics Annual Conference.
- Campbell, A., Biagas, K.H., Park, C., Pugh, J., Jonas, D., Friedman, K. (2019). *Paving the Pathway to College and Careers: Laying the foundation for postsecondary success*. REL Appalachia virtual workshop.
- Campbell, A., Jonas, D., Taylor, L., & Marcus, J. (2019). *Building Bridges to College and Career: Social Emotional Preparation*. REL Appalachia event, October 23. Manchester, KY.
- Jonas, D. (October 2019). *How REL Appalachia supports rural education communities*. REL Appalachia presentation at the National Forum to Advance Rural Education, October 24. Louisville, KY.
- Jonas, D., Friedman, K., Smith, K., & Raines, R. (June 2019). *Learning and earning: Pathways to prosperity*. REL Appalachia presentation at the Appalachian Education & Workforce Network Conference, June 19. Pikeville, KY.
- Jonas, D., & Schaefer, V. (2019). *Improving postsecondary transitions for rural students*. REL Appalachia presentation at the Niswonger School Success Symposium, June 20.
- Jonas, D., Pratt-Williams, P., Dempsey, K., Hamilton-Biagas, K., Pilchen, P. (October 2018). [*Paving the way to postsecondary education: Nonacademic supports for successful student transitions*](#). REL Appalachia event at Southwest Virginia Community College, October 22, 2018.
- Jonas, D., & Friedman, K. (June, 2018). *Opening Doors to College and Career Success: Preparing Rural Students for Postsecondary Opportunities*. REL Appalachia workshop at the Appalachian Higher Education Conference, Asheville, NC.
- Jonas, D., Mislevy, J., Pilchen, A., Hamilton-Biagas, K., Slotnik, W., Frey, J. (October, 2017). *Mining for Skills: Connecting Rural Students with Programs that Facilitate Career Success*. REL Appalachia workshop in Big Stone Gap, Cedar Bluff, and Wytheville, VA.

- Jonas, D. & Garland, M. (2016, September). *VCCA GPA Study 2: Association between GPA and mathematics course placement*. Presentation to the Institutional Effectiveness Committee, Academic and Student Affairs Council, Virginia Community College System. Hampton, VA.
- Jonas, D., Almarode, J., & Bradburn, I. (2015, June). *Predicting on-time promotion to and literacy achievement in eighth grade in relation to public prekindergarten in Virginia*. Presented to the Virginia General Assembly's Joint Subcommittee on the Virginia Preschool Initiative (VPI), Richmond, VA.
- Jonas, D., & Glazer, K. (2015, February). *Virginia's Smart Beginnings Kindergarten readiness assessment pilot: Results summary from the 2013/14 pilot of Teaching Strategies GOLD® in 14 Virginia school divisions*. Presented to the Early Elementary work group of the Commonwealth Council on Childhood Success, Richmond, VA.
- Jonas, D. (2014, October). *Past support and current trends in Virginia attendance initiatives*. Presentation to the Virginia Attendance Advisory Council meeting, Richmond, VA.
- Jonas, D. (2013, March). *Developing the Virginia Early Warning System (VEWS): The role of federally funded technical assistance providers*. Presented at the 8th Annual Leveraging Resources Conference, Washington, DC.
- Jonas, D., Garland, M., & Rappaport, A. (2013, April). *Student enrollment and academic performance indicators in Virginia's low-achieving schools*. REL Appalachia presentation, Virginia Department of Education Priority Schools meeting. Henrico, VA.
- Carter, N., & Jonas, D.L. (February, 2012). *It's a journey, not a destination: The development of Virginia's Postsecondary Education Reports*. Presentation at the 25th Annual Management Information Systems (MIS) Conference. San Diego, CA.
- Jonas, D. L., & McGowan, P. (2012, February). *Governance program in a multi-agency, multi-stakeholder environment*. Presentation at the 25th Annual Management Information Systems (MIS) Conference. San Diego, CA.
- Jonas, D. (2010, February). *Data use and its role in increasing graduation rates*. Presentation to the Virginia Board of Education, Richmond, VA.
- Jonas, D. (April, 2009). *Data use and its role in increasing graduate rates: New data and tools from the Virginia Department of Education*. Presentation at Virginia's Regional Dropout Prevention Forum. Wytheville, VA.

Ryoko Yamaguchi, Ph.D.

Office Location: 34 North Granada Street, Arlington VA 22203
Phone: 703.243.4780
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Related Experience

Dr. Ryoko Yamaguchi has 30 years of experience in K-12 education as a practitioner and researcher. She specializes in utilizing, explaining, and communicating research, data, and the junction of policy, practice, and research, and has taken part in multiple practitioner-researcher partnerships focused on school improvement and college and career readiness. She holds two teaching certifications in Special Education (Learning Disabilities and Social/Emotional Disturbance) and has taught middle and high school students in public school and psychiatric settings, including a juvenile detention facility for sex offenders, for five years. Dr. Yamaguchi is trained as a quantitative social scientist, where she has spent 25 years researching schools and programs as protective factors for at-risk youth. Her methodological expertise is in quantitative methods, including designing experimental and quasi-experimental studies for diverse settings, creating survey instruments, collecting quantitative data (ex. surveys, administrative, and behavioral coding), and conducting data analyses--particularly various applications of hierarchical linear modeling (ex. value added models, growth curve analysis, hierarchical generalized linear models, multi-level power analysis). She is a certified What Works Clearinghouse reviewer since 2012, and has trained with top scholars in methodology, including Dr. Stephen Raudenbush, Dr. Tom Cook, and Dr. Will Shadish. She specializes in designing rigorous studies that can be successfully implemented with stakeholder buy-in in school settings. Dr. Yamaguchi has worked successfully to bridge the gap between practice, policy, and research and communicate to multiple education stakeholders. She is the author of *Adaptive Implementation: Navigating the School Improvement Landscape* (2017), a continuous improvement approach for educators to capture and learn from adaptations made in the field.

Relevant Expertise and Experience

What Works Clearinghouse (4.1) certified reviewer.

Extensive experience designing and leading RCT and QED studies in field-settings.

Expertise in quantitative methods, particularly research design, survey development, and multi-level modeling.

Technical assistance and coaching of continuous improvement, DEI and equity, and data use.

Educational Background

2023	Certificate, Trauma-informed Care, Virginia Community College System.
2023	Certificate, Equitable Community Change, Cornell University, Ithaca, New York.
2022	Certificate, Diversity and Inclusion, Cornell University, Ithaca, New York.
2012	What Works Clearinghouse (WWC) Reviewer Certification (version 5.0)
2001	Ph.D., University of Michigan, Ann Arbor, Michigan, Education and Psychology.
1998	M.A., University of Michigan, Ann Arbor, Michigan, Education and Psychology.
1993	B.S., Loyola University at Chicago, Special Education, Psychology, <i>magna cum laude</i> .
1992	K-12 Teaching Certification (Illinois): Learning Disabilities
1992	K-12 Teaching Certification (Illinois): Emotional Behavioral Disorder

