



COMMONWEALTH OF VIRGINIA
STANDARD CONTRACT

Contract No. UCPJMU7518

This contract entered into this 23rd day of June, 2026, by Shaffer Evaluation Group, LLC, 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.

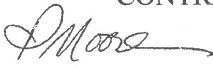
PERIOD OF PERFORMANCE: From July 6, 2026 through July 5, 2027 with four (4) one-year renewal options.

The contract documents shall consist of:

- (1) This signed form;
- (2) The following portions of the Request for Proposal RFP SLD-1247 dated February 12, 2026
 - (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 – February 23, 2026
 - (e) Addendum No. Two – March 2, 2026
 - (f) Addendum No. Three- March 5, 2026
- (3) The Contractor's Proposal dated March 10, 2026 and the following negotiated modification to the Proposal, all of which documents are incorporated herein.
 - (a) Negotiations Summary, dated June 17, 2026

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

CONTRACTOR:

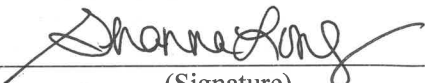
By: 
(Signature)

Patricia Moore Shaffer

(Printed Name)

Title: Principal and CEO

PURCHASING AGENCY:

By: 
(Signature)

Shanna Long

(Printed Name)

Title: Lead Commodity Contract Officer

**RFP # SLD-1247, Grant Proposal Development and
Consulting Services
Negotiations Summary for Shaffer Evaluation Group
June 17, 2026**

1. Parties agree that items within this Negotiation Summary modify RFP# SLD-1247 and the Contractor's response to RFP# SLD-1247 and that this Negotiation Summary takes precedence in conflict.
2. Pricing Schedule:

Labor Category	Hourly Rate
Principal / Lead Strategist	\$166
Senior Researcher / Consultant	\$143
Director	\$143
Senior Project Manager	\$128
Project Manager / Senior Research Associate	\$122
Research Associate	\$110
Research Assistant	\$83
Intern	\$68

3. Contractor has disclosed all potential fees. Additional charges will not be accepted.
4. Contractor shall waive the \$2,000 one-time administrative set-up cost as described on page 48 of their proposal dated March 10, 2026.
5. Any projects or engagements shall be by mutually executed Scopes of Work (SOWs) pursuant to the terms and conditions and hourly rates/pricing as outlined in the above pricing schedule.

The scope of work shall include number of hours to be worked, contracted hourly rates, deliverables to be provided, timelines, and total cost. The Purchasing Agency shall issue purchase orders in accordance with the project scope of work that shall authorize the offeror to proceed with work. There shall be no work permitted under any resulting contract without an agency issued purchase order.

6. Any scope of work agreed upon under the performance of this contract may be terminated by the university, in its sole discretion, for any reason or no reason at all, upon providing 30 days' written notice to the contractor. In the event of such termination, the terminating party shall not be liable to the other party for any damages, losses, or expenses whatsoever, including but not limited to consequential or incidental damages. Upon termination for convenience, the parties shall negotiate in good faith to determine a fair and reasonable compensation for work performed or expenses incurred up to the effective date of termination.
7. Materials required to perform under any agreed upon scope of work may be passed on to the purchasing agency (e.g. commercial datasets, participant incentives, printing or workshop materials, etc.). These costs shall be outlined and explicitly set forth in the scope of work for each project or engagement, subject to mutual agreement.

**RFP # SLD-1247, Grant Proposal Development and
Consulting Services
Negotiations Summary for Shaffer Evaluation Group
June 17, 2026**

8. All labor rates/pricing shall remain unchanged for the duration of the contract. Price increases may be negotiated only at the time of renewal and shall be in accordance with the other services category of the CPI-W section of the Consumer Price Index.
9. Payment Terms – As an agency of the Commonwealth of Virginia, James Madison University makes payment in accordance with the Code of Virginia, §2.2-4347 through 2.2-4354, Prompt Payment.
10. Billable hours are for actual work hours on authorized projects/tasks rounded to the half hour. Billable hours shall not include travel time.
11. Invoicing: invoicing shall be mutually agreed upon in advance by the parties and explicitly set forth in the scope of work for each individual project or engagement (*e.g. frequency, milestones, etc.*) and contractor will submit all invoices in accordance with the scope of work.
12. Travel Expenses: James Madison University is an agency of the Commonwealth of Virginia and as such, Contractors billing for travel related expenses must invoice in accordance with the U. S. General Services Administration (GSA) for lodging, meals and incidental expenses at the time of travel, which can be referenced at: <http://www.jmu.edu/finprocedures/4000/4215mie.shtml> .

Transportation for air travel and car rental will be paid at cost with Contractor providing a documented receipt to the University. Contractor shall book air travel and car rental to ensure expenses remain economical. Air fare shall be reimbursed for coach/standard with no upgrades and car rental shall be reimbursed for standard with no upgrades.
13. All projects and engagements shall be provided on an as-needed basis. JMU makes no guarantee or commitment regarding the volume of work, number of projects, or amount of spend.
14. The purchasing agency shall own all right, title, and interest in and to all documentation, deliverables, work product, and intellectual property created or developed by the Contractor specifically for the agency under any resulting contract. The format and repository for delivery shall be mutually agreed upon. Contractor retains all ownership of all pre-existing intellectual property, tools, software, methodologies, and materials it brings or uses in performing the work under the contract. Using existing Contractor frameworks, templates, or tools in work performed for the purchasing agency does not transfer ownership of those underlying materials.
15. No other terms and conditions on Contractor forms shall govern over any terms of this contract unless mutually accepted by a signature authority.
16. Contractor agrees that all exceptions taken within their initial response to RFP SLD-1247 that are not specifically addressed within this negotiation summary are null and void.



Proposal to
James Madison University
Center for Advancement Research in Education

In Response to

Request for Proposal SLD-1247
Grant Proposal Development and Consulting Services

March 10, 2026

Shaffer Evaluation Group LLC
1311 Jamestown Road, Suite 101
Williamsburg, VA 23185
patricia.shaffer@shafferevaluation.com
833.650.3825
<https://www.shafferevaluation.com>



March 10, 2026

Shanna Devers
James Madison University
Procurement Services
deverssl@jmu.edu
via eVA

Dear Ms. Devers and Members of the Procurement Services Team:

We are delighted to submit this proposal for Grant Proposal Development and Consulting Services to the James Madison University Center for Advancement Research in Education.

Shaffer Evaluation Group (SEG) is a trusted partner to postsecondary institutions, K-12 schools, federal and state agencies, nonprofit organizations, and Tribal governments across the United States. Our team is an excellent fit for your grant proposal development and consulting services needs for the following reasons:

- We bring over 19 years of expertise in grant writing, grant-funded program evaluation, educational research, strategic planning, and consultation services for a broad range of clients;
- We partner with clients through all stages of developing a successful grant program, including strategic planning, grant identification, proposal development, evaluation design and implementation, and reporting on progress to sponsors;
- We share our consulting and evaluation findings in the form of actionable insights to support our clients' efforts to enhance their programs and ultimately, their community impact; *and*
- We practice participatory and culturally responsive evaluations, engaging stakeholders throughout each project to ensure that our recommendations take root and lead to positive change in the communities we serve;

Should SEG be selected as your partner, we commit to executing our work to the highest standards of quality. We welcome your feedback on this proposal and look forward to discussing with you how we can put our expertise to work for you.

Sincerely,

Patricia Moore Shaffer, Ph.D.
Principal and CEO
833.650.3825

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1. RFP Cover Sheet and Addenda Acknowledgements

REQUEST FOR PROPOSAL **RFP# SLD-1247**

Issue Date: February 12, 2026
Title: Grant Proposal Development and Consulting 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 March 11, 2026 for Furnishing The Services Described Herein. (See Special Terms & Conditions "D. Late Proposals")

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

All Inquiries For Information And Clarification Should Be Directed To: Shanna Devers, Lead Commodity Contract Officer, Procurement Services, deverssl@jmu.edu; 540-568-3131; (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:

Shaffer Evaluation Group LLC

1311 Jamestown Road, Suite 101

Williamsburg, VA 23185

By:



(Signature)

Name:

Patricia Moore Shaffer

(Please Print)

Date: 03/10/2026

Title:

Principal and CEO

Web Address: <https://www.shafferevaluation.com/>

Phone:

833-650-3825

Email: seg@shafferevaluation.com

Fax #:

ACKNOWLEDGE RECEIPT OF ADDENDUM: #1 PM #2 PM #3 PM #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.

2. Plan and Methodology for Meeting JMU's Statement of Needs

2.A. James Madison University CARE/COE seeks to engage with a qualified and experienced firm(s) for grant development, strategic thought partnership, capacity building, and project implementation and evaluation. Services include grant proposal development, technical assistance, interdisciplinary research support, and utilization-focused evaluation.

Shaffer Evaluation Group (SEG) provides comprehensive grant development, research, and evaluation services designed to help universities and research centers secure competitive funding and implement high-quality, evidence-based projects. We work as a strategic thought partner with faculty, research staff, and institutional and community leaders to identify funding opportunities, shape compelling project concepts, and translate interdisciplinary research ideas into competitive proposals aligned with federal and foundation priorities.

Our grant development services include opportunity scanning, concept development, proposal writing, budget development, and coordination of complex, multi-partner submissions. We routinely support large interdisciplinary proposals involving multiple investigators, external partners, and community stakeholders. Our approach emphasizes clear theory of action, strong alignment between activities and outcomes, and the use of rigorous research and evaluation designs consistent with federal standards. We are experienced with research and program proposals to agencies such as the U.S. Department of Education, National Science Foundation, USDA, and major foundations, and we support both new project design and the expansion of existing research initiatives.

Beyond proposal preparation, we provide technical assistance and capacity-building support to strengthen an organization's long-term grant competitiveness. This includes facilitating project design workshops, supporting interdisciplinary research teams, developing logic models and evaluation frameworks, and advising on data collection strategies that enable longitudinal and policy-relevant research. We also assist institutions in establishing internal systems that support grant management, collaboration across disciplines, and effective use of research findings.

Our firm also provides utilization-focused evaluation services to ensure that funded projects generate credible evidence and actionable insights. We design mixed-methods evaluation frameworks that document implementation fidelity, participant outcomes, and broader institutional or policy impacts. Evaluation findings are communicated through visual presentations, infographic-style briefs, and comprehensive reports that support continuous improvement, stakeholder learning, and dissemination of research results.

Together, these services enable research centers and academic partners to develop strong proposals, implement high-quality projects, and translate research into meaningful improvements in education policy and practice.

2.B.1. Describe your firm's capacity to deliver the service areas as indicated above. Include team size, core roles, and availability during peak periods.

SEG maintains a small, highly experienced team structure designed to deliver complex grant development, research, and evaluation services efficiently while scaling as needed during peak proposal periods. Our core team (6) includes senior evaluators, project managers, research associates, and specialized consultants who work together to support proposal development, project design, evaluation planning, and technical assistance. This structure allows us to provide direct senior-level involvement while maintaining the staffing capacity necessary to support multiple concurrent projects.

SEG's core staff includes a principal investigator and senior evaluation lead (Shaffer) who oversees project strategy, proposal design, and evaluation frameworks; a senior project manager (Hughes) who coordinates timelines and deliverables for concurrent proposals and projects; individual project managers and consultants who coordinate proposal development and partner engagement, and lead development of deliverables; and research associates who support literature reviews, data analysis, document preparation, and technical editing. This team structure ensures that each engagement benefits from both senior strategic oversight and dedicated day-to-day project management.

To support interdisciplinary and complex grant submissions, SEG also works with a network of specialized collaborators who contribute subject-matter expertise in areas such as teacher preparation, workforce education, community-based research, and data visualization. These collaborators allow us to expand capacity quickly when proposals require specialized technical knowledge or additional staffing. Our network approach ensures that we can assemble the right expertise for each opportunity while maintaining consistent project leadership and quality control.

SEG regularly supports multiple proposal efforts simultaneously, including large federal grants that require coordination across institutions and partners. During peak proposal cycles—such as federal funding deadlines in the fall and spring—we implement structured workflows that include proposal development calendars, shared writing responsibilities, and coordinated review processes. This approach enables us to manage high-volume proposal activity while maintaining quality and responsiveness to client needs.

Because SEG focuses specifically on grant development, research design, and evaluation, our team remains available to engage at key stages of the proposal lifecycle, including early concept development, proposal preparation, and post-award evaluation planning. Our capacity model—combining a dedicated core team with trusted collaborators—ensures that we can provide consistent support to partners such as JMU CARE while scaling effectively during peak proposal periods.

2.B.2. Describe any prior work with other higher education institutions, highlighting strategic planning, technical assistance, or evaluation engagements.

SEG has provided strategic planning, technical assistance, and research and evaluation services to higher education institutions since 2006. During our early years, we provided research services to the Educational Policy Institute supporting several national and state educational research studies, including the evaluation of the National Action Council for Minorities in Engineering (NACME) Scholars Program. During the past 10 years, we have increasingly focused on evaluating grant-funded higher education initiatives, specifically National Science Foundation (NSF) and US Department of Education (ED) grantees. We have led numerous evaluation studies since 2007 for our oldest client, the College of William and

2.B.2. (continued)

Mary, including survey instrument development and administration for its summer English as Second Language (ESL) program and multi-year evaluations of grant initiatives including multiple awards under the National Science Foundation (NSF)-funded Noyce Scholars program, the Mathematics and Science Partnerships Tidewater Team, and the School-University Research Network professional development programs for teachers and school administrators.

A curated list of project examples is provided below, with the years that SEG served as the contractor appearing in parentheses.