Recent Professional Activities

2022 – 2027	<p>Equity Advisor, Principal Investigator, and Technical Assistance Provider. Regional Education Laboratory-Appalachia.</p> <p>Dr. Yamaguchi serves as an equity advisor for the Regional Education Laboratory Appalachia project. As equity advisor, she provides guidance, training, and support to research and technical assistance staff to inculcate an equity mindset in K-16 education. In addition, Dr. Yamaguchi is a co-lead for the Tennessee rural partnership for college and career, supporting districts in data use to better support and graduate students' college ready; co-principal investigator for a random assignment study of a college and career preparation program in rural Tennessee; and co-lead for trauma-sensitive equitable environments with Virginia community colleges. (Client: SRI, US Department of Education IES).</p>
2022 – 2024	<p>Research team member. Special Olympics Family Engagement Toolkit.</p> <p>Dr. Yamaguchi is supporting the development of a family engagement toolkit for the Special Olympics Unified Champions Schools programs which includes three components: 1) Whole school inclusion, 2) Unified sports, and 3) Unified leadership. Dr. Yamaguchi is supporting the needs and gap analysis, using the information to guide toolkit development, creating an equity and inclusion framework for the toolkit, helping to draft sections of the toolkit, and serving as a quality reviewer. (Client: Third Sight LLC, Special Olympics).</p>
2021 – 2023	<p>Project Director, Statistical Adjustment Model Technical Assistance Center.</p> <p>Dr. Yamaguchi leads the analytic TA center for US Department of Labor's Employment and Training Administration (ETA), supporting 52 grantees nationwide to calculate local statistical adjustment models. SAMTAC includes hosting Communities of Practice, conducting one-on-one and small group analytic technical assistance, and producing new resources to support state agencies conduct their local statistical adjustment models. (Client: US Department of Labor)</p>
2020 – 2022	<p>Principal Investigator, Bright-CS PD, Building Student Retention through Individuated Guided Cohort Training in Computer Science Professional Development.</p> <p>As an NSF CS for All award, Dr. Yamaguchi is developing a teacher professional development model that infuses culturally responsive teaching and continuous improvement to improve structural, instructional, and curricular supports for culturally and linguistically diverse students. The PD includes supporting educator's understanding of school equity by design, using an adaptive implementation cycle, and educator sense-making of data to inform equitable school improvements, particularly in STEM+CS. (Client: NSF)</p>
2016 – 2022	<p>Principal Investigator. BRIGHT-CS (Building student retention through individuated guided cohort training in computer science) Project.</p> <p>As an NSF EAGER award, Dr. Yamaguchi is developing a student program with schools and community organizations in New York City and Arlington Virginia to develop a culturally responsive computer science learning ecosystem that offers school-based CS activities, out-of-school time CS activities to promote more students of color and girls in the area of STEM in general, and computer science specifically. (Client: NSF)</p>
2017 - 2021	<p>Principal Investigator. BRIGHT-CS RPP (Building student retention through individuated guided cohort training in computer science Researcher Practitioner Partnership).</p> <p>As an NSF CS for All award, Dr. Yamaguchi is developing a researcher-practitioner partnership with middle and high school teachers in Arlington Virginia to create a</p>

professional development model that infuses culturally responsive teaching and continuous improvement to improve structural, instructional, and curricular supports for culturally and linguistically diverse students. (Client: NSF)

2017 - 2021 **Principal Investigator, and Technical Assistance Provider. Regional Education Laboratory-Appalachia.**

Dr. Yamaguchi is the research lead for the Virginia Student Success in Mathematics Partnership, one of the partnerships through the REL-Appalachia project. As the research lead, Dr. Yamaguchi is leading a study on Algebra I course-taking patterns. The partnership includes five small-city school divisions in Virginia, collaboratively working to improve mathematics outcomes for all students, and English learners in particular. (Client: SRI, US Department of Education IES).

2017 - 2019 **Research team member. Weighted Student Funding Study.**

As part of the large-scale study of weighted student funding through the US Department of Education, Dr. Yamaguchi conducted site visits and analysis of three school districts across the country on weighted student funding formulas and effects on schools and students. (Client: AIR, US Department of Education PPSS)

2016 - 2021 **Principal Investigator. External Evaluation of the ExcEL Leadership Academy and External Evaluation of the ExcEL Network.**

As two separate development grants through the National Professional Development grant, the external evaluations include an implementation and impact study at one school district in Connecticut, and network of schools in New England. The ExcEL Leadership Academy works with elementary schools in Shelton, CT to improve teacher instruction and teacher leadership, particularly for English learners. The ExcEL Network Project works with surrounding New England schools for collaborative professional learning. Responsibilities include overall management and research design, analysis, reporting, and presentations. (Client: UCLA, US ED OELA)

2015 – 2018 **Analytic Technical Assistance Task Leader. Supporting Effective Educator Development (SEED) Technical Assistance.**

The Supporting Effective Educator Development (SEED) grant supports non-profit organizations focused on training effective educators across the country. In 2015, the Office of Innovation and Improvement funded 12 SEED grants. The analytic technical assistance is supporting the evaluators as they conduct random assignment and quasi-experimental studies to meet What Works Clearinghouse standards. As the TA task leader, responsibilities include creating the TA procedures, tools and protocols, and reporting. Oversee a team of four TA providers to meet with each evaluator monthly. (Client: IMPAQ International, US ED OII)

Selected Publications and Presentations

Yamaguchi, R., & Eaton, C., (in press). Designing for equity in education via computational thinking: A case study. *Conference proceedings in SIGSCE 2024*, Portland Oregon

Yamaguchi, R., Madrigal, V., Eaton, C., & Burge, J.D. (2023). Equitable STEM+CS learning experiences for girls of color: Nurturing an independent learning approach via a learning ecosystem. *Journal of Multicultural Education*. <https://doi.org/10.1108/JME-01-2023-0004>

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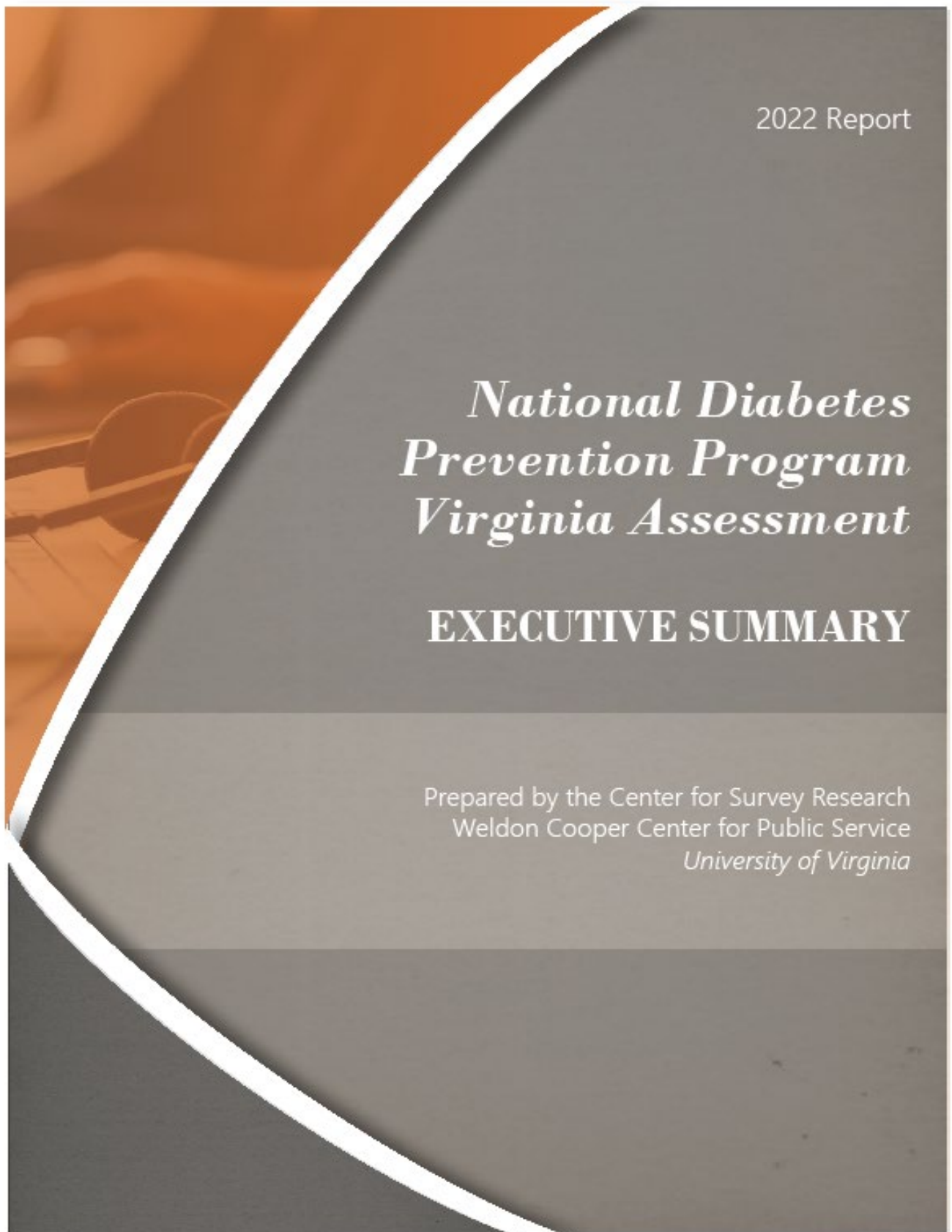
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APPENDIX B

Sample Report

RFP PAGE 7, SECTION IV, ITEM I. PROVIDE A SAMPLE EVALUATION PLAN, EVALUATION REPORT, OR EXECUTIVE SUMMARY FOR A RECENT PROJECT FOR WHICH THE FIRM PROVIDED EVALUATION SERVICES.