National Science Foundation (NSF) Grant Evaluations

Build & Broaden

Stanford University, Stanford, CA (2022-2024). The project examined how Black faculty in language sciences linguistically navigated their professional experience in a mixed methodological study that included 12 junior and mid-career scholars from Minority Serving and Predominately White Institutions as well as a survey of an additional 100 Black faculty. The purpose of the study was to provide insight into how language discrimination contributes to systemic underrepresentation of Black scholars in academic and examines professional inequities. Shaffer Evaluation Group was contracted to independently collect data about the participants' experiences, monitor program implementation, and provide feedback to the principal investigators. SEG designed an interview protocol to gather participants' impressions throughout the three-year mentorship program and the impact on their careers as early and mid-career Black linguistics and language faculty members as well as a Year 3 curriculum vitae review to assess the project's impact on scholarly contributions.

Faculty Early Career Development Program (CAREER)

Worcester Polytechnic Institute, Worcester, MA (2023). SEG presented to participants in a NSF CAREER Bootcamp for early career faculty and offered on-demand individualized coaching on evaluation plan development for 4 to 6 early career faculty.

Civic Innovation Challenge (CIVIC)

University of Alaska-Anchorage, Anchorage, AK (2022-2025). Accessing healthy food resources is a significant challenge for rural coastal Alaskan communities, which are predominantly comprised of Indigenous Alaskans who rely on subsistence foods that are nutritionally and culturally important. Addressing these concerns is urgent, as food safety and security are increasingly threatened by environmental toxicants due to climate change and pollution, and requires approaches that enable communities to make proactive decisions and respond to rapid changes in essential resources. This research-centered pilot project was a partnership between academic researchers and tribal governments in Alaska. The Aleut Community of St. Paul Island (ACSPI) identified concerns surrounding food security and safety as an area ripe for innovation and one which would benefit from partnering with western scientists. This project (1) developed on-site research capacity for ecosystem health monitoring through sustainable enhancements to existing research infrastructure and technology, (2) expanded community engagement in data collection, analysis, and interpretation by leveraging “two-eyed seeing” approaches to scientific training and educational programming, and (3) developed a digital dashboard for data archival, accessibility, and sharing capacity to facilitate information utilization and resilience, within and between communities. SEG refined the project logic model (pre-award), designed a mixed methods

2.B.2. (continued)

evaluation, prepared the IRB clearance package and facilitated focus groups as part of the project monitoring for inclusion in the report to funders. This project's [final report](#) is available online.

Louis Stokes Alliances for Minority Participation Program (LSAMP)

Valencia College, Orlando, FL (2021-2024). SEG was contracted by Valencia College as the pre-award evaluator for its application to the NSF LSAMP B2B program. NSF awarded the grant in 2021 and SEG was selected as the external evaluator. The project aimed to increase the successful transfer of underrepresented minority (URM) baccalaureate students into STEM majors and enhance the STEM educational experience of URM students at Central Florida STEM Alliance institutions. In partnership with Valencia College and Alliance member institutions, SEG developed a logic model, theory of change, and evaluation plan during the pre-award phase. After award, SEG developed a detailed evaluation plan, including performance monitoring and a quasi-experimental design based on levels of student participation in grant-funded activities. Throughout this evaluation project, SEG collected secondary data from four community colleges, conducted interviews and focus groups, performed qualitative and quantitative data analyses, and reported on the project's progress and outcomes. This project's [evaluation plan](#) is available online.

National Research Traineeship Program (NRT)

East Carolina University, Greenville, NC (2021-2026). This primary goal of the Coastal Community Environmental Data Scholars (CCEDS) NRT program is to increase the number of graduate students using a convergent approach to data science, sensing, and modeling to address real-world environmentally-related problems associated with climate-led coastal change, and the interrelationships between ecosystems and communities. The program is structured to address educational needs through a series of seven core program elements (linked to 11 component activities) that integrate basic science research with community engagement practices and place-based experiential learning. To evaluate this project, SEG uses a utilization-focused evaluation approach that emphasizes facilitating a learning process in which program stakeholders apply evaluation findings and experiences to their work. The evaluation plan includes a formative evaluation to monitor implementation and provide ongoing feedback as well as a summative evaluation to determine progress along the intended outcomes of the project.

Research Coordination Networks (RCN)

University of Alaska-Anchorage (UAA), Anchorage, AK (2020-2021). AK UNiTE (Alaska UNdergraduaTe research Experience): Partnering for Alaska Students by Growing Recruitment and Retention through Undergraduate Research was supported by NSF through its RCN in Undergraduate Biology Education program. AK UNiTE identified community partnerships with local research projects, provided workshops on Course-based Undergraduate Research Experiences (CURE) development and place-based education for collaborators, developed a network informational hub within the Science Education Resource Center (SERC) website, and evaluated the network. SEG partnered with UAA and its partner, Alaska Pacific University, on grant application development and was contracted to conduct the project evaluation. SEG collected feedback on project activities, including the network hub initiation workshop, monthly web conferences, webinar trainings, and the SERC website, using formative evaluation activities (feedback forms, interviews with key stakeholders). The [final evaluation report](#) for this grant is available online.

University of Alaska-Anchorage, Anchorage, AK (2023-2027). This project will enhance the interest of Alaska students to participate in biological research. The project activities include the developing a cohort

2.B.2. (continued)

of Alaska researchers to provide culturally sensitive mentoring, identifying and creating supportive conditions for undergraduate researchers, and incentivizing researchers to work with faculty to incorporate research components into 100- and 200-level science courses. The evaluation is assessing fidelity of implementation of the project; generating formative findings that provide information to guide project improvement; and assessing project outcomes.

Robert Noyce Teacher Scholarship Program

University of Mary Washington (UMW), Fredericksburg, VA (2023-2028). This project aims to serve the national need for preparing high quality, effective secondary STEM teachers who will teach in high-need school districts. The Developing Identities in STEM to Cultivate Opportunities that Validate, Empower, and Retain Teachers project, a.k.a. DISCOVER, intends to address some of the barriers related to STEM education for youth in the Commonwealth of Virginia, including that academic achievement in science and subsequent matriculation in STEM career fields has been limited for many students, particularly those of color and low-income youth. The DISCOVER project will present a four-year pathway for prospective teachers beginning with extensive, broad-based, and far-reaching recruitment initiatives, aimed at increasing diversity among secondary STEM teachers. UMW DISCOVER is conducted in collaboration with Germanna Community College and includes partnerships with Fredericksburg City and Orange, Spotsylvania, and Stafford County public school districts. SEG is conducting a comprehensive mixed methods study that includes tracking graduates through the early years of their teaching careers.

The College of William & Mary (W&M), Williamsburg, VA (2012-2023, 2024-2029). Continuing a 20-year+ history of NSF external evaluation services to W&M, SEG collaborated with W&M faculty to secure a 2024 award from the National Science Foundation Noyce Teacher Scholarship Program (Track I Phase IV) to support the recruitment, preparation, and retention of math and science teachers in high needs schools. The evaluation monitors project implementation and includes a study of the program's impact on producing and retaining quality math and science teachers after graduation. Methods include a student survey, student focus group, and analyses of college administrative data, including course evaluations, GPA, and teacher certification status. This project builds upon three previous Track I Phase I-III grants (2009-2023) awarded to W&M and supported by SEG, which in addition to assessing student success data also tracked students through social media and other means to monitor their employment status post-graduation. This work assisted W&M in securing the 2024 grant award.

US Department of Education (ED) Grant Evaluation

Education Innovation and Research (EIR) Program

Coding as Another Language Evaluation, Boston College/Tufts University, Boston, MA (2019-2024). SEG acted as the external evaluator for an early phase collaborative research project led by the DevTech Research Group at Boston College (formerly at Tufts University). The project aimed to 1) develop and implement a comprehensive, high-quality integrated Computer Science curriculum for students K-2, teaching materials and implementation support; and 2) evaluate improvement in student learning outcomes through a randomized controlled trial research design. Study partners included the Rhode Island Department of Education and Boston Public Schools, involving schools and teachers in Rhode Island and Boston. Building on pilot tested materials developed by DevTech, the curriculum integrated computational thinking and learning to code with ScratchJr with math and literacy skills. Special features of the project included its use of ScratchJr, the first programming language explicitly designed for children 5-7, which utilizes block programming to allow children to create their own imaginative stories

2.B.2. (continued)

and games. During the implementation phase, teachers were trained (on-site and online), while technology leaders were coached in sustaining and scaling the work after the project's conclusion. Impact was assessed through differences in learning outcomes in computational thinking and coding skills and English language comprehension. A transfer and sustainability study compared fidelity of implementation across groups and measured perceived sustainability through interviews with teachers and leaders and the development of a strategic plan. SEG also conducted a related study of the longer-term outcomes associated with Tufts University's Early Childhood Technology graduate certificate program, following up by survey and interview with graduates of this program, many of whom now work as classroom teachers and education administrators. The [evaluation design](#) for this project and its [final evaluation report](#) are available online.

Title III Strengthening Institutions Program

Northeast Iowa Community College, Peosta, IA (2021-2025). This Guided Pathways project utilized a Customer Relationship Management (CRM) system to track student progression and development of competency-based education programs in business and welding. The project's impact on the institution and student outcomes was evaluated using a fidelity of implementation study, a formative evaluation study, and a summative evaluation study. SEG provided consulting support and planned and conducted an annual evaluation that documented project implementation, monitored progress, and, in the final year, measured changes in tracking of students through their career pathways, accessibility of data and reporting capabilities, and communications with students. The [evaluation plan](#) and [first-year annual report](#) for this project are available online.

Oklahoma State Institute of Technology (OSUIT), Okmulgee, OK (2022-2025). OSUIT developed a plan for integrating innovative, extended reality technologies into courses, including strengthening the campus technology infrastructure, providing professional development training to OSUIT staff and faculty on XR-related technologies and courses, employing the use of an instructional design model to identify the technical courses best suited for XR integration, and integrating course modules into a virtual learning environment. SEG's evaluation focused on assessing the accomplishment of project objectives and the project's impact on institutional, student, and workforce outcomes. Formative evaluation findings assisted the management of the project and provided the project team with insight into what worked best to produce the desired outcomes. SEG conducted a summative evaluation in the project's final year; the [final evaluation report](#) is available online.

Southeastern Community College, West Burlington, Iowa (2022-2025). This grant supported the implementation of a Guided Pathways model designed to help students explore, choose, plan, and complete programs aligned with their career and education goals. SEG engaged the project's steering team in developing the evaluation design, which included interviews, focus groups, annual site visits, and documentation review to provide annual formative reports and a summative report. SEG also prepared the Annual Performance Report (APR) for SCC to submit to USDE. This project's Year 4 [evaluation report](#) is available online.

University of Alaska-Fairbanks, Bristol Bay Campus (UAF-BBC), Dillingham, AK (2014-2026). SEG is currently in its fourth engagement as the external evaluator of a UAF-BBC Title III grant program. USDE awarded three Title III grants across three years to UAF-BBC through the Alaska Native and Native Hawaiian-Serving Institutions (ANNH) Program. The UAF-BBC grant projects focus in part on improvements to STEM and priority workforce area courses, along with developing dual enrollment and

2.B.2. (continued)

occupational endorsement programs. SEG collects fidelity of implementation data through implementation logs, project team interviews, project team meeting minutes, student information system data, and project documentation; fidelity data are reviewed and compared to the project plan. SEG conducts a gap analysis by project objective using a simple crosswalk method, then produces fidelity of implementation tables, or “status” tables. Formative evaluation data are collected from a number of sources, including stakeholder interviews, naturalistic observation, and course/activity evaluation forms. Summative evaluation data are collected on both output and outcome measures. SEG conducts one to two site visits per year to Dillingham, and provides annual evaluation reports. SEG also prepares the campus’s APR and uploads them to USDE’s HEP IS reporting system.

University of Alaska-Fairbanks, Chukchi Campus (UAF CC), Kotzebue, AK (2022-2026). UAF CC’s Strengthening Institutions Program project aims to increase student enrollment and course completion through the development of improved student services. The project also seeks to improve institutional management through the addition of staff and improved fiscal stability. The evaluation assesses fidelity of implementation of the project, generates formative findings that provide information to guide project improvement, and assesses project outcomes. The evaluation team conducts an annual site visit to observe project activities and interview stakeholders.

University of Alaska-Fairbanks, Northwest Campus (UAF NWC), Nome, AK (2022). The Creating Scholastic Inclusiveness: Scholars-to-Learners project developed goals and activities to increase student enrollment and persistence in higher education. The project aimed to develop and implement a Scholars-to-Learners Pathway, provide intervention and support elements to high-need students, and create a Scholars-to-Learners mentorship program. This process required the modification of pathways for individual Bering Strait villages. SEG’s evaluation assessed fidelity of implementation, generated formative findings that provided information to guide project improvement, and assessed project outcomes. The study involved an analysis of student retention and graduation data and required the development of an interview protocol using a research-based scale to assess student confidence to engage in postsecondary study.

University of Alaska-Fairbanks, Northwest Campus (UAF NWC), Nome, AK (2022-2026). The Indigenous Pedagogies project is a Title III consortium grant coordinated by UAF NWC and involving four regional UAF campuses seeking to develop Alaska Native language, art and culture courses, and support faculty in rural Alaskan communities. Bridging fluent dialect speakers and Indigenous language adjunct faculty/Master Apprentices is a core faculty development strategy of this project. Faculty professional development is also intended to acculturate adjunct faculty to indigenous pedagogies (experiential, holistic, place-based, intergenerational) by modeling methods of incorporating indigenous values and instructional methods into postsecondary classrooms. Course development utilizes effective practices in online curriculum and instruction, including privileging collaboration and community-building. The evaluation assesses fidelity of implementation of the project; generates formative findings that provide information to guide project improvement; and assesses project outcomes. Part of the study involves assessing the quality of the consortium’s online courses using the Quality Matters standards. SEG conducts an annual site visit to one of the participating campuses in Dillingham, Kotzebue, or Nome to observe project activities and interview stakeholders.

Western Iowa Tech Community College (WITCC), Sioux City, IA (2023-2025). A Guided Pathways college, WITCC’s project focused on increasing student retention, completion and ability to transfer through strengthening transfer pathways and support, fostering a culture of equity, and providing infrastructure

2.B.2. (continued)

support for transfer and equity. SEG designed the evaluation plan, conducted cost-efficient virtual site visits and on-site visits, collected and analyzed data, and reported annually on the project's progress. This project's Year 2 [evaluation report](#) is available online.

US Department of Agriculture (USDA) Grant Evaluations

University of Alaska Fairbanks College of Indigenous Studies (UAF CIS), Fairbanks, AK (2024-2027). SEG is evaluating three cycles of the “Drumbeats Alaska: Place-Based Solutions for Alaska Native Food & Energy Sovereignty” project funded by consecutive grants from US Department of Agriculture’s National Institute of Food and Agriculture (NIFA). SEG is supporting UAF CIS and five branch campuses – Bristol Bay Campus, Chukchi Campus, Kuskokwim Campus, Northwest Campus, and Troth Yeddha’ Campus – in achieving their goal of advancing place-based Alaska Native food and energy sovereignty through equitable education. SEG is conducting a multisite evaluation (MSE) approach to coordinate the evaluation activities across five campuses engaged in the project. Each campus drives a critical component of the Consortium’s focus on pioneering research, hands-on instruction, and community-driven outreach to advance and support place-based food and energy sovereignty. Through diverse collaborations across Alaska, Drumbeats increases access to academic courses, experiential learning, and leadership development. For each grant, the SEG team assesses the fidelity of implementation activities, conducts formative evaluation activities that provide information to guide project improvement, and conducts summative evaluation activities to assess outcomes. Working with Indigenous communities on evaluation requires commitment to data sovereignty, cultural safety, and community ownership principles; SEG’s approach includes customized evaluation plans and data collection instruments, annual site visits, and critical reflection specific to each grant’s goals and objectives. A [sample evaluation report](#) for this project is available online.

Private/Foundation Funded Projects

Asheville-Buncombe Technical Community College (ABTech), Asheville, NC (2023-2026). Funded by the private, non-profit foundation Dogwood Health Trust, Project Counterbalance supported meeting the educational needs of underserved students through success coaching, educational and career advancement advising support, debt forgiveness, need-based scholarships, and emergency funds. SEG led the project staff in a logic model workshop prior to developing and implementing an evaluation plan that included an annual site visit, focus groups, interviews, surveys, student data analysis, and project documentation review.

Florida International University (FIU), Miami, FL (2021-2025). Funded by the Andrew W. Mellon Foundation and consistent with its emphasis on a collaboratory approach (co-identification, co-design, and co-production) with local stakeholders and community leaders, the FIU Commons for Justice (FIU-CfJ) project intended to create a southeast Florida-based but local-to-global collaboratory. The project created a research-analysis-awareness-voice-solutions program to identify, illustrate, and address the deep racial and ethnic inequities in pre-event disaster exposures and vulnerabilities and in post-event resilience resources and capacities. Designed as a developmental evaluation, the SEG principal was embedded in the project team and collected and harvested implementation data on a quarterly basis. Due to the complex nature of this project, the summative evaluation focused on identifying change at the intra- and inter-organizational levels using qualitative and social networking analytical methods, rather than tracking specific measurable outcomes. Effects at the neighborhood level were explored through a case study methodology. Specific data collection methods included neighborhood case studies, annual

2.B.2. (continued)

community partner surveys, and facilitated group ripple effect mapping sessions with the project team. The [final evaluation report](#) is available online.

Meridian, Washington, DC (2020-2021). Meridian, a national nonprofit, managed the Study of the US Institutes (SUSI) Program for Global Student Leaders in partnership with the US Department of State Bureau of Educational and Cultural Affairs and university partners. The program welcomed to the US 120 foreign university students from 26 countries for an annual, five-week Academic Institute, co-hosted with Bard College, Temple University, University of Nevada, University of Massachusetts Amherst, and University of Washington. Participants engaged in in-depth residencies and case studies of topics including Religious Freedom and Pluralism; Rule of Law and Public Service; Civic Engagement; Entrepreneurship and Economic Development; and Education and the Future of Work. SEG, with its partner Cultural Crossings, developed and implemented an evaluation plan including surveys of two SUSI cohorts and interviews with partners and participants to report on key outcomes as outlined in the program's monitoring and evaluation framework. The [evaluation plan](#), [final report](#), and [summary brief of findings](#) for this project are available online.

Valencia College, Orlando, FL (2024-2025). SEG conducted an independent research study of Central Florida students and families with a targeted focus on the Latino community. Data were collected on how students select career pathways through focus groups with students, faculty, and staff, as well as through student surveys. Findings from this study informed recommendations to Valencia College on how to provide career coaching and services that are attuned to students' cultures, strengths, and aspirations, and aligned with the needs of the local labor market.

Western Virginia Workforce Development Board, Roanoke, VA (2020). SEG conducted a *Career & Technical Education Study* to assess the current operations, future plans, demands, and needs of career and technical education and workforce development (CTE) programs being offered in regional community colleges and high schools in Virginia's Roanoke Valley and Alleghany Highlands. The study involved three distinct components: 1) stakeholder engagement, 2) program review, and 3) findings and recommendations. Data collection methods include strengths, weaknesses, opportunities, and threats (SWOT) analysis in a townhall setting with elected governmental officials, educational leaders, and business and industry leaders, surveys, interviews, site visits to regional schools and community colleges, and literature review of effective practices and programs in CTE. The study supported a regional CTE change initiative and resulted in a report that highlighted existing effective practices and known gaps and duplications in CTE programs and recommendations on sustaining and scaling effective practices, eliminating duplications, and identifying new programs to address known gaps to address labor market needs. SEG's [final report](#) for this project is available online.

Strategic Planning Projects

Guilford Technical Community College, Jamestown, NC (2024). SEG and its sister firm, Gaston-Shaffer, facilitated a comprehensive and inclusive community consultation and strategic planning process for the period from 2025 to 2030. Input from stakeholders including students, faculty, staff, employees, college leadership, the President's council, the Foundation Board, local employers and community members was gathered through focus group sessions and surveys. SEG facilitated discussions with strategic planning team members to identify key focus areas and potential strategies. The aim was to ensure informed decision-making and alignment with the college's vision, mission, and values while adhering to specified timelines and promoting transparency throughout the process.

2.B.2. (continued)

Grant Writing Projects

Our longest contracted grant writing relationships are with two clients in Alaska - the University of Alaska Fairbanks with its five regional campuses and multiple colleges, with whom we have partnered on grant writing since 2014, and the Aleut Community of St. Paul Island (ACSPI), where SEG has been on a grant writing retainer since 2020.

Within the past two years alone, we have completed four contracted grant writing engagements with University of Alaska Fairbanks (three individual applications and one collaborative) and supported ACSPI on 13 grant applications.

Grant Writing Technical Assistance

In addition to contracted grant writing services in which SEG serves as the primary author, we routinely provide technical assistance with grant application components to current and prospective new clients. Our work in this area includes preparing the evaluation section of the grant application (i.e., matrix, evaluation narrative) and developing logic models or consulting on logic model development.

Since 2024, our grant writing technical assistance efforts have included the following clients:

- American Physiological Society (MD) – 1 grant, federal
- Christopher Newport University (VA) – 4 grants (2 federal, 2 private)
- University of Alaska Fairbanks – 3 grants, all federal
- University of Maryland Baltimore County (MD) – 5 grants, all federal
- The College of William and Mary – 1 grant, federal

Further, under our K12 education portfolio, we have a long history of providing technical assistance on proposals to the Department of Defense Education Activity (DoDEA) for Military-Connected Academic and Support Program (MCASP) and World Language Advancement and Readiness Program (WLARP) grants. Also since 2024, we have provided technical assistance on 17 DoDEA proposals submitted on behalf of public school districts and charter school networks across the United States.

Technical Assistance Projects

Every contract for evaluation services includes a technical assistance component, whether these tasks are detailed explicitly or folded into broader tasks such as data collection, analysis, and reporting, including preparing and submitting funder-required performance reports. The two projects described below are examples of SEG's work with a technical assistance role explicitly defined as part of the scope of work.

Virginia Department of Social Services (VDSS), Richmond, VA (2016-2017). SEG worked with the VDSS Office of Volunteer and Community Services (OVCS) on the State AmeriCorps (formerly Corporation for National and Community Service) Evaluation Training and Technical Assistance project. We partnered with program staff to plan, prepare, and conduct training and technical assistance for AmeriCorps grantees across the state of Virginia. In preparation for providing training and technical assistance, SEG staff reviewed Corporation for National and Community Service (CNCS) guidelines, requirements, and training modules. Additionally, using CNCS performance measure guidelines, SEG staff prepared a rubric

2.B.2. (continued)

to assess grantee alignment and compliance with key concepts, including: program theory, evidence-based practices, performance measurement, and data collection. Based on the analysis, the SEG team prepared draft learning plans for each subgrantee that were presented to OVCS for approval. Based on those learning plans, the SEG team completed four virtual training events and more than 30 hours of targeted technical assistance. The SEG team planned and facilitated a workshop for subgrantees and potential grantees on the components of a data collection and analysis plan in accordance with CNCS requirements. Following the session, the SEG team again provided targeted technical assistance to subgrantees to answer questions related to the data collection session and review performance measures for the upcoming year.

Worcester Polytechnic Institute (WPI), Worcester, MA (2024-2025). SEG conducted an evaluation of the Massachusetts Life Sciences Center grant-funded Pathmaker project at WPI's Biomanufacturing Education & Training Center. For this project, WPI's efforts were focused on building and deploying a comprehensive marketing and outreach plan for their entry-level biomanufacturing training program, including implementing a broader recruitment framework and forging alliances and partnerships with industry leadership and workforce stakeholders. The ultimate goal was to address labor market and workforce challenges in the biomanufacturing sector, close the skills gap, and prepare for future industry needs by attracting and training non-traditional workers for careers in biomanufacturing. In addition to developing an evaluation plan and logic model, SEG provided technical assistance by developing a system to expand student-level data collection at intake and to follow up with trainees to track their long-term employability in the biomanufacturing sector. Through online and in-person interviews and surveys with trainees, staff and faculty, and community and industry partners, SEG collected perceptions of the program and WPI's recruitment activities. SEG supported WPI staff through response rate challenges, revising data collection strategies to include shortened text message and phone surveys. SEG also examined enrollment data, log data entered by the Recruiter/Digital Marketing/Outreach Coordinator on key project activity, and data collected through student evaluation forms.

2.B.3. Summarize your firm's experience forming and sustaining cross-institutional or international partnerships.

SEG has extensive experience supporting cross-institutional partnerships that bring together universities, community organizations, school systems, and national nonprofit organizations to pursue large research and program implementation grants. In many cases, we serve as a coordinating partner during the proposal development phase, helping project leads translate diverse partner priorities into a coherent project design, clearly defined roles, and a shared theory of action. Our work frequently involves multi-institutional teams with faculty investigators, community partners, and practitioner organizations collaborating around common research or program goals. Below are selected examples from the past ten years:

2.B.3. (continued)

Table 1. Selected SEG Experience with Cross-Institutional or International Partnerships

Primary Organization / Project	Participating Partners
Aleut Community of St. Paul Island / multiple projects	Aleut Community of St. Paul Island
	Iñisaġvik College
	Pribilof School District
Beaufort County School District / Department of Defense Education Activity (DoDEA) Military-Connected Academic and Support Program (MCASP) Grant	Beaufort County School District (SC)
	Southern Regional Education Board (SREB)
Boston College / Coding as Another Language (ED Grant)	Boston College
	Boston Public Schools
	Rhode Island Department of Education
	Tufts University
Florida International University / Commons for Justice (Andrew W. Mellon Foundation Grant)	Ah-Tah-Thi-Ki Museum
	The Allapattah Collaborative CDC
	Catalyst Miami
	Community Justice Project
	Florida International University
	Grove Rights and Community Equity, Inc. (GRACE)
	Haitian Cultural Arts Alliance (HCAA)
	Miami Workers Center (MWC)
	Virginia Key Beach Park Trust
Meridian / Study of the US Institutes (SUSI) Program for Global Student Leaders (US Department of State Program)	WeCount!
	Bard College
	Meridian
	Temple University
	University of Massachusetts Amherst
	University of Nevada
Stanford University / Build and Broaden (ED Grant)	University of Washington
	Stanford University
University of Alaska Anchorage / CIVIC (NSF Grant)	University of Maryland
	Aleut Community of St. Paul Island
	University of Alaska Anchorage
	University of Alaska Fairbanks
University of Alaska Fairbanks / Drumbeats (USDA Grant)	University of Calgary
	Bristol Bay Campus
	Chukchi Campus
	College of Indigenous Studies
	Kuskokwim Campus
	Northwest Campus
University of Alaska Fairbanks Northwest Campus / Indigenous Pedagogies (ED Grant)	Troth Yeddha' Campus
	Bristol Bay Campus
	Chukchi Campus
	Kuskokwim Campus
	Northwest Campus

2.B.3. (continued)

Primary Organization / Project (continued)	Participating Partners (continued)
University of California, Irvine / Smart Playground (NSF Grant)	Boston College
	External Advisory Board Members
	Santa Ana Unified School District (CA)
	Tufts University
	University of California Irvine
Valencia College / Louis Stokes Alliances for Minority Participation (NSF Grant)	College of Central Florida
	Evaluation Workgroup Members
	Pasco-Hernando State College
	Polk State College
	Valencia College
Valencia College / The Art of Tomorrow Scholars Program	Orange County Public Schools
	Universal Orlando Foundation
	Valencia College
The College of William and Mary School University Research Network	Commonwealth of Virginia school divisions in Accomack County, Charles City County, Colonial Beach, Cumberland County, Dinwiddie County, Essex County, Falls Church City, Franklin City, Frederick County, Gloucester County, Greenville County, Hampton City, Hopewell City, Isle of Wight County, King & Queen County, King William County, Lancaster County, Manassas City, Mathews County, Middlesex County, New Kent County, Newport News City, Norfolk City, Northampton County, Northumberland County, Page County, Poquoson City, Portsmouth City, Prince George County, Richmond County, Rockingham County, Southampton County, Spotsylvania County, Suffolk City, Surry County, Sussex County, Town of West Point, Westmoreland County, Williamsburg/James City County, and York County

During proposal development, we help establish the structures needed to sustain effective collaboration across partners. This includes facilitating early concept discussions, clarifying partner roles and contributions, supporting the development of memoranda of understanding, and ensuring that project activities and evaluation plans reflect the capacities and priorities of participating institutions. Our approach emphasizes transparent communication, clear governance structures, and alignment between research design, implementation activities, and evaluation strategies.