Executive Summary

On behalf of the Virginia Department of Health and in partnership with the Virginia Center for Diabetes Prevention and Education, the Weldon Cooper Center's Center for Survey Research (CSR) conducted a multi-phase study to assess National Diabetes Prevention Program Lifestyle Change Programs (DPP) across Virginia with respect to retention, referral, and recruitment.⁵

In the retention study phase, current and past participants of Virginia-based National DPPs were surveyed to identify barriers to participation and determine factors that may support retention and successful completion of the program. For the referral phase, Virginia healthcare providers were surveyed to examine their awareness of National DPP, gather their feedback on how to increase awareness of the program, and better understand their encountered barriers to referral. In the recruitment study phase, Virginians with risk factors for type 2 diabetes were surveyed to measure their awareness and impressions of the program and to determine communication strategies for sharing program information.

Together, the findings from these three study phases are intended to support the Virginia Department of Health in developing evidence-based strategies to improve retention, increase referrals, and expand recruitment for National DPP programs across the state.

Key Findings

Retention

Participant experience

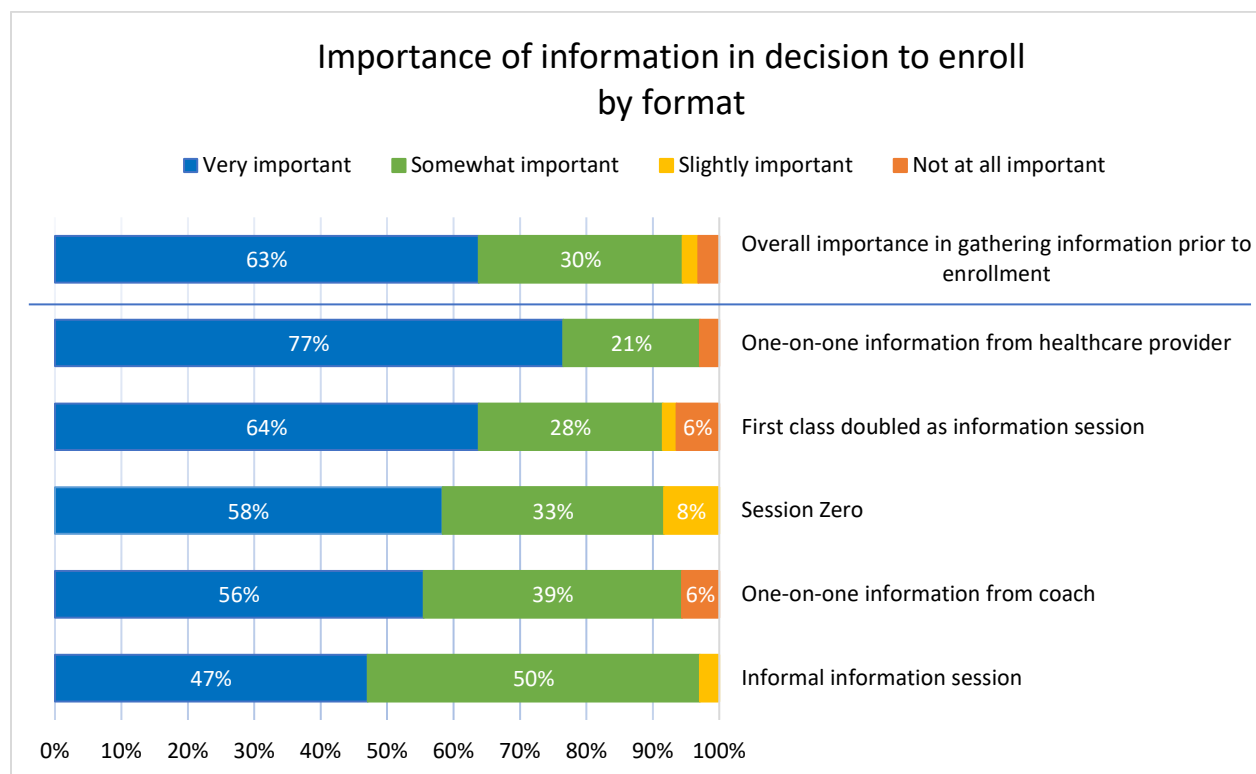
Participants' responses to overall satisfaction and usefulness of the program itself were overwhelmingly favorable. Further, respondents who completed the program fared better in overall health outcomes than those who did not complete the program. Among respondents who completed the program, 43% reported their blood sugar levels improved and they no longer have prediabetes. Of the respondents who did not complete the program, only 27% reported these same outcomes. Additionally, former participants reported success in maintaining healthy eating habits, listening to their body, and improved A1C.

Respondents overwhelmingly emphasized the importance of gathering information about National DPP prior to enrollment, with over 90% indicating that this information was very or somewhat important in their decision to enroll. In particular, receiving one-on-one information from a healthcare provider was considered the most important source for

⁵ This research was funded through CDC Cooperative Agreement NU58DP006620. The content of this report is solely the responsibility of the authors and does not necessarily represent the official views of the Centers for Disease Control and Prevention.

receiving information in the decision to enroll (Figure 1). Further, healthcare providers were the most common source through which participants first learned about National DPP, and this occurred at an even higher rate among respondents with an annual household income below \$25,000.

Figure 1: Importance of Source for Information to Enroll



Contributors to and indicators of program completion

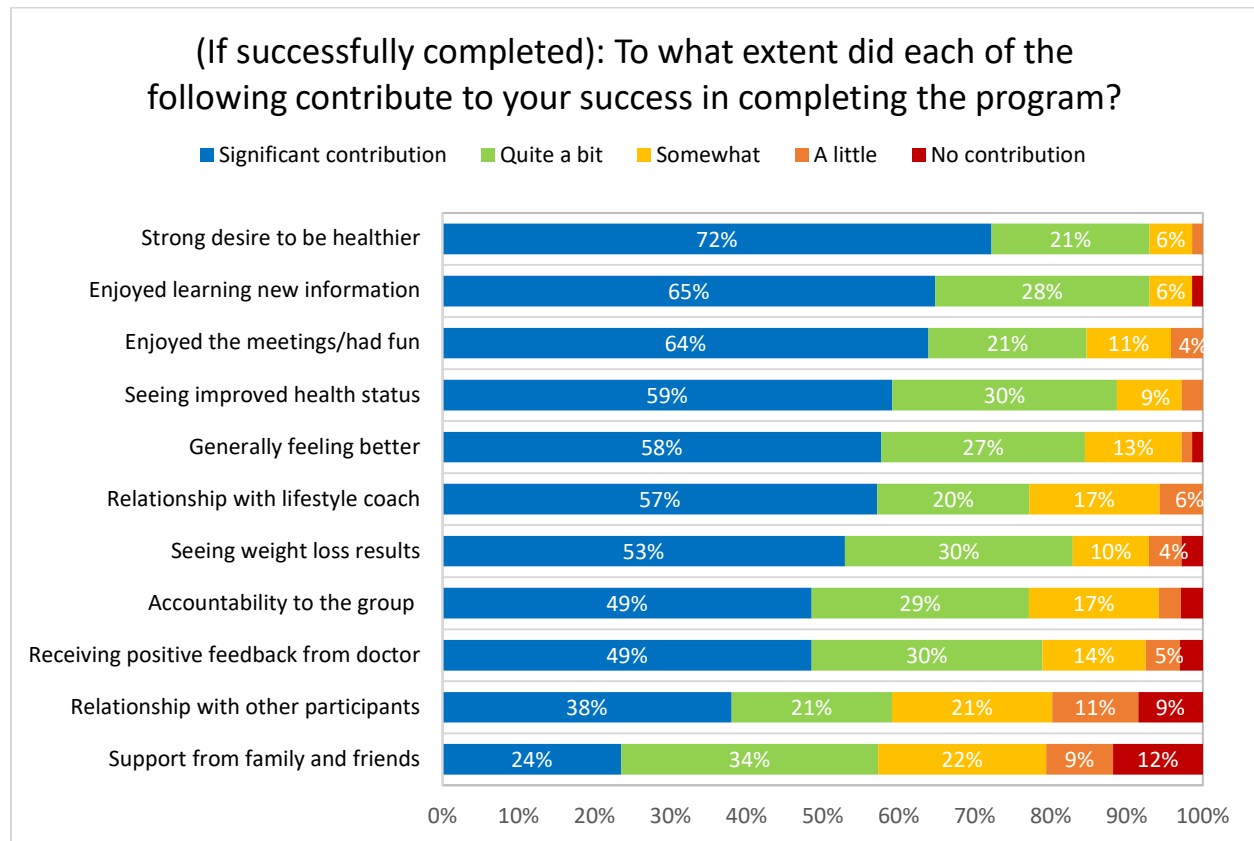
Successful completion of the program varied substantially by program characteristics, participation, and respondents' motivations.