SEG has supported partnerships that span multiple higher education institutions as well as collaborations between universities and community-based organizations, tribal organizations, school districts, and workforce development partners. These partnerships often require careful coordination of data collection, program implementation, and research activities across multiple sites. We assist project teams in designing implementation and evaluation plans that are feasible across varied institutional contexts while maintaining methodological rigor.

2.B.3. (continued)

Our work also includes supporting projects with international or cross-regional partners where research, professional learning, or capacity-building activities occur across geographic boundaries. In these cases, we help project teams design coordination structures, communication routines, and shared evaluation frameworks that allow partners to contribute meaningfully while maintaining overall project coherence.

Across these efforts, SEG's role is often to provide the connective structure that helps partnerships function effectively—from early proposal design through project implementation and evaluation. By helping partners clarify expectations, coordinate activities, and generate shared evidence of impact, we support the development of collaborations that remain productive throughout the life of a grant and beyond.

2.B.4. Demonstrate your ability to provide a senior researcher based or regularly available in the Harrisonburg, VA area to support on-site data collection.

Effective on-site data collection requires experienced, senior-level leadership that is accessible and responsive to evolving project needs. As a small and agile research team, we assign the senior researcher who is best suited to the specific project's scope, methodology, and timeline, rather than relying on a single standing resource.

For this engagement, we will designate a senior researcher who can be regularly available in the Harrisonburg, VA area during key phases of the work, including project planning, launch, active data collection periods, and quality assurance. This approach allows us to match the project with a researcher who brings the most relevant expertise in project-related content, field-based data collection, higher education research environments, and human subjects protocols.

The assigned senior researcher will oversee data collection procedures, ensure adherence to IRB and sponsor requirements, monitor data quality, and provide rapid-response guidance if field conditions require adjustments. They will also participate in project planning, contribute to instrument development, and maintain regular communication with university leadership and project staff.

This model ensures senior-level oversight on-site while maintaining the flexibility and responsiveness that characterize our team's approach.

2.B.5. Explain your approach to opportunity scanning, fit assessment, timeline back-planning, and integration with JMU CARE/COE priorities.

SEG uses a structured approach to grant opportunity development that begins with systematic opportunity scanning and progresses through fit assessment, proposal planning, and alignment with institutional priorities. The goal is to ensure that proposal efforts focus on opportunities where the institution's expertise, partnerships, and strategic priorities align strongly with funder interests.

Our opportunity scanning process combines proactive monitoring of federal agencies, foundations, and collaborative funding initiatives with targeted searches aligned to the client's research strengths and program priorities. We conduct weekly reviews of funding announcements from federal agencies such as the U.S. Department of Education, National Science Foundation, and major foundations such as the

2.B.5. (continued)

Wallace Foundation, while also tracking emerging initiatives, policy priorities, and new funding streams. Opportunities are screened for relevance to the institution's research capacity, faculty expertise, and strategic goals before being advanced for further consideration.

Once potential opportunities are identified, we conduct a structured fit assessment. This process examines several factors, including alignment with the institution's strategic and research priorities, the competitiveness of the proposed concept, the feasibility of the project design within the available timeline, and the availability of strong partners or collaborators. We also assess whether the funding opportunity is likely to produce meaningful research or programmatic outcomes that align with the institution's long-term goals. Opportunities that demonstrate strong alignment are recommended to clients to move forward to concept development and proposal planning.

For selected opportunities, SEG develops a proposal timeline through backward planning from the submission deadline. This includes identifying key milestones such as concept development, partner engagement, drafting and review periods, budget development, and internal approvals. Structured timelines help ensure that proposal teams have adequate time for collaboration, review, and refinement while maintaining momentum toward the submission deadline. For complex proposals involving multiple investigators or partner institutions, we coordinate communication and writing responsibilities across contributors to maintain a clear and organized development process.

Throughout this process, we work closely with institutional leaders and project teams to ensure alignment with JMU CARE and College of Education priorities. Early discussions focus on how proposed projects support the Center's research mission, faculty strengths, and partnership goals. We help shape project concepts so that they both address funder priorities and contribute to the Center's broader research agenda, including opportunities to build sustained research partnerships, generate longitudinal data, and expand the Center's national visibility.

This approach allows proposal development to function not only as a response to individual funding opportunities, but also as a strategic tool for advancing the long-term research and partnership priorities of JMU CARE and the College of Education.

2.B.6. Describe your processes for narrative drafting, budget creation, compliance crosswalks, and submission support.

SEG uses a structured proposal development process that integrates narrative development, budget planning, compliance review, and final submission coordination. Our goal is to ensure that proposals are clearly written in plain language, fully compliant with sponsor requirements, and submitted with sufficient time for institutional review.

Narrative development typically begins with a project design session with the lead investigators and key partners. During this phase, we facilitate the collaborative definition of the project's problem statement, goals, theory of action, and major activities. Based on these discussions, SEG develops a detailed proposal outline that aligns the required narrative sections with the project design and funder requirements. Our team then prepares draft narrative sections, incorporating relevant literature, evidence-

2.B.6. (continued)

based practices, and clear descriptions of implementation and evaluation plans. Drafts are shared with investigators and partners for review and refinement through a structured revision process.

Budget development occurs in parallel with narrative drafting to ensure consistency between project activities and financial resources. SEG works with project leads and institutional grants staff to develop realistic budgets that reflect personnel time, project activities, partner roles, and evaluation requirements. We assist in preparing detailed budget justifications that clearly connect proposed expenditures to project objectives and implementation needs. In preparing budget justifications, our approach emphasizes transparency and alignment so that reviewers can easily see how the budget supports the proposed work.

To ensure compliance with sponsor requirements, SEG develops a compliance crosswalk early in the proposal process. This crosswalk maps each required section of the funding announcement to specific narrative components, page limits, formatting rules, and required attachments. The crosswalk is used as a project management tool throughout the proposal process to confirm that all required elements have been addressed and that the proposal remains consistent with the funder's review criteria.

As proposals near completion, SEG provides submission support by coordinating final reviews by the client, confirming that all required documents and forms are complete, and preparing the narrative and supplementary materials for upload to the sponsor's submission system. We work closely with institutional sponsored programs offices to ensure that all administrative requirements are met and that proposals are submitted in advance of the deadline whenever possible. This coordinated process helps reduce last-minute issues and ensures that the final submission reflects both strong project design and full compliance with sponsor guidelines.

2.B.7. Detail facilitation techniques for strategy sprints, decision framing, and issue analysis; how will your firm balance constructive critique with capacity building?

SEG frequently facilitates structured planning and design sessions that help institutional teams move from broad ideas to well-defined project strategies. Our facilitation approach emphasizes clarity, participation, and practical decision-making. Strategy sprints are typically organized as focused working sessions in which project leaders, faculty collaborators, and partner organizations work through key elements of a project design in a defined time period. During these sessions, we use structured agendas and visual planning tools to guide participants through problem definition, identification of desired outcomes, selection of major project strategies, and alignment of activities with measurable outcomes. The goal is to help teams quickly develop a shared understanding of the project's purpose and design while maintaining momentum toward proposal development.

Decision framing is used when project teams are evaluating alternative approaches or refining a project concept. In these cases, SEG helps clarify the key decision points, identify relevant evidence or constraints, and present options in a structured format that allows participants to compare tradeoffs. This process often includes short briefing materials, facilitated discussion, and summary documentation that captures agreed-upon decisions and next steps. By structuring complex decisions in this way, teams can move forward efficiently while ensuring that the project design reflects the collective expertise of participating investigators and partners.

2.B.7. (continued)

Issue analysis is used when projects encounter design challenges, implementation barriers, or competing priorities during proposal development or project planning. SEG facilitates discussions that identify the underlying causes of the issue, examine available data or stakeholder perspectives, and identify potential solutions. We document these discussions and translate them into concrete adjustments to project design, timelines, or evaluation strategies.

Across these activities, SEG balances constructive critique with capacity building by approaching facilitation as a collaborative learning process. Our role is to ask clarifying questions, identify potential risks or gaps, and offer evidence-based suggestions while respecting the expertise of faculty and institutional partners. Rather than simply revising project concepts ourselves, we guide teams through the reasoning behind strong proposal design and evaluation practices. This approach helps strengthen the immediate proposal while also building the institution's internal capacity to develop competitive projects and sustain collaborative research initiatives over time.

2.B.8. Outline your approach to strengthening research methods, project management, and knowledge systems. Provide sample curricula and materials.

SEG supports institutional capacity building by strengthening three interrelated areas that are essential to successful research and grant-funded projects: research methods, project management practices, and knowledge systems that support learning and dissemination. Our approach combines targeted training, applied technical assistance, and the development of practical tools that research teams can use throughout the life of a project. Sample materials for institutional capacity building can be found in Appendix C.

To strengthen research methods, SEG provides workshops and working sessions that focus on applied research design for funded projects. These sessions address topics such as developing clear theories of action, selecting appropriate research and evaluation designs, defining measurable outcomes, and designing data collection strategies that are feasible within project timelines. We also support teams in aligning research methods with federal evidence standards and funder expectations. Typical materials include research design templates, outcome and indicator development guides, evaluation matrix examples, and logic model frameworks that investigators can adapt for future proposals and projects.

Our project management capacity-building work focuses on helping research teams translate strong project ideas into manageable implementation plans. Our goal is to provide structured support to bridge the space between vision and delivery. We work closely with principal investigators, research development staff, and administrative leaders to develop a phased, resource-aligned workplan to support post-award execution. Trainings emphasize practical tools for coordinating multi-partner projects, managing timelines, tracking deliverables, and documenting implementation progress using the team's existing resources such as project management applications or standard software (e.g., Microsoft Excel, Google Sheets). These sessions often include the use of project planning templates, Gantt chart frameworks, communication protocols for distributed teams, and guidance on aligning project activities with reporting and evaluation requirements. The goal is to help project teams establish management systems with accountability structures that allow complex research initiatives to proceed smoothly across institutions and partners.

2.B.8. (continued)

SEG also supports the development of knowledge systems that allow research teams to capture, interpret, and share what they learn from projects. This work includes training on data documentation practices, strategies for integrating qualitative and quantitative findings, and approaches to communicating results to different audiences. We help teams develop reporting formats such as concise learning briefs, data dashboards, and visual summaries that translate research findings into forms that are accessible to practitioners, policymakers, and community partners.

Our capacity-building activities are typically delivered through a combination of workshops, facilitated working sessions, and customized guidance tailored to the needs of the participating research teams. Sample curriculum topics include: applied research design for grant-funded projects; developing measurable outcomes and indicators; mixed-methods data collection strategies; managing multi-institutional research projects; and translating research findings for policy and practice audiences. Participants receive practical tools and templates that can be incorporated directly into their ongoing work, ensuring that training activities lead to sustained improvements in research design, project management, and knowledge use.

2.B.9. Describe your methods for research design, logic models, instrument development, sampling, IRB readiness, data collection & analysis, and utilization-focused reporting.

SEG applies a rigorous mixed-methods approach to research and evaluation that integrates strong research design, clear program logic, systematic data collection, and utilization-focused reporting. Our methods are grounded in established educational research practices and are designed to produce credible evidence while ensuring that findings are useful to investigators, institutional leaders, and external stakeholders.

Our research design work typically begins with theory development. SEG collaborates with investigators and partners to define the project's problem statement, goals, theory of action, and expected outcomes. We translate these elements into a structured logic model and research/evaluation framework that connects project activities with measurable outputs and outcomes. These frameworks guide instrument development, sampling strategies, and analysis plans, ensuring that data collection is aligned with project objectives and funder expectations.