- Virtual-only programs had a considerably lower completion rate (55%) than did in-person (75%) and hybrid (79%) programs. Beyond the delivery format itself, a *match in format preference to delivery* showed to hold even greater importance with 81% of participants whose program's delivery format matched their preferred format successfully completed the program.
- Attendance is a key predictor of completion, with those who maintained regular attendance completing the program at significantly higher rates than those who did not.
- Respondents who reported higher levels of concern about their risk of developing type 2 diabetes completed the program at higher rates (86%) than those who were

less concerned (57%), indicating the motivation for participation is a driving factor in program success.

- Additional significant contributors to succeeding in the program include a strong desire to be healthier, followed by an enthusiasm for learning new information, enjoying the meetings, and seeing improved health status (Figure 2). Lifestyle coaches may consider emphasizing these contributors early on and consistently to program participants as a means of encouragement and motivation.

Figure 2. Contributors to Successful Completion of Program



Barriers to program participation and completion

Respondents who left the program prior to completing were asked about the specific challenges they faced. Not seeing results quickly enough, too frequent of meetings, as well as the length and financial commitment were frequently cited as challenges for completion. In open-ended responses, respondents often noted logistical challenges to participation such as transportation, scheduling, or other factors impacting regular attendance.

Engagement in the first few months of the program also appeared to be consequential as nearly half (46%) of respondents who didn't complete the program left within the first three months, and a total of 71% left within the first six months.

Despite these challenges, over half of respondents who left said they would consider re-enrolling (52%), suggesting former participants ought to be considered in future outreach efforts.

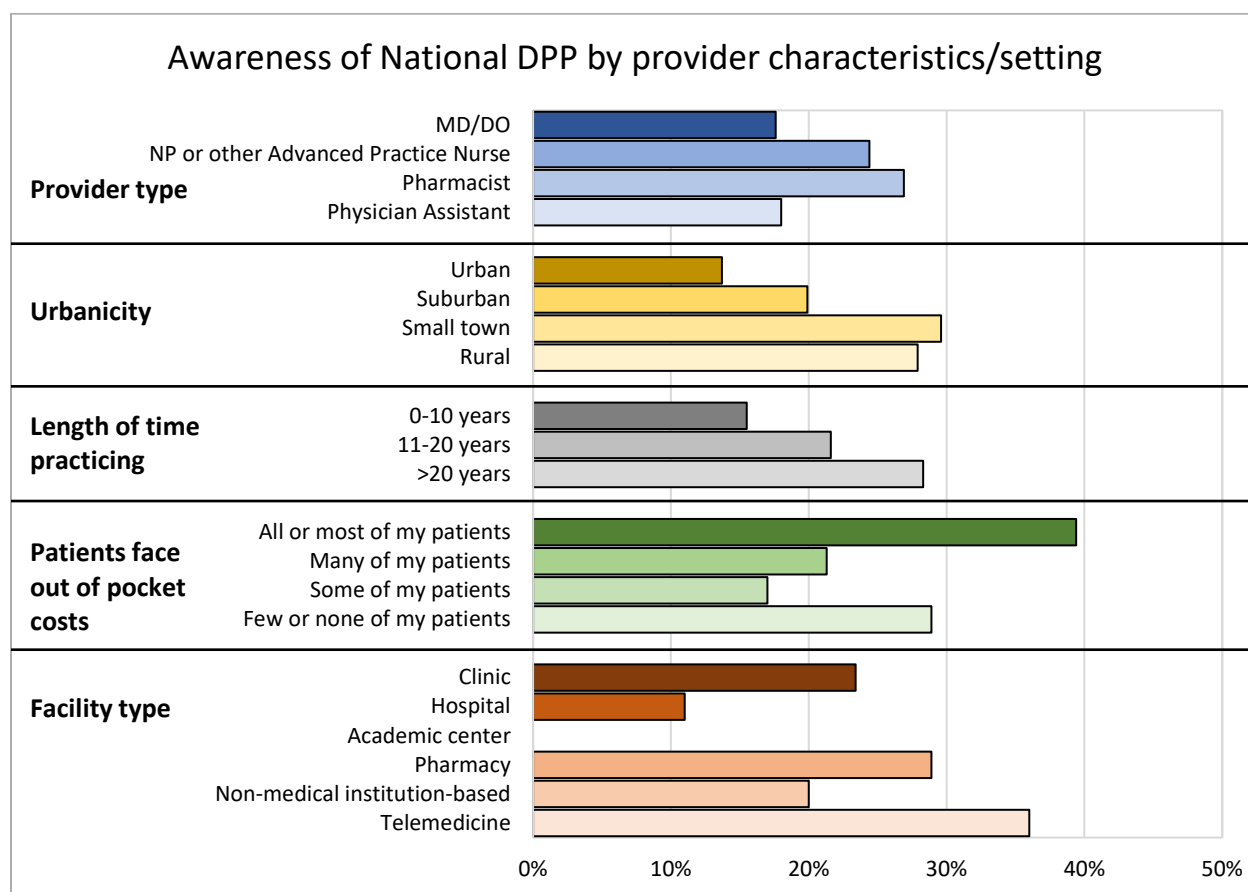
Referral

Provider awareness and impressions

Only 22% of responding providers reported they had heard about National DPP prior to taking the survey. Of those providers, only 12% reported they were “very familiar” with the program and just 29% had ever referred a patient to the program.

- Pharmacists, providers from small towns, providers who had been practicing for more than 20 years, and providers who reported that all or most of their patients had significant out-of-pocket healthcare costs were most likely to have previously heard about National DPP.
- Conversely, there was especially limited awareness of National DPP among providers who have been practicing for less than 10 years, providers in urban areas, and providers in hospitals and academic centers (Figure 3).

Figure 3: Awareness of National DPP by provider characteristics and care setting



When asked where they had heard about National DPP, providers gave a wide range of answers, and these sources varied across several different provider characteristics. Given these differences in how providers receive their information, VDH will want to ensure a variety of channels and formats are utilized as they continue to raise awareness about National DPP.

Among the 78% of respondents who were previously unfamiliar with National DPP:

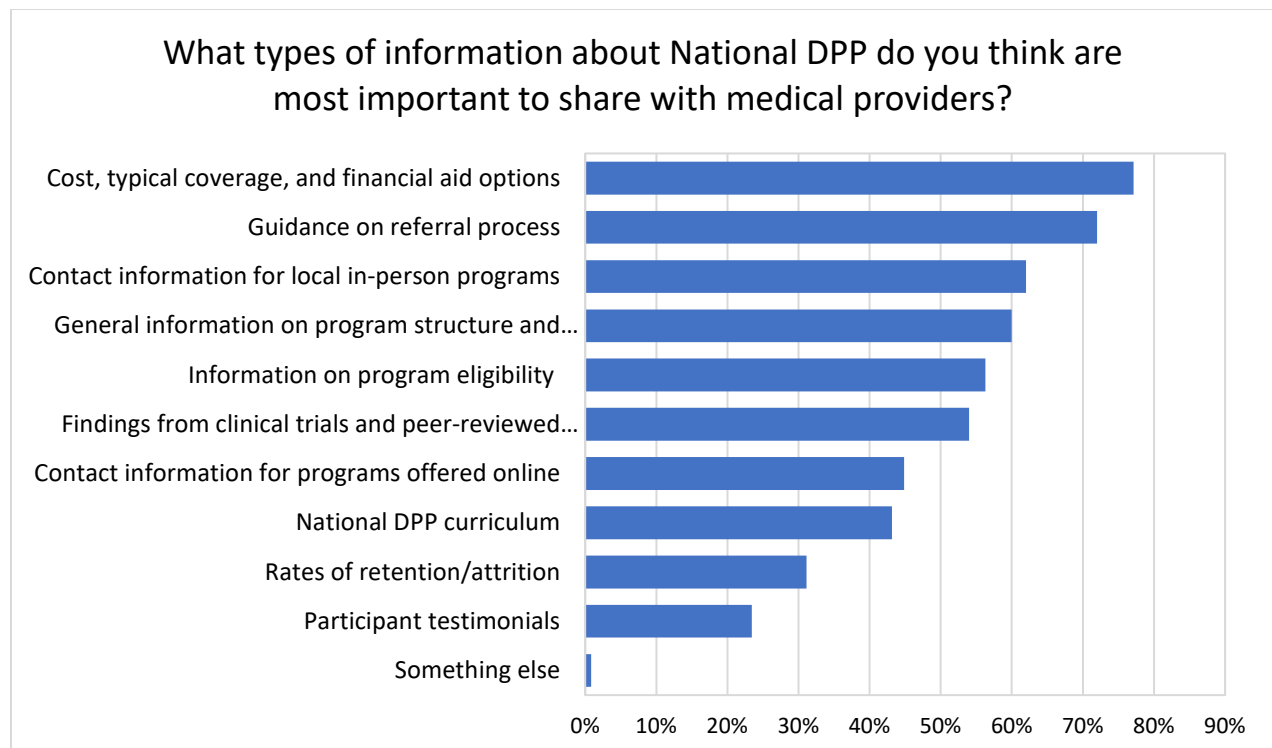
- Over 60% found the provided results of the clinical trials to be “very compelling.”
- A combined 88% reported National DPP seemed like either a “very viable” or at least “somewhat viable” strategy for diabetes prevention among their specific patients.
- 77% reported they were either “very likely” or “somewhat likely” to look further into National DPP.

Increasing provider awareness

Providers were asked about both the desired content of information shared and recommended methods for sharing this information with other providers across the state.

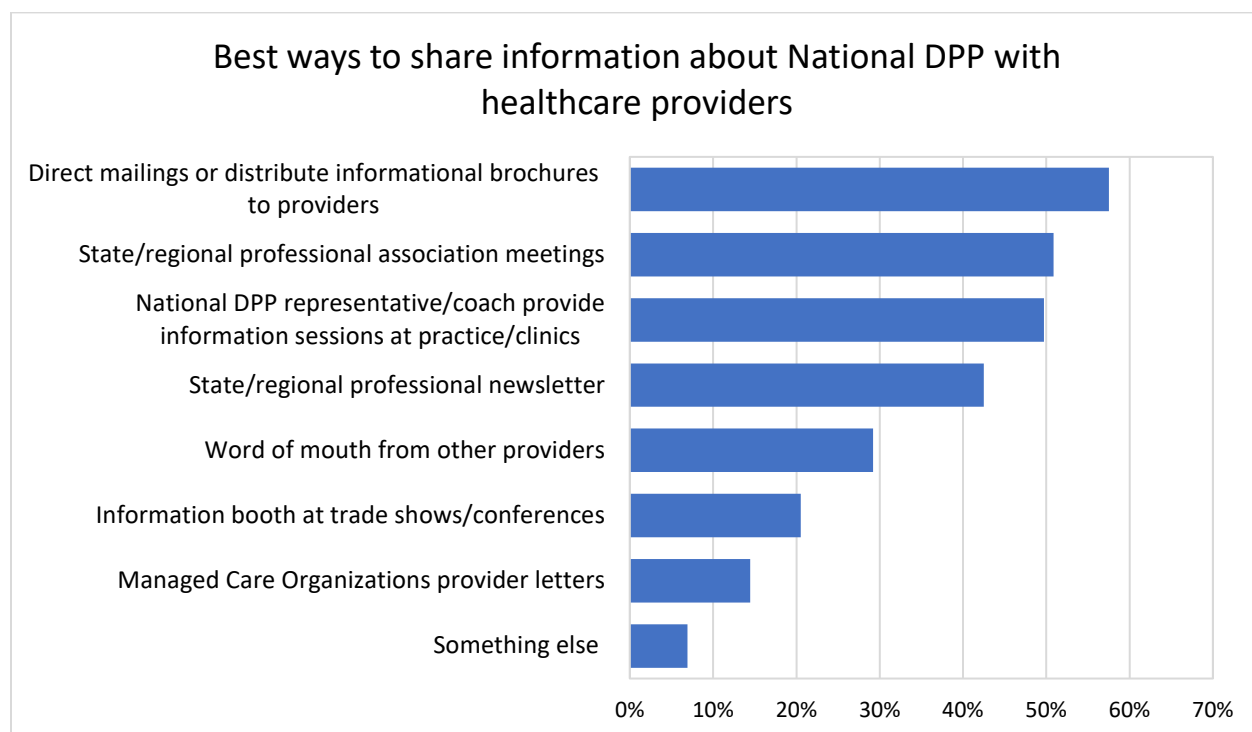
Regarding the most important content to share, cost, typical coverage, and financial aid options was the most widely selected type of information, followed by guidance on the referral process, contact information for local in-person programs, and general information on the structure and format of the program (Figure 4).

Figure 4: Most important information to share with providers



When asked the best ways to share this information and spread awareness among providers, the top responses were direct mailings or distributing informational brochures to providers; through state or regional professional association meetings; and having a National DPP representative provide information sessions at providers' practices or clinics (Figure 5).

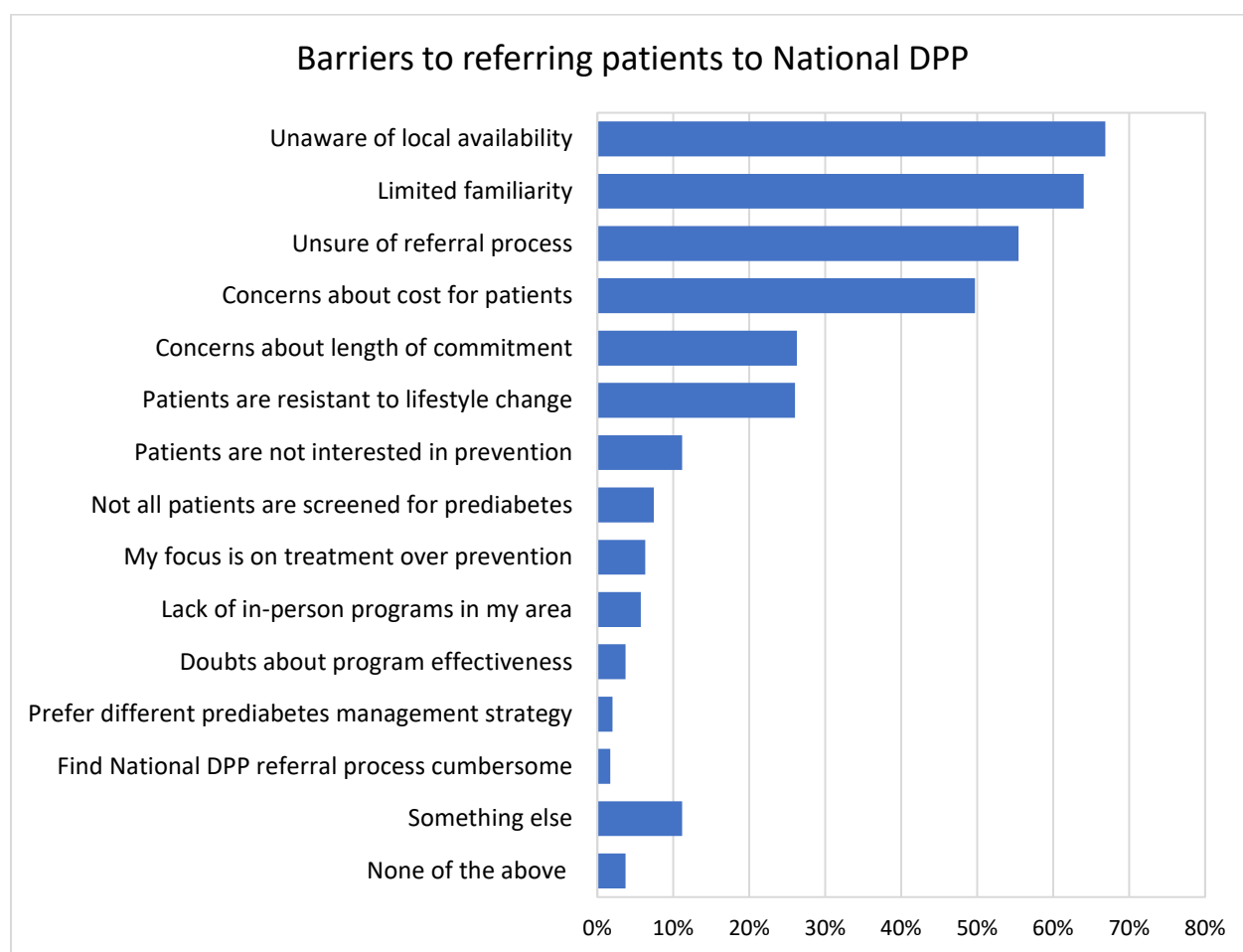
Figure 5: Best ways to share information with providers



Referrals

Providers were asked about their referral process and specific barriers to referring their patients to National DPP.