SEG designs and administers both qualitative and quantitative data collection methods, including surveys, interviews, and focus groups delivered in person or online. Our team has designed hundreds of data collection instruments across our firm's history and has extensive experience adapting instruments for different stakeholder groups such as students, faculty, administrators, and community partners. When possible, we use validated survey scales and established assessment frameworks; when appropriate instruments do not exist, we develop customized tools in collaboration with project partners. Draft instruments undergo internal review, stakeholder review, and cognitive testing with small pilot groups to assess clarity, readability, and completion time before full deployment.

Qualitative data collection typically includes semi-structured interviews and focus groups guided by structured protocols developed in collaboration with project teams. With participant consent, discussions are recorded and transcribed for analysis. SEG analysts use qualitative analysis software such as Dedoose and apply grounded theory and content analysis approaches to identify themes. Coding procedures incorporate both deductive and inductive methods, with detailed codebooks, peer review, and inter-coder reliability checks used to ensure analytical rigor. When projects involve curricular or

2.B.9. (continued)

instructional components, SEG may incorporate structured review protocols such as Quality Matters to assess curriculum quality and triangulate qualitative findings.

Quantitative data collection most often involves survey administration using platforms such as Qualtrics. SEG manages survey programming, distribution, and response monitoring using multiple outreach methods, including email invitations, reminders, and in-person distribution when appropriate. Project managers monitor response rates and coordinate follow-up efforts to improve participation. Quantitative analyses include descriptive statistics as well as more advanced methods—such as chi-square analysis, analysis of variance, regression modeling, and multilevel analysis—depending on the research questions and data structure. All analyses are reviewed by a second SEG analyst to confirm statistical accuracy.

SEG implements structured procedures for sampling, data management, and data quality assurance. Sampling strategies are developed in consultation with project leaders to ensure that data collection reflects the relevant participant populations and research questions. During data processing, our team conducts systematic data cleaning and validation checks using tools such as Excel, R, and OpenRefine. Steps include identifying missing or duplicate records, checking for outliers, validating variable structures, and documenting all cleaning procedures to ensure transparency and reproducibility. Data security practices follow FERPA and other applicable federal and state standards to protect personally identifiable information.

For projects involving human subjects research, SEG supports investigators in preparing documentation needed for institutional review board (IRB) review. This includes drafting descriptions of research procedures, data protection measures, informed consent processes, and data management plans. Our team is familiar with IRB requirements for both exempt and full review protocols and works with institutional partners to ensure that research activities are compliant before data collection begins.

SEG places strong emphasis on utilization-focused reporting so that research findings inform decision-making and project improvement. We routinely present preliminary findings to project teams through facilitated “sense-making” sessions that allow stakeholders to review results, interpret patterns, and consider implications for practice. Final reporting typically includes analytic reports, visual presentations, and concise briefs that translate research findings into actionable insights for investigators, institutional leaders, and community partners. Through this approach, research and evaluation findings not only document outcomes but also support continuous learning and improvement across projects and institutions.

2.B.10. Explain how your firm ensures accessibility and inclusive design across reports, tools, trainings, and web-based materials integral to project deliverables.

SEG integrates accessibility and inclusive design practices into all project deliverables, including reports, tools, training materials, and web-based resources. Our goal is to ensure that research findings, technical guidance, and project outputs are accessible to diverse audiences and compliant with federal accessibility standards commonly required for federally funded projects.

Our team designs written reports and visual materials using plain language principles, clear structure, and accessible formatting so that documents can be easily navigated by a wide range of users. Reports are developed with consistent heading structures, descriptive titles, readable fonts, and high-contrast color palettes. Tables, charts, and visualizations are designed to ensure clarity for readers with visual impairments, including the use of clear labeling and descriptive captions. When appropriate, we provide alternative text descriptions for images and figures so that screen readers can interpret visual content.

2.B.10. (continued)

SEG applies federal accessibility standards to its research reports, digital publications, and online resources, including requirements associated with Section 508 of the Rehabilitation Act and Web Content Accessibility Guidelines (WCAG). Our team prepares deliverables in formats that support screen-reader compatibility, accessible PDF and Word document structures, and properly tagged visual elements. When deliverables are intended for web publication, we coordinate with client teams to ensure that documents and visual materials are compatible with institutional web accessibility standards.

Accessibility is also integrated into the design of training and technical assistance materials. Workshop slides, handouts, and instructional resources are prepared using accessible templates with clear structure and limited visual complexity. During training sessions, facilitators provide verbal descriptions of visual materials and ensure that materials can be accessed in advance when appropriate. These practices support participation by individuals with varying accessibility needs.

In addition to technical accessibility standards, SEG emphasizes inclusive design in the presentation of research findings and project tools. This includes ensuring that materials are understandable to both technical and non-technical audiences, using culturally responsive language when appropriate, and presenting findings in multiple formats such as narrative summaries, visual briefs, and presentations. By combining accessibility compliance with inclusive communication practices, SEG ensures that project deliverables are usable by the full range of stakeholders engaged in education research and program improvement initiatives.

2.B.11. Describe how your firm estimates hours for discrete tasks and multi-stream projects, the inputs required from JMU, and your assumptions.

Our firm uses a structured, evidence-based approach to estimate hours for both discrete tasks and complex, multi-stream projects. We rely on historical data drawn from comparable engagements, including employee time records, work breakdown structures, and post-project analyses. For discrete tasks (e.g., proposal narrative development, data analysis, facilitation sessions), we reference actual hours logged on similar efforts and adjust for scope, complexity, stakeholder volume, and the number of anticipated revision cycles. For multi-stream initiatives, we develop a task-level work breakdown structure that identifies parallel workstreams, interdependencies, review cycles, and governance touchpoints. We then model estimated effort by role (e.g., principal, consultant, project manager, research associate) based on historical performance benchmarks and known coordination demands.

Accurate estimation depends on several key inputs from JMU. We request clarity on the anticipated scope of work, expected deliverables, number and type of stakeholders involved, decision-making structure, and review and approval processes. We also seek confirmation of target timelines, critical milestones such as sponsor deadlines, and any fixed external constraints. Understanding JMU's desired pace of execution is essential, as compressed timelines typically increase coordination intensity and senior-level oversight hours. Additionally, we will confirm whether on-site facilitation or an extended campus presence is required, as these factors influence time, scheduling buffers, and total level of effort.

Our estimates are built on project-specific assumptions, which are documented and shared for transparency. These typically include assumptions about timely client feedback, availability of key stakeholders, completeness of background materials, and defined scope boundaries and deliverables. For

2.B.11. (continued)

multi-stream projects, we assume an agreed-upon governance structure and one designated client point of contact to streamline coordination. If project conditions change—such as expanded scope, accelerated deadlines, or additional on-site requirements—we will revisit and adjust estimates collaboratively to maintain alignment. This approach ensures that our projections are data-informed, transparent, and adaptable while minimizing risk of under- or over-estimation.

2.B.12. Provide your approach to schedule development, milestone tracking, and risk management.

Our approach to schedule development, milestone tracking, and risk management is structured, transparent, and grounded in active project oversight.

We begin by translating the agreed scope of work into a detailed plan that identifies tasks, deliverables, dependencies, and decision points. We align this plan with client-imposed deadlines and any external milestones (e.g., sponsor submission dates or reporting requirements). Tasks are assigned to a specific staff member with a deadline and completion criteria. We build task templates and schedules within Teamwork.com, our project management and employee time tracking system, which allows us to sequence tasks, visualize dependencies, allocate resources by role, and model workload across concurrent workstreams. This ensures the timeline is both realistic and resource-aligned.

Milestone tracking is conducted through real-time monitoring within Teamwork.com. Key milestones—such as draft completion, stakeholder review cycles, submission dates, or activity phases—are clearly tagged and monitored. Team members log time directly to assigned tasks, allowing us to compare planned versus actual effort and identify early signals of schedule compression or scope creep. We hold twice-weekly internal coordination meetings to review high-level project status, confirm upcoming deadlines, and assess milestone health. These meetings serve as structured checkpoints to validate progress, adjust priorities or sequencing if necessary, and ensure that parallel workstreams remain synchronized.

Risk management is proactive and continuous. During project initiation, we identify potential schedule, resource, stakeholder, compliance, and dependency risks and document mitigation strategies. Risks are monitored through our internal coordination meetings and escalated as needed based on severity and potential impact. For low- to moderate-level risks, we address them through task reallocation, timeline adjustments, or targeted stakeholder outreach. For higher-severity risks—such as delays in critical inputs, compressed external deadlines, or unanticipated scope expansion—we initiate ad hoc coordination sessions to assess impact, determine corrective actions, and communicate recommended adjustments promptly to the client. This tiered response model allows us to respond proportionately while protecting critical milestones.

By integrating structured schedule development, real-time milestone tracking through Teamwork.com, disciplined internal oversight, and scalable risk response protocols, we ensure that projects remain on track, transparent, and adaptable in dynamic environments.

2.B.13. Detail the cadence and format of status meetings, progress summaries, and documentation; your collaboration tools and responsiveness standards.

Our approach to communication, reporting, and documentation is structured yet adaptable to the phase, complexity, and urgency of the project.

Cadence of Status Meetings. Meeting frequency is calibrated to project phase and external deadlines. During initiation and planning phases, meetings are typically held more frequently to confirm scope, roles, and early milestones. As projects move into active drafting, implementation, or high-deadline periods (e.g., sponsor submissions or intensive data collection windows), meeting frequency may increase or include short, targeted working sessions. In steadier execution phases, meetings may transition to monthly, quarterly, or milestone-based check-ins. Regardless of frequency, all meetings are supported by a written agenda distributed in advance to clarify objectives, decision points, and preparation expectations.

Format and Documentation. Each meeting is structured to review progress against milestones, address risks or blockers, confirm upcoming deliverables, and identify decisions required. Following every meeting, we distribute concise meeting notes that summarize key discussions, document decisions made, and clearly list action items. Each action item is assigned to a specific individual or entity and includes an expected completion date. This documentation creates accountability, reduces ambiguity, and ensures continuity between meetings. For larger initiatives, we may also provide quarterly or bi-annual progress summaries that highlight accomplishments to date, upcoming milestones, emerging risks, and any required client inputs.

Collaboration Tools. We use Microsoft Teams for video conferencing and virtual working sessions, enabling screen sharing, document collaboration, and recording when appropriate. For secure file sharing and version control, we utilize Dropbox.com or the client's preferred secure platform to ensure compliance with institutional policies. Day-to-day coordination is supported through email and phone communication, depending on urgency and preference. We are fully prepared to integrate into existing university systems and collaboration environments to minimize friction and duplication.

Responsiveness Standards. We prioritize timely communication and maintain a responsiveness standard of replying within the same business day whenever possible, particularly for urgent or time-sensitive matters. When a same-day response is not feasible, we aim to respond no later than the following business day. For critical issues affecting deadlines, compliance, or key milestones, we make ourselves available for expedited coordination to ensure prompt resolution.

This combination of structured meeting practices, clear documentation, flexible cadence, secure collaboration tools, and defined responsiveness standards ensures transparency, accountability, and steady progress across all phases of engagement.

2.B.14. Identify key personnel (e.g., Principal/Lead Strategist, Senior Researcher—Harrisonburg/on-site, Grants Specialist, Methodologist, Project Manager, Data Analyst, Communications Lead). Provide resumes and percent allocation.

Our firm operates with a small, highly experienced team and a flexible staffing model that allows us to match project needs with the specific expertise of our staff. Rather than assigning fixed roles regardless of project scope, we allocate team members based on the methodological, subject-matter, and implementation needs of each engagement. Staff contribute at defined levels of effort, expressed as a percentage of their professional time, with senior researchers providing strategic leadership and technical oversight while other team members contribute specialized expertise in areas such as grant proposal development, interdisciplinary research support, technical assistance, and utilization-focused evaluation. This approach ensures that each phase of the project is supported by the most appropriate expertise while maintaining efficiency, responsiveness, and consistent senior-level engagement throughout the project lifecycle. The range of percentage allocations typically utilized is provided in the table below.

Table 2. Sample SEG Staff Percentage Allocations

Team Member	Role	Level of Effort Range
Principal/Lead Strategist	Project oversight, stakeholder engagement, grant proposal development, funding strategy, and research design and methodology	15–30%
Senior Researcher/Consultant	Grant proposal development, funding strategy, research design and methodology	20–40%
Project Manager	Grant proposal development and funding strategy support, research design and methodology, instrument development, data collection, analysis, reporting, and quality assurance	25–40%
Research Associate	Instrument development, data collection, analysis, reporting, and quality assurance	35–45%
Director of Operations & Client Relations	Contract initiation, account management, and internal resource management and scheduling	5–10%

SEG Principal and CEO Dr. Patricia Moore Shaffer will serve as the Principal/Lead Strategist, with support provided by Dr. Jill Gaitens, Dr. Danielle Hollar, Dr. Stacy Ashworth, Audra Nikolajski, and Amy Hughes. Doctors Shaffer, Gaitens, Hollar, and/or Ashworth may be assigned to onsite work in Harrisonburg depending on project needs. Resumes are provided in Appendix A.

Principal/Lead Strategist: Patricia Moore Shaffer (Ph.D., Educational Policy, Planning and Leadership, The College of William & Mary). Dr. Shaffer is the principal and founder of SEG. In her past roles as a federal civil servant and contractor, she has led planning activities and evaluations of educational programs for three federal agencies [Library of Congress, NASA, and the National Endowment for the Arts (NEA)]. Among her achievements, she has coordinated agency- and office-level strategic planning for the NEA three times, conducted regional career and technical education studies, and conducted over 75 program evaluations of federally funded educational programs in colleges, universities, and school

2.B.14. (continued)

districts. Dr. Shaffer is the former Policy/Grant Writer at Hampton City Schools (Virginia), Vice President of the Educational Policy Institute, Evaluation Manager of NASA's Education Office, and founding Program Evaluator and Supervisory Program Analyst for the National Endowment for the Arts.