- The top barriers to referral are all related to issues around lack of knowledge about National DPP, including being unfamiliar with both the local availability as well as the program in general, uncertainty around how to refer patients to the program, and uncertainty about the cost of the program (Figure 6).
- Further, nearly 60% of respondents did not know if their facility was set up to facilitate referral to local National DPP; just 4% confirmed their facility is set up for this specific referral. Given this high percentage, VDH should consider providing more education and support around the referral process.

Figure 6: Barriers to National DPP Referral

Thus, to increase referral rates to National DPP, the Virginia Department of Health should focus their efforts on improved support around the referral process and generally increasing awareness about National DPP among providers across the state. In that effort, VDH should maintain a variety of modes of communication, and they may consider customizing both the content and method of sharing the information depending on the provider subpopulation and care setting that they are targeting.

Recruitment

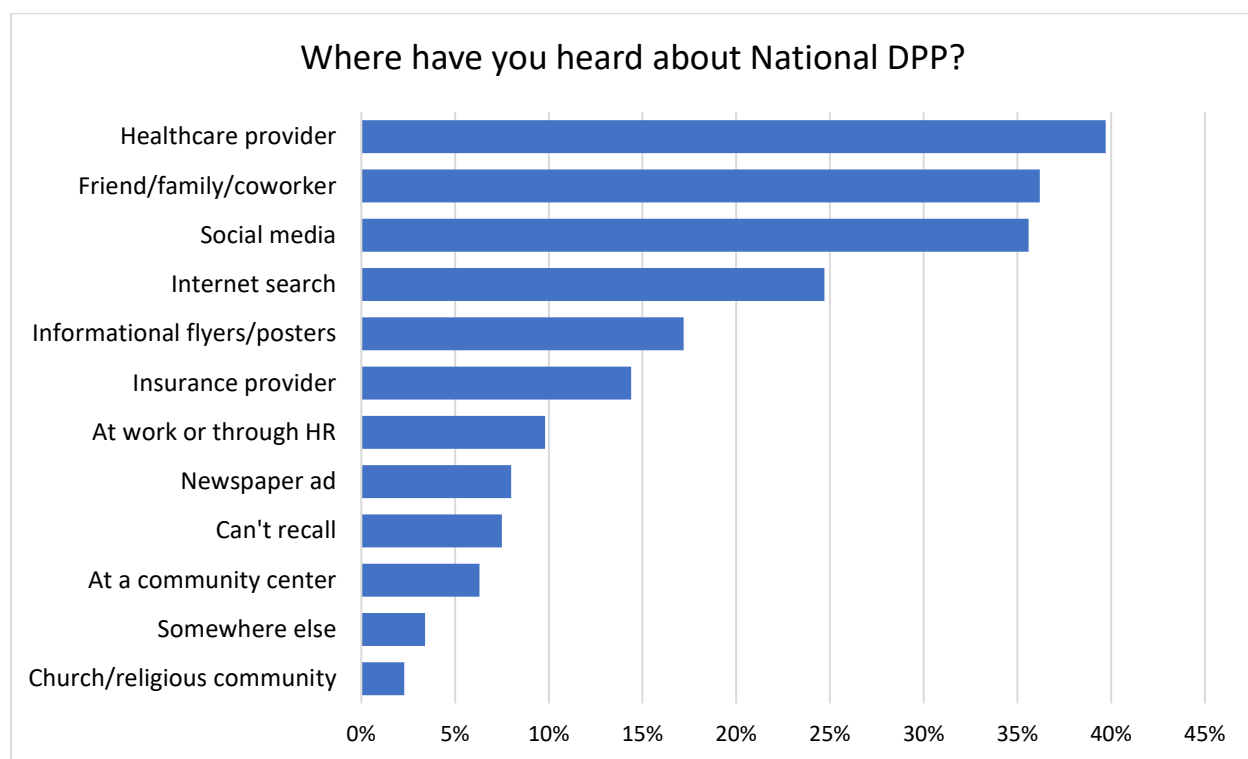
To inform strategies related to recruitment, Virginians with known risk factors for developing type 2 diabetes were surveyed using an online survey panel. These respondents provided feedback on their level of awareness and preferences regarding National DPP as well as their current practices for seeking health information and general media consumption.

Program awareness and preferences

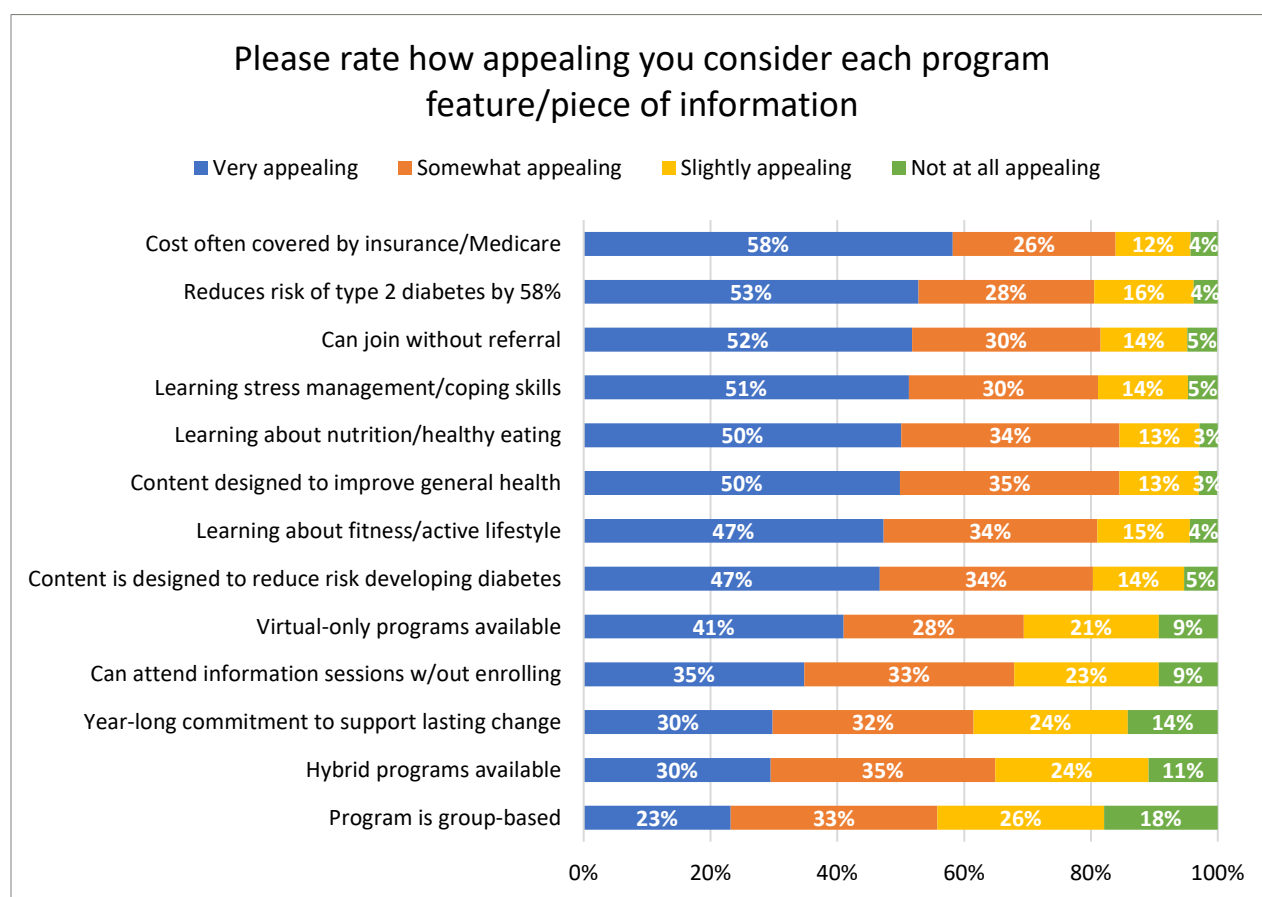
Approximately one-fourth of respondents had heard of National DPP while 77% had not, but of those who had heard of the program, sentiments were largely positive (a combined 80% had either “positive” or “somewhat positive” impressions).

Among those who knew of National DPP, they most commonly heard about the program from their healthcare provider, followed by hearing about the program from friends or family as well as social media (Figure 7).

Figure 7: Sources for having learned about National DPP



Across a list of program features, having the program cost covered by insurance was the most highly rated feature, with 58% of respondents considering the feature “very appealing.” This was followed by the program’s ability to reduce participants’ risk of developing type 2 diabetes (53% rated as “very appealing”) and the ability to join the program without a referral (52%) (Figure 8).