As an independent consultant, Dr. Shaffer has worked with institutions of higher education, school districts, government agencies, and nonprofit organizations across the US on a wide range of initiatives. She has lectured nationally on the topic of stakeholder engagement in evaluation, logic modeling, and evaluation methods. She is a qualitative methodologist skilled at facilitating focus groups and interviews, advanced qualitative data collection methods such as ripple effect mapping, and analytical approaches such as grounded theory, content analysis, and ethnography and participant observation. Dr. Shaffer's expertise in research and evaluation methodology includes collaborative development of theories of change and logic models, quantitative evaluation design, quantitative and qualitative data collection and analyses, and strategic plan development and performance measurement. She also brings experience working with organizations to identify and implement learning agendas.

Senior Researcher/Consultant: Jill Gaitens (Ph.D., Educational Policy, Planning and Leadership, The College of William & Mary). A senior consultant to SEG, Dr. Gaitens is a grant strategy and program implementation professional with more than 18 years of experience supporting organizations across federal government, nonprofit, and K–12 education systems in the design, development, and execution of grant-funded initiatives. She provides end-to-end support across the grant lifecycle, including opportunity identification, grant proposal development, interdisciplinary research coordination, technical assistance, and utilization-focused evaluation. As an Education Program Specialist with the U.S. Department of Education, Dr. Gaitens advises grantees nationwide on program design, federal compliance under 2 CFR 200, performance monitoring, and grant closeout, while managing competitive grant processes and peer review panels for multi-year national funding programs. This work includes providing strategic thought partnership to project leaders to strengthen project design, implementation plans, and evaluation approaches aligned with federal priorities and evidence standards.

Across prior her leadership roles in school systems and nonprofit organizations, Dr. Gaitens has helped organizations build internal capacity to pursue and implement complex grant-funded initiatives by providing training, policy guidance, compliance oversight, and data-informed program improvement. Her experience includes developing successful federal, state, foundation, and corporate proposals; coordinating multi-stakeholder initiatives; supporting interdisciplinary research and program design; and implementing projects that include community engagement, performance monitoring, and evaluation. Dr. Gaitens is known for translating policy and funding requirements into actionable project strategies and supporting teams from proposal development through implementation, evaluation, and sustainable program impact.

Senior Researcher/Consultant: Danielle Hollar (Ph.D., Public Administration and Policy, Virginia Polytechnic Institute and State University). A senior consultant to SEG, Dr. Hollar brings extensive expertise in grant writing, program evaluation, theory of change development, and qualitative and quantitative research methods. She has led health and social policy initiatives, including in nutrition, wellness, and sport, across the U.S. and internationally, collaborating with various organizations to enhance community well-being. Her work has been funded by the United States Department of Agriculture, State Departments of Education and/or Agriculture, the U.S. Soccer Foundation, the W.K.

2.B.14. (continued)

Kellogg Foundation, various Blue Cross & Blue Shield Foundations, and The World Bank. Additionally, she led projects funded by the Center for Disease Control and Prevention (CDC), the CDC Foundation, the United States Department of Agriculture (USDA) Team Nutrition program, the USDA National Institute of Food and Agriculture (NIFA), the USDA Supplemental Nutrition Assistance Program-Education (SNAP-Ed), and the USDA Special Supplemental Nutrition Program for Women, Infants, and Children (WIC). Previously, she directed a \$30 million NIH cardiovascular clinical trial and was a Faculty Research Associate at Harvard University Graduate School of Education, leading evaluation work for a W.K. Kellogg Foundation-funded Devolution Initiative.

Project Manager: Stacy Ashworth (Ph.D., Educational Psychology: Giftedness, Creativity, and Talent Development, University of Connecticut). Dr. Ashworth, a former talented and gifted teacher for elementary school children, joined SEG in 2021. She leads projects within the education evaluation portfolio, with extensive experience across higher education institutions, community colleges, and university-based teacher preparation programs. Her work includes partnering with universities on federally funded teacher training grants, supporting initiatives designed to strengthen educator preparation, enhance instructional practice, and improve student academic outcomes. She has also led evaluation and implementation efforts focused on student success, retention, and academic achievement at both four-year institutions and community colleges. In addition, she has collaborated with Tribal governments and K12 education partners to evaluate educational initiatives that preserve and integrate Native culture and language, expand innovative strategies in STEM and language acquisition, strengthen career and technical education and workforce development pathways, and advance equitable student success outcomes.

Dr. Ashworth is a qualitative methodologist and highly skilled at facilitating focus group discussions and analysis of qualitative data. She holds a certificate in Program Evaluation from the University of Connecticut and a certificate in Gifted Education from the College of William and Mary. Dr. Ashworth also holds a certificate from the Quality Matters Instructional Designers Association (QM IDA) in applying the Quality Matters Higher Education Rubric to evaluate online and hybrid courses to ensure alignment to best practices in course design.

Research Associate: Audra Nikolajski (MPP candidate, Education Policy, The College of William & Mary). Ms. Nikolajski will hold responsibility for study coordination, instrument development, data collection, analysis, and reporting. She frequently uses mixed methods in her SEG projects and is experienced with data analysis software such as DeDoose, Excel, and Stata, and data visualization tools such as Adobe Suite, Canva, and InDesign. During her time as a public policy student at William & Mary, Ms. Nikolajski worked extensively on consulting projects to expand higher education access to justice-impacted individuals, evaluate county-level social services program effectiveness across recipients, and develop content and instruction modules to encourage citizen engagement in grassroots advocacy, coalition building, and community organizing. She is also an experienced K12 substitute teacher and tutor.

Director of Operations & Client Relations: Amy Hughes (M.Ed., Educational Leadership, The College of William & Mary). Ms. Hughes is an experienced project and client relationship manager, having led large-scale data collection projects focusing on youth health in post-secondary and K-12 schools on behalf of federal, state, and local government agencies. She also brings over a decade of experience as a university admissions officer. Ms. Hughes will serve as the initial point-of-contact to facilitate contract

2.B.14. (continued)

formation, and lead project initiation and closure activities, serving in an Account Management role for the duration of the relationship.

In addition to managing project timelines, budgets, and deliverables, she is skilled in all aspects of survey administration, including work plan development, participant recruitment strategy refinement, field staff training and supervision, and the creation of IRB packages, methodological reports, and research proposals. Immediately prior to joining SEG, Ms. Hughes managed privacy-preserving data analytics projects in a social enterprise technology firm, generating actionable insights that empowered education, health care, nonprofit, philanthropic, and social services organizations to strategically allocate financial and human resources for maximum community impact.

2.B.15. Explain your contingency coverage model for key personnel absences to maintain continuity of deliverables and on-site data collection.

Our small, agile firm maintains a structured continuity model designed to protect timelines and deliverables through a deliberately collaborative team structure, shared systems, and cross-trained team members. We proactively plan for redundancy, documentation rigor, and shared visibility across projects to ensure uninterrupted service.

First, each project has a designated lead and a secondary team member who is familiar with the scope, schedule, deliverables, and client stakeholders. The secondary team member participates in key internal planning discussions and has access to all project documentation, enabling rapid transition of responsibilities if the primary lead becomes unavailable. This cross-coverage model ensures that no project knowledge resides with a single individual.

Second, all project materials—including schedules, task assignments, meeting notes, deliverable drafts, and correspondence—are maintained in centralized, shared systems. Our workflows are already structured around digital documentation, clear task ownership, and transparent milestone tracking. This reduces dependency on physical presence and allows another team member to assume responsibility with minimal disruption.

For projects involving on-site data collection or time-sensitive milestones, we implement additional safeguards. These may include advance scheduling buffers around critical deadlines, pre-confirmed availability windows for supporting personnel, and clearly documented field protocols to ensure continuity of data collection processes. If a key individual becomes unavailable during an active collection window, the secondary team member or senior leadership can step in to provide oversight, coordination, or troubleshooting support.

We also manage workload distribution carefully across concurrent projects, monitoring capacity to avoid overextension and to preserve surge capacity when unexpected absences occur. In the event of a prolonged absence, we communicate promptly with the client, outline the transition plan, and confirm any necessary schedule adjustments while maintaining accountability for agreed deliverables.

2.B.16. Describe ongoing training for project staff assigned to JMU.

SEG maintains an ongoing professional development program to ensure that project staff remain current with emerging practices in grant development, research design, evaluation methods, project management, and federal compliance requirements. Staff assigned to projects such as those with JMU CARE participate in continuous learning activities via professional conferences and internal and external training that strengthen both technical skills and project delivery practices.

Training for SEG staff focuses on three primary areas: research and evaluation methods, federal grant and compliance requirements, and project management practices. Staff regularly participate in internal training sessions on topics such as mixed-methods research design, survey and qualitative instrument development, advanced quantitative and qualitative analysis techniques, and utilization-focused evaluation. These sessions are often conducted through structured internal workshops in which team members review methodological approaches, examine case examples from recent projects, and refine analytic techniques.

SEG staff also receive ongoing training related to federal grant requirements and compliance standards that commonly apply to higher education research projects. This includes familiarity with federal research and evaluation expectations, data protection standards, human subjects research requirements, and accessibility requirements for digital and published materials. Staff remain informed about evolving expectations from agencies such as the U.S. Department of Education and National Science Foundation, ensuring that project work aligns with current federal guidance.

Project management training is another important component of staff development. SEG project managers participate in training on project planning, timeline management, coordination of multi-partner collaborations, and documentation practices that support effective grant implementation. These trainings reinforce the structured workflows our firm uses for proposal development, research activities, and reporting.

In addition to formal training, SEG supports staff learning through peer review and collaborative work practices. Project deliverables—including research instruments, analytic plans, and reports—are routinely reviewed by senior staff to ensure methodological rigor and clarity. This collaborative review process allows team members to strengthen their skills while maintaining consistent quality across projects.

Through this combination of structured training, peer learning, and ongoing professional development, SEG ensures that staff assigned to projects such as those with JMU CARE maintain the expertise needed to support high-quality research, grant development, and evaluation work.

2.B.17. Provide examples (or anonymized excerpts) of grant narratives, budgets, strategic plans, research designs, logic models, evaluation plans, data instruments, analyses, and visualizations you have produced.

The following materials can be found in Appendix B:

- Grant narrative example
 - University of Alaska Fairbanks Community and Technical College Title III grant narrative
- Budget example
 - University of Alaska Fairbanks Community and Technical College Title III proposal budget and budget narrative
- Strategic plan examples
 - Caroline County Public Schools
 - Guilford Technical Community College
- Research design example
 - Tufts University
- Logic model example
 - University of Alaska Fairbanks Bristol Bay Campus logic model for Title III grant application
- Evaluation plan example
 - Valencia College Louis Stokes Alliance for Minority Participation Bridges to Baccalaureate: Central Florida STEM Alliance Paths to Engagement
- Data instrument example
 - East Carolina University Student Experience Survey
- Analysis example
 - Boston College final report
 - GrapeSEED brief
 - Harford County Public Schools
- Visualization example
 - University of Alaska College of Indigenous Studies Drumbeats Report

2.B.18. Describe your editorial, technical, accessibility, and methodological QA processes.

SEG maintains a structured quality assurance process that addresses four core areas: editorial quality, technical accuracy, accessibility compliance, and methodological rigor. These processes are integrated throughout the lifecycle of proposal development, research activities, and reporting to ensure that all deliverables meet high professional and compliance standards.

Editorial quality assurance focuses on clarity, consistency, and readability. Draft documents undergo multiple stages of internal review to ensure that language is clear, concise, and aligned with client expectations and sponsor requirements. Editors review narrative flow, terminology, formatting, and consistency across sections, ensuring that proposals and reports present a coherent argument and maintain consistent use of key concepts. We also review documents for plain language and accessibility of communication so that materials can be understood by both technical and non-technical audiences.

Technical quality assurance focuses on the accuracy and completeness of proposal components, research instruments, and analytic outputs. Budgets, tables, figures, and statistical outputs are checked

2.B.18. (continued)

for internal consistency and alignment with narrative descriptions. When quantitative analyses are conducted, statistical procedures and results are reviewed by a second analyst to confirm accuracy. Data management processes include documented data cleaning procedures, validation checks, and verification of calculations to ensure reliability of reported findings.

Accessibility quality assurance ensures that project deliverables meet commonly required accessibility standards for federally funded work. SEG reviews reports, presentations, and web-based materials to ensure compatibility with screen readers, proper use of headings and document structure, appropriate color contrast, and inclusion of alternative text for visual elements. Documents are typically prepared in accessible Word or PDF formats that support Section 508 and Web Content Accessibility Guidelines (WCAG) requirements. Training materials and visual presentations are also reviewed to ensure that accessible templates and formatting practices are used.

Methodological quality assurance is integrated throughout research design, data collection, and analysis. Research instruments are reviewed internally and with project stakeholders to confirm alignment with research questions and/or project goals. Survey instruments and interview protocols are often piloted or cognitively tested before full deployment. During analysis, SEG analysts follow documented procedures for coding qualitative data, conducting statistical analyses, and verifying results. Peer review or inter-coder reliability checks are used to strengthen the reliability of qualitative findings, while quantitative analyses are independently reviewed to confirm statistical validity.

Together, these editorial, technical, accessibility, and methodological review processes ensure that SEG deliverables are accurate, compliant with relevant standards, and clearly communicated to project partners and stakeholders.

2.B.19. Explain how your firm organizes and archives project artifacts to enable sustainability and handoff to JMU teams.

SEG uses structured knowledge management and documentation practices to ensure that project materials are organized, accessible, and easily transferred to client teams at the conclusion of a project. Our goal is to ensure that all project artifacts—such as proposal materials, research instruments, datasets, analytic documentation, and reports—remain usable by institutional partners long after the initial project phase is complete.

At the start of each engagement, SEG establishes a shared project workspace and file structure that organizes materials into clearly defined categories such as project planning documents, proposal drafts, research instruments, data files, analytic outputs, and reporting materials. File naming conventions and version control practices are implemented so that team members and client partners can easily locate current versions of documents and track revisions over time. These shared workspaces are typically maintained in secure cloud-based platforms that allow controlled access for both SEG staff and client collaborators.

Throughout the project lifecycle, SEG documents key processes and decisions so that project teams have a clear record of how materials were developed and used. This includes maintaining documentation for research instruments, data collection procedures, codebooks, analytic methods, and reporting templates.

2.B.19. (continued)

When data analysis is conducted, SEG maintains annotated scripts or documented analytic steps to support transparency and reproducibility. This documentation ensures that institutional partners can understand and replicate analytic procedures if they wish to extend or build upon the work.

As projects near completion, SEG prepares a structured archive of project artifacts for client use. The archive typically includes final versions of research instruments, cleaned datasets and codebooks (when appropriate), analytic summaries, reporting templates, and documentation describing how materials were developed and used during the project. When helpful, we also provide guidance on how project teams can reuse templates, instruments, and analytic frameworks in future initiatives.

SEG often concludes projects with a transition or “handoff” session in which we review the organization of archived materials with the client team and discuss how resources can be maintained and applied moving forward. These sessions help ensure that institutional partners understand how to access and use project artifacts and can continue to apply the tools and knowledge developed during the engagement.

Through these structured documentation, archiving, and handoff practices, SEG helps ensure that project knowledge is preserved, transferable, and usable by institutional partners such as JMU CARE beyond the duration of the original project.

2.B.20. Summarize your firm’s data management plans (security, privacy, retention, access controls), including how FERPA-adjacent education data and research data management is handled.

As part of its normal practice, SEG uses policies and procedures for data handling that are consistent with FERPA and other Federal and State confidentiality and privacy provisions to protect personally identifiable information (PII) from education records from further disclosure (except back to the disclosing entity) and unauthorized use. SEG staff are trained about FERPA and how to protect PII from education records.

Project data are stored and shared with designated team members in Dropbox, a secured, cloud-based file storage system that meets ISO standards for information security management, cloud security, cloud privacy and data protection and HIPAA/HITECH security and privacy rules. Data files are not shared by email or without password protection.

All data are de-identified before processing or storing them for research activities and dissemination. Informed consent for sharing and use plans will be requested from all participants in the project’s research activities. Any quotes or material from interviews or stakeholder surveys will be used in anonymized form, as consented to via the informed consent agreements established via each project’s requirements, including IRB oversight if needed.

De-identified project data are stored in password-protected Excel files in a secured Dropbox folder. Data are deleted from Dropbox 60 days following delivery of a final project report, unless otherwise specified by IRB requirements, the contract, or other relevant institutional or agency policies and guidance.

2.B.21. Describe your firm's familiarity with IRB processes and responsible conduct of research training for staff supporting data collection/evaluation.

SEG is familiar with institutional review board (IRB) requirements and the ethical standards governing research involving human subjects. Our work frequently supports research and evaluation activities conducted within higher education institutions, and we routinely collaborate with university investigators and sponsored programs offices to ensure that research protocols meet institutional and federal expectations. We also have prepared similar research clearance applications for school districts.

Our team assists project leaders in preparing documentation required for IRB submission when projects involve data collection with human participants. This support may include drafting descriptions of research procedures, recruitment strategies, consent processes, data security measures, and plans for protecting participant confidentiality. We are experienced in preparing materials for both exempt and expedited IRB reviews, and we coordinate closely with institutional partners to ensure that protocols reflect the specific requirements of the host institution's IRB office.

SEG staff involved in research and evaluation activities are trained in responsible conduct of research and the protection of human subjects. Team members who support data collection activities have completed training in human subjects protections and ethical research practices through widely recognized programs such as the Collaborative Institutional Training Initiative (CITI) or comparable institutional training programs. These trainings address topics such as informed consent, confidentiality, data security, and ethical considerations in working with vulnerable populations.

During project implementation, SEG follows established procedures to protect participant privacy and ensure responsible data management. Personally identifiable information is collected only when necessary for research purposes, and data are stored and managed using secure systems with restricted access. Staff follow federal and institutional guidelines for safeguarding sensitive data, including requirements associated with FERPA and other applicable privacy protections when working with educational data.

Through this combination of IRB familiarity, responsible conduct of research training, and structured data protection practices, SEG ensures that research and evaluation activities are conducted in a manner that protects participants and meets institutional and federal ethical standards.

2.B.22. If proposing hosted solutions or storage, describe environments, backup/DR, encryption, and admin controls; include optional costs.

No hosted solutions or storage is proposed.

2.B.23. Identify typical risks and your mitigation strategies. Provide a sample risk register.

SEG manages project risk through proactive planning, continuous monitoring, and structured mitigation strategies that are integrated into project design and implementation. Our approach focuses on identifying potential risks early, clarifying responsibilities for mitigation, and maintaining communication with project partners so that issues can be addressed before they affect project timelines, budgets, or outcomes.

2.B.23. (continued)

During project startup, SEG works with researchers and project partners to identify risks that could affect proposal development, research activities, or project implementation. Common risk categories include timeline risks, coordination challenges among multiple partners, data collection limitations, compliance requirements, and changes in external conditions such as funding priorities or institutional capacity. Once potential risks are identified, SEG documents them in a project risk register that includes the likelihood of occurrence, potential impact, and agreed-upon strategies for mitigation.

Timeline risks are common in complex projects, particularly when proposal development or data collection activities involve multiple collaborators. SEG mitigates these risks by developing detailed workplans with milestone tracking, maintaining shared project calendars, and scheduling regular coordination meetings with project teams. When appropriate, we build contingency time into project timelines so that unforeseen delays can be addressed without affecting major deliverables.

Coordination risks can arise when projects involve multiple institutions or partners with different operational practices. SEG addresses these risks by clarifying roles and responsibilities early in the project, establishing communication protocols, and documenting decisions, action items, and next steps in meeting notes circulated to attendees. Clear documentation helps ensure that all partners share a consistent understanding of project expectations.

Data collection risks—such as low survey response rates or limited participation in interviews or focus groups—are addressed through careful sampling design and proactive engagement strategies. SEG works with project teams to identify appropriate participant recruitment methods, uses multiple outreach channels to encourage participation, and monitors response rates throughout the data collection period so that additional outreach can be implemented if needed.

Compliance and ethical review requirements can also create risks if documentation is incomplete or approval timelines are underestimated. SEG mitigates these risks by identifying IRB and compliance requirements early in the project planning process, preparing documentation, and monitoring the status of IRB approval well in advance of anticipated data collection activities.

A simplified example of a project risk register is shown below.

2.B.23. (continued)

Figure 1. Simplified Sample Risk Register

Date Identified	Date Updated	Risk Category	Description of Risk	Likelihood	Impact	Mitigation Strategy	Status/Notes
8/20/25	10/16/25	Timeline coordination	Delays in partner input during proposal or report development	Medium	Medium	Establish milestone calendar, assign clear responsibilities, conduct scheduled progress check-ins	Calendar updated, progress check-ins scheduled through project end
10/6/25	11/21/25	Partner coordination	Misalignment among multiple institutional partners	Low–Medium	Medium	Clarify roles early, document agreements, maintain regular coordination meetings	Agreements documented in project folder
10/6/25	1/14/26	Data collection	Low response rates to surveys or limited participation in interviews	Medium	Medium–High	Use multiple outreach strategies, send reminders, expand recruitment channels if needed	Survey reminders scheduled
9/22/25	11/13/25	Compliance	Delays in IRB approval or documentation	Low–Medium	High	Prepare IRB materials early, coordinate with institutional compliance offices	IRB approval obtained
10/6/25	12/9/25	Data quality	Incomplete or inconsistent data from participating sites	Low–Medium	Medium	Implement data validation procedures, provide clear data submission guidelines	Data validation and submission training completed
10/6/25	2/18/26	Staff capacity	Unexpected staff availability changes during peak project periods	Low	Medium	Maintain cross-trained staff and access to additional consultants if needed	Staff schedules updated

2.B.23. (continued)

SEG reviews and updates the risk register periodically during projects to ensure that emerging issues are addressed promptly. This structured approach allows project teams to anticipate potential challenges, respond effectively when issues arise, and maintain progress toward project goals.

2.B.24. Describe your plan for project start-up and wind-down, including transfer of knowledge, files, and documentation to JMU to support sustainability.

SEG structures project engagements with clear start-up and close-out phases to ensure that work begins efficiently and that knowledge, tools, and documentation remain usable by the client after the engagement concludes. Our approach emphasizes early alignment with project teams, clear documentation practices throughout the project lifecycle, and structured handoff procedures that support long-term sustainability.

Project start-up typically begins with a kickoff meeting involving the project leadership team, key investigators, and administrative partners. During this session, SEG confirms project goals, deliverables, timelines, and communication protocols. We also review institutional expectations related to compliance, accessibility, and reporting. Following the kickoff, SEG establishes the project workspace and shared file structure, including folders for planning materials, proposal or research documentation, instruments, datasets, and reporting products. Workplans and milestone calendars are developed at this stage so that project partners have a shared understanding of responsibilities, decision points, and key deadlines.

During early project phases, SEG works closely with JMU CARE and College of Education staff to establish the operational systems that will support the project. This includes developing research design documentation, evaluation plans, project management tools, and templates for reporting or data collection. These materials are shared in formats that can be reused and adapted by the JMU team for future initiatives. Throughout the project, SEG maintains organized documentation of project activities, decisions, instruments, analytic procedures, and reporting materials to ensure that institutional partners have a clear record of how project work was conducted.

As the project approaches completion, SEG implements a structured wind-down and transition process. This includes assembling a comprehensive archive of project artifacts such as finalized research instruments, codebooks, analytic documentation, datasets (as appropriate), reports, training materials, and project management templates. Materials are organized in a clearly labeled archive so that JMU staff can easily locate and reuse key resources.

SEG also conducts a transition or knowledge-transfer session with the JMU team near the end of the engagement. During this session, we review the organization of project files, discuss how tools and frameworks can be reused, and highlight lessons learned from the project. When relevant, we provide guidance on how research instruments, evaluation frameworks, or reporting formats can be adapted for future grants or research initiatives.

Through these start-up and close-out practices, SEG ensures that project knowledge, documentation, and tools remain accessible to JMU CARE and College of Education staff. This approach supports continuity of work, strengthens institutional capacity, and enables the university to build on project outcomes in future research and grant initiatives.

2.B.25. Describe your approach to identifying, escalating, and resolving issues or defects that arise during the project or within project deliverables

SEG uses a structured issue management process to identify, escalate, and resolve issues that may arise during project implementation or within project deliverables. Our approach emphasizes early identification, clear documentation, and collaborative problem-solving with project partners to ensure that issues are addressed quickly and transparently.

Issue identification occurs through several mechanisms integrated into our project workflows. Regular project check-ins, milestone reviews, and internal quality assurance processes allow SEG staff to detect potential issues related to timelines, deliverable quality, data collection activities, or partner coordination. Team members are encouraged to flag potential concerns as soon as they arise so that they can be addressed before they affect project outcomes.

When an issue is identified, SEG documents the concern and assesses its scope and potential impact. Issues are typically categorized according to their nature—for example, timeline delays, data quality concerns, technical errors in deliverables, or coordination challenges among partners. The project manager reviews the issue and determines whether it can be resolved within the project team or requires escalation to senior leadership.

Escalation procedures are used when an issue could affect major deliverables, project timelines, or compliance requirements. In these cases, the project manager consults with senior SEG leadership to determine an appropriate response strategy. The client team is informed promptly, and a proposed resolution plan is developed collaboratively. This may include revising timelines, adjusting deliverable scopes, correcting technical issues in documents or analyses, or implementing additional review processes.

Resolution of issues typically involves targeted corrective actions combined with additional quality assurance review. For example, if a deliverable contains a technical or methodological concern, the document may undergo an additional round of internal peer review or analytic verification before resubmission. If issues arise in data collection or partner coordination, SEG works with project stakeholders to revise procedures or communication practices to prevent recurrence.

SEG also documents issue resolution processes and lessons learned so that improvements can be incorporated into future project workflows. This continuous improvement approach helps ensure that similar issues are less likely to occur in subsequent phases of the project.

Through this structured process of identification, escalation, and resolution, SEG maintains transparency with project partners and ensures that challenges are addressed promptly while maintaining the quality and integrity of project deliverables.

2.B.26. Provide comprehensive pricing for proposed services in Section X. Pricing Schedule.

Pricing information is provided below in Section 7. Proposed Cost.

3. Expertise and Qualifications

SEG partners with higher education institutions to translate innovative ideas into competitive grant proposals, effective implementation strategies, and meaningful evaluation frameworks. Our work integrates grant development, strategic thought partnership, interdisciplinary research support, and utilization-focused evaluation to help universities design, secure, and implement externally funded initiatives. By aligning proposal design, implementation planning, and evaluation from the outset, we help institutions develop initiatives that are not only intellectually compelling but also operationally feasible, measurable, and sustainable.

We work closely with institutional leaders, principal investigators, and interdisciplinary research teams to refine program concepts, develop clear implementation plans, and design evaluation systems that generate actionable insights. This collaborative approach ensures that proposals clearly articulate project goals, measurable outcomes, implementation milestones, and evaluation strategies that meet sponsor expectations while strengthening institutional capacity.

Qualifications and Experience

SEG brings more than 19 years of experience in grant proposal development, program evaluation, and educational research. We have partnered with more than 60 educational organizations—including universities, community colleges, school systems, and nonprofit organizations—to design, secure, and evaluate federally and foundation-funded initiatives.

Our leadership team has supported projects funded by federal agencies such as the National Endowment for the Arts, NASA, and the Bureau of Indian Education, as well as numerous foundation-supported initiatives. This experience enables us to align proposal narratives, implementation strategies, and evaluation plans with sponsor priorities and compliance requirements while maintaining strong methodological rigor.

SEG adheres to nationally recognized professional evaluation standards, including the Program Evaluation Standards established by the Joint Committee on Standards for Educational Evaluation. Our key personnel are active members of the American Evaluation Association and the American Educational Research Association. Dr. Patricia Moore Shaffer is a long-standing board member of the Eastern Evaluation Research Society and a past board member and 2020 President of Washington Evaluators, the regional affiliate of the American Evaluation Association serving the Washington, DC metropolitan region.

Approach and Methodology

SEG provides integrated support across the lifecycle of grant-funded initiatives—from concept development and proposal preparation to implementation support and evaluation. Our methodology emphasizes early alignment between program design, operational planning, and evaluation to ensure that proposed initiatives are realistic, well-structured, and positioned for successful implementation.

3. (continued)

In practice, this includes working with project teams to:

- Develop competitive grant proposals grounded in clear logic models, measurable outcomes, and defined implementation plans
- Facilitate interdisciplinary collaboration among faculty, administrators, and external partners to strengthen program design and proposal narratives
- Translate conceptual project ideas into manageable implementation plans with defined milestones, governance structures, and resource alignment
- Design evaluation frameworks that align program activities with intended outcomes and sponsor expectations
- Manage multi-year, multi-method data collection and analysis across complex initiatives
- Produce clear, actionable reports that meet sponsor requirements while supporting program improvement and institutional learning

Quality and Value of Services

SEG's approach emphasizes collaboration, capacity building, and utilization-focused evaluation. We design evaluation systems that not only meet sponsor reporting requirements but also generate practical insights that help institutions strengthen programs, demonstrate impact, and support long-term sustainability.

Members of our team also have experience working with U.S. Department of Education grants management systems, including G5 and HEP IS, allowing us to align proposal planning, evaluation deliverables, and reporting timelines with federal administrative requirements.

Through this combination of grant development expertise, interdisciplinary collaboration support, and rigorous evaluation practice, SEG provides universities with a reliable partner capable of supporting the full lifecycle of grant-funded initiatives—from concept development to implementation and measurable impact.

Resumes for personnel proposed for this engagement are provided in Appendix A. The table below details selected SEG experience with federal grant programs.

3. (continued)

Table 3. Selected SEG Experience – Federal Programs

Federal Programs	
Organization	Program
AmeriCorps	AmeriCorps State Program
Department of Defense Education Activity (DoDEA) / U.S. Department of Defense	DoDEA Grant Program
	Strategic Foreign Languages Expansion Program
National Oceanic and Atmospheric Administration (NOAA)	Bay Watershed Education and Training (B-WET) Program
	Climate Ready Workforce (CRW) Program
National Science Foundation	Build & Broaden 3.0 Program: Enhancing Social, Behavioral and Economic Science Research and Capacity at Minority-Serving Institutions
	Discovery Research PreK-12 Program
	Growing Research Access for Nationally Transformative Equity and Diversity (GRANTED)
	Louis Stokes Alliance for the Minority Participation Bridges to Baccalaureate Program
	Robert Noyce Teacher Scholarship Program
	Research Coordination Networks in Biological Education Program
	Research Traineeship Program
U.S. Department of Agriculture	National Institute of Food and Agriculture (NIFA)
U.S. Department of Education	Alaska Native Educational Program
	American History and Civics Education National Activities
	American Indian Resilience in Education Program
	Carl D. Perkins Career and Technical Education Program
	Demonstration Grants for Indian Children (DEMO)
	Early Innovation and Research (EIR) Program
	Indian Education Demonstration Grant Program
	Mathematics & Science Partnerships Program (state subgrants)
	Native American Career and Technical Education Program (NACTEP)
	Native American Language Program (NAL)
	Native American Teacher Retention Initiative (NATRI)
	Native Youth Community Project (NYCP)
	Title III Part A Programs - Strengthening Institutions
	Title III Part A Programs - Alaska Native and Native Hawaiian Serving Institutions
	Title III Part F Programs - Alaska Native and Native Hawaiian Serving Institutions
	Title IV, 21 st Century Community Learning Centers (state subgrants)
U.S. Department of Justice	Bureau of Justice Assistance (BJA) Coordinated Tribal Assistance Solicitation (CTAS)
	Office of Juvenile Justice and Delinquency Prevention (OJJDP)
U.S. Department of State	U.S. Institutes for Global Student Leaders

4. Offeror Data Sheet

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 20 Months 2

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 #
Aleut Community of St. Paul Island; 2019-present		4720 Business Park Blvd., Suite G-42, Anchorage, AK 99503; Dylan Conduzzi, dconduzzi@aleut.com, 907-229-7682	
Asheville-Buncombe Technical Community College; 2023-present		340 Victoria Rd, Asheville, NC 28801; Dr. EL Lett, erikalett@abtech.edu, 828-398-7337	
University of Alaska Fairbanks; 2014-present		P.O. Box 756500, Fairbanks, AK 99775; Kelli Caseman, kkcaseman@alaska.edu, 304-444-5917	
Valencia College; 2019-present		PO Box 3028, Orlando, FL 32802; Lashon Brown, lhenderson22@valenciacollege.edu, 407-582-2911	
The College of William and Mary; 2011-present		PO Box 8795, Williamsburg, VA 23187-8795; Sherrene Moore, svmoor@wm.edu, 757-221-3958	

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

Shaffer Evaluation Group LLC
c/o Patricia Moore Shaffer
1311 Jamestown Road, Suite 101
Williamsburg, VA 23185

5. **RELATIONSHIP WITH THE COMMONWEALTH OF VIRGINIA:** Is any member of the firm an employee of the Commonwealth of Virginia who has a personal interest in this contract pursuant to the [CODE OF VIRGINIA](#), SECTION 2.2-3100 – 3131?

[] YES [X] NO

IF YES, EXPLAIN:

5. Small Business Subcontracting Plan

ATTACHMENT B

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

Offeror Name: Shaffer Evaluation Group LLC Preparer Name: Patricia Moore Shaffer

Date: 3/10/2026

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

If yes, certification number: 704999 Certification date: 10/21/2024

Is your firm a **Woman-owned Business Enterprise** certified by the Department of Small Business and Supplier Diversity (SBSD)? Yes X No

If yes, certification number: 704999 Certification date: 10/21/2024

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

If yes, certification number: Certification date:

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

If yes, certification number: 704999 Certification date: 10/21/2024

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: JMU RFP# SLD-1247, Grant Proposal Development and Consulting Services Date Form Completed: 3/10/2026

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

Offeror / Proposer:
Shaffer Evaluation Group LLC
Firm

1311 Jamestown Road, Suite 101, Williamsburg, VA 23185
Address

Patricia Moore Shaffer, 833-650-3825
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)
*Note: Shaffer Evaluation Group LLC is SWaM-certified (Small, Micro, Women Owned Business - certification number 704999); no subcontractors are proposed.					

(Form shall be submitted with proposal and if awarded, a SWaM Sub-contractor Reporting Form shall be submitted to swamreporting@jmu.edu)

RETURN OF THIS PAGE IS REQUIRED

COMMONWEALTH OF VIRGINIA



DEPARTMENT OF SMALL BUSINESS & SUPPLIER DIVERSITY

101 N. 14th Street, 11th Floor
Richmond, VA 23219

SHAFFER EVALUATION GROUP LLC

is a certified Small, Micro, Women Owned Business meeting all the eligibility requirements set forth under the Code of Virginia Section 2.2-16.1 et seq. and Administrative Code 7VAC 13-20 et seq.

Certification Number: 704999

Valid Through: Oct 21, 2029

Accordingly Certified

Willis A. Morris

Willis A. Morris, Director



6. Sales to VASCUPP Member Institutions

For the period from March 2025 to March 2026, SEG recorded sales in the amounts listed below to VASCUPP members Christopher Newport University, The College of William & Mary, and the University of Mary Washington.

Table 4. SEG Sales to VASCUPP Members, March 2025-March 2026

VASCUPP Member	SEG Sales (March 2025-March 2026)
Christopher Newport University	\$13,224
The College of William & Mary	\$24,646
University of Mary Washington	\$15,000

7. Proposed Cost

Our contracting approach is designed to balance cost certainty with flexibility. For projects with clearly defined deliverables, we offer fixed-price engagements that provide predictable costs and clear accountability for outcomes. For projects that benefit from adaptive support—such as technical assistance, strategic advising, or emerging initiatives—we offer hourly agreements with a not-to-exceed ceiling, allowing clients to access expertise as needed while maintaining budget control.

A one-time administrative setup cost in the amount of \$2,000 will be charged to initiate a contract resulting from this proposal. This cost will include an initial kick-off meeting between SEG and JMU.

For ongoing work, SEG offers an hourly rate by labor category, inclusive of administrative costs, as detailed in the table below. For project-specific contracted work between SEG and JMU or other VASCUPP member institutions, SEG will provide a detailed Scope of Work including assumptions such as staff roles, expected level of effort, materials, and travel and lodging expenses. The purchase cost of any required materials will be passed on to the institution directly with no additional fee imposed.

Table 5. Labor Categories and Hourly Rates

Labor Category	Hourly Rate					
	2026	2027	2028	2029	2030	2031
Principal/Lead Strategist	\$169	\$175	\$182	\$190	\$197	\$205
Senior Researcher/Consultant	\$146	\$152	\$158	\$164	\$171	\$178
Director	\$146	\$152	\$158	\$164	\$171	\$178
Senior Project Manager	\$131	\$136	\$141	\$147	\$153	\$159
Project Manager/Senior Research Associate	\$124	\$129	\$134	\$139	\$145	\$151
Research Associate	\$112	\$117	\$122	\$127	\$132	\$137
Research Assistant	\$85	\$88	\$92	\$95	\$99	\$103
Intern	\$69	\$72	\$75	\$78	\$81	\$84

Incidentals, Travel, and Miscellaneous fees

Travel and lodging costs will be estimated using GSA guidelines appropriate to each geographic zone and included in each detailed, fixed-price Scope of Work.

Payment processing

For new contracts, SEG accepts payment from VASCUPP members via ACH, eVA Purchase Order, or by eVA PCard. Payment via any of these methods will not result in additional charge card processing fees to the buyer.

Appendix A: Resumes

PATRICIA MOORE SHAFFER, Ph.D.

Shaffer Evaluation Group

EDUCATION

Doctor of Philosophy (Ph.D.), Educational Policy, Planning & Leadership

The College of William & Mary

Master of Arts (M.A.), Curriculum Studies

Ontario Institute for Studies in Education (OISE), University of Toronto

Bachelor of Arts Honors (B.A. Hon.), Visual Arts

Brock University

PROFESSIONAL POSITIONS

Principal and Founder (Jan. 2006 to Present)

Shaffer Evaluation Group, Williamsburg, VA

Shaffer Evaluation Group provides high-quality educational planning, research, and evaluation services to school districts, nonprofit organizations, higher education institutions, and government agencies with the intent of addressing long-standing equities in education so that all children and youth can excel. Support clients throughout the program life-cycle, ranging from research, planning, and consultation during the program design phase through the assessment of program outcomes. The company employs three full-time and two part-time employees who are researchers with professional experience as K-12 teachers, college faculty, and/or school district administrators. A full list of clients is available at <https://www.shafferevaluation.com/experience>.

Selected Projects (past 3 years):

- Aleut Community of St. Paul Island Tribal Government, Alaska: Educational consultant and program evaluator for various educational projects (2019-present)
- Boston College/DevTech Research Group: Randomized control trial of Coding as Another Language curriculum in Boston City Schools and State of Rhode Island (2020-2023), supported by the US Department of Education
- Central Florida STEM Alliance: Evaluation of the *Louis Stokes Alliance for the Minority Participation Bridges to Baccalaureate Project* (2021-2024), supported by the National Science Foundation
- East Carolina University: Evaluation of the *Research Traineeship Project* (2021-2026), supported by the National Science Foundation
- Florida International University: Developmental evaluation of the *Commons for Justice initiative* (2022-2024), supported by the Mellon Foundation through its Just Futures program

- Meridian: Evaluation of the *Study of the U.S. Institutes (SUSI) Program for Global Students Program* (2020-2021), supported by the U.S. Department of State
- University of Alaska Fairbanks: Research team member for *Creating a community-centered framework to address inequities in food-security in Alaskan coastal communities facing a changing climate* (2022-2023), supported by the National Science Foundation through its Civic Innovation Challenge program
- University of Alaska Fairbanks: Evaluation of UAF Regional Campuses *Indigenous Pedagogies Project* (2021-2026), supported by the U.S. Department of Education
- Valencia College: Evaluation of *The Art of Tomorrow Career Pathways Program* (2019), supported by the Universal Studios Foundation

Co-Founder & CEO (2022 to present)

Gaston