Figure 8: Appeal of program features

The ratings of features did vary by several demographic characteristics:

- Among younger respondents, the availability of hybrid programs, learning stress management and coping skills, the option to attend an information session hosted by a life-style coach, and the group-based structure were highly rated.
- The availability of virtual-only programs was of most interest to respondents who reported it was very difficult for them to get by on their present income.
- African American and Black respondents more highly rated the features of learning about nutrition, how to improve fitness, the year-long commitment, the group-based format, and ability to attend information sessions.

In terms of the delivery format of National DPP, virtual was the preferred format (selected by 39%), followed closely by a hybrid, combination format (36%), and lastly in-person (23%). Of note, respondents with relatively lower levels of education preferred an in-person format at a higher rate whereas respondents with higher education levels preferred the hybrid format at a higher rate; virtual remains a highly selected delivery format across all education levels. A similar pattern is observed across household income levels.

Regarding potential barriers to participation, 77% of respondents considered cost of the program if not covered by insurance to be either a significant challenge or somewhat challenging (Figure 9), and this was even more pronounced among respondents from lower income households. Additionally, 60% of respondents considered the year-long commitment to be either significant or somewhat of a challenge (Figure 10), and this was again more pronounced among respondents from lower income households. Given the potential impact of the year-long commitment on enrollment of lower income participants, messaging around the program should explain why the program is designed for a year and emphasize the benefits of this duration.

Figure 9: Cost as potential barrier to participation

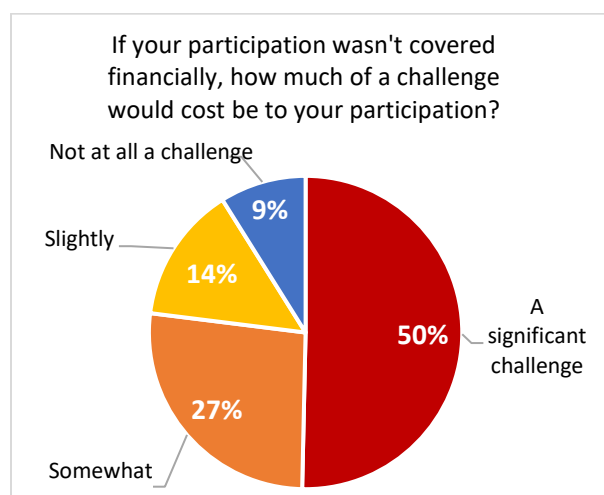
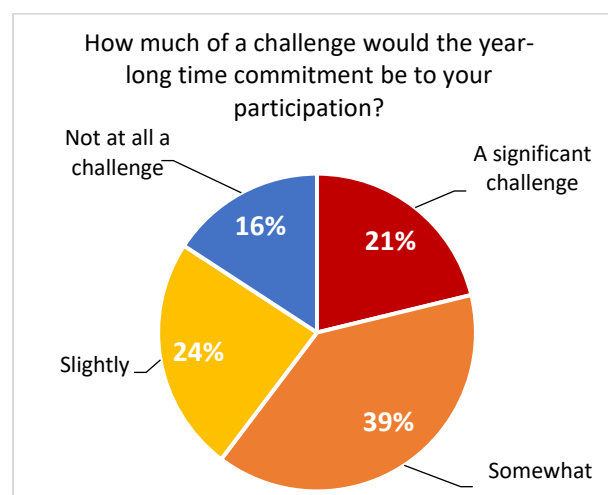


Figure 10: Year-long commitment as potential barrier

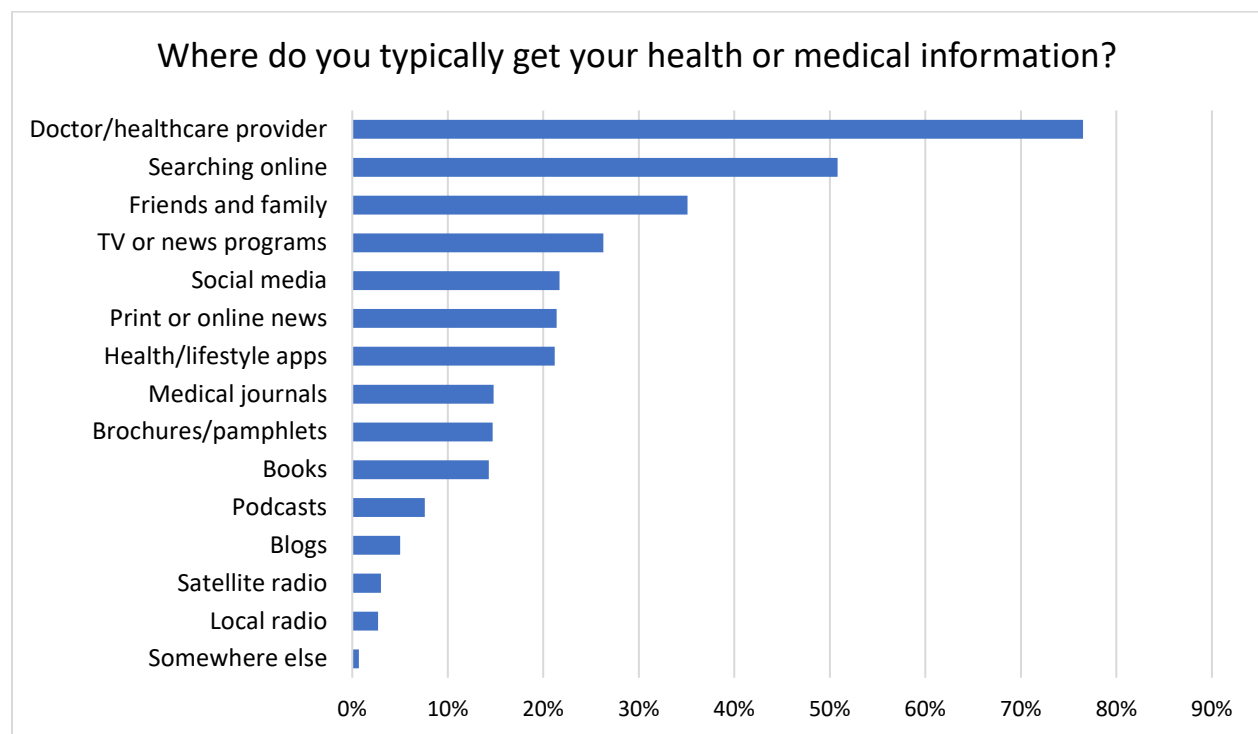


When asked about potential interest in joining National DPP, respondents from low income households and those living in rural areas reported relatively lower interest in the program. These findings suggest that VDH should consider additional promotion and outreach in rural and low-income areas to increase interest in joining among these otherwise less interested groups.

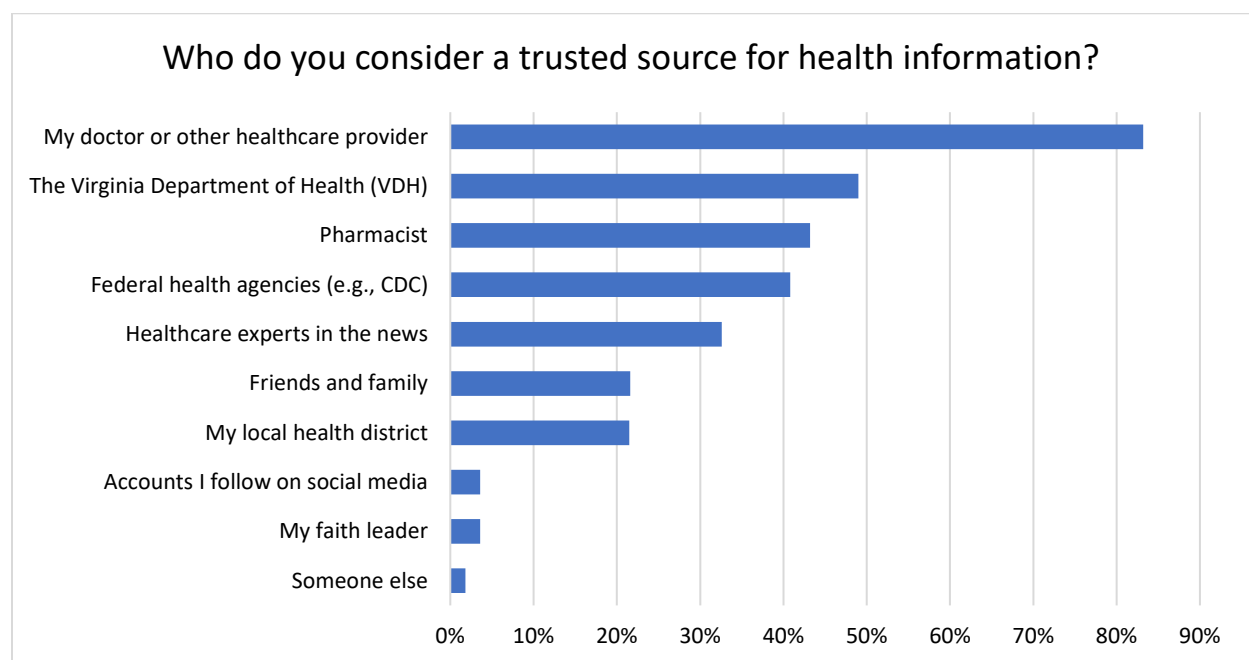
Communication Strategies

In order to develop informed communication strategies geared toward increasing awareness of National DPP across Virginia, respondents were asked about their current health information practices as well as their media habits.

Seventy-seven percent of respondents get their health and medical information from their doctor or other healthcare providers, followed by internet searches (51%), family and friends (35%), television or news programs (26%), and social media (22%) (Figure 11).

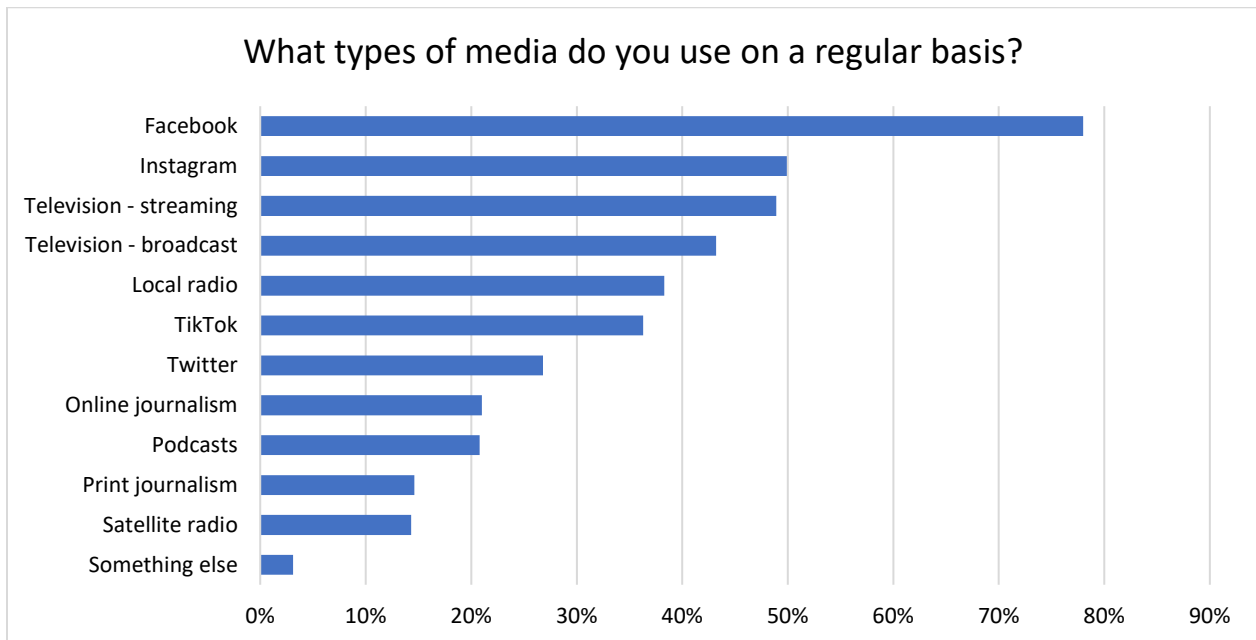
Figure 11: Source for general health or medical information

Eighty-three percent of respondents reported their most trusted source of health information was their doctor (83%), followed by the Virginia Department of Health (49%) and pharmacists (43%) (Figure 12).

Figure 12: Most trusted sources for health information

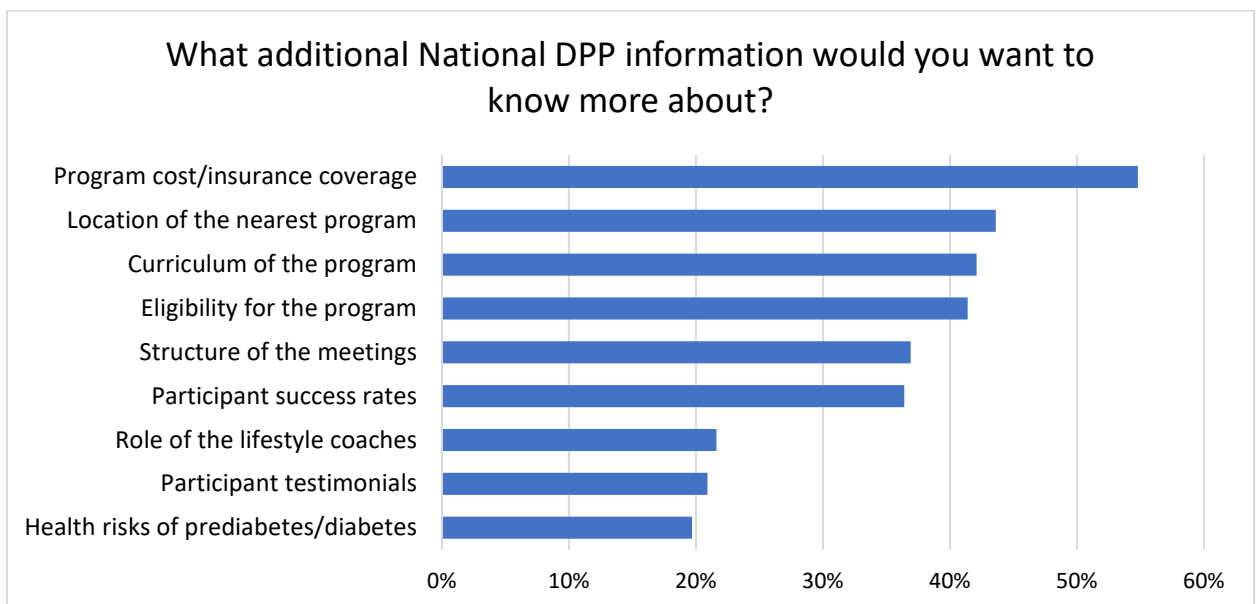
When it comes to media platforms used most regularly, 78% of respondents use Facebook, followed next by Instagram (50%), streaming television (49%), and broadcast television (43%) (Figure 13).

Figure 13: Type of media regularly used



Respondents were asked about the specific National DPP content they want to know more about. Program cost, payment options, and insurance coverage was the most selected piece of information across all respondents (Figure 14).

Figure 14: Additional National DPP information desired



- While cost remained the most selected piece of information regardless of area, respondents from rural and suburban areas next prioritized knowing the location of the nearest program.
- For respondents with up to a high school degree, participant success rates and program eligibility were the next most selected types of information after cost.
- After cost, younger respondents (under 55 years) were more interested in program eligibility whereas older respondents prioritized learning about the location of the nearest program.
- Hispanic/Latinx respondents were next most interested in program eligibility following program cost.

As for the best ways to share information about National DPP, respondents recommended using social media (56%), followed closely by sharing information through local healthcare providers (53%), and through insurance providers (43%). Respondents also felt that insurance providers (43%) and local TV station commercials (33%) would be effective.

Given these findings, increasing awareness of National DPP among Virginians ought to be a top priority for VDH. In this effort, healthcare providers should be mobilized as a key channel for sharing information about National DPP to Virginians at risk for developing diabetes. Additionally, social media, especially Facebook, can be used to further disperse information about the program. When developing informational materials, program cost and typical coverage should always be mentioned as this was an area of content repeatedly emphasized by survey respondents. VDH should also consider varying the channels of communication as well as the content based on the particular subpopulation, such as residents in rural areas or individuals from lower socioeconomic backgrounds, whom they are trying to reach.

For more information about this study, or to access the full report, contact Kara Fitzgibbon, Director Center for Survey Research: ksf5fe@virginia.edu.



Request for Proposal

RFP# FDC-1189

Sponsored Programs Evaluation Services

October 2, 2023



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:

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; *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.

REQUEST FOR PROPOSAL

RFP # FDC-1189

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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 and 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’s 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:

	<u>Points</u>
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	<u>100</u>

- 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. PRECEDENCE 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



**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: _____
(Signature)

By: _____
(Signature)

(Printed Name)

(Printed Name)

Title: _____

Title: _____



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.

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

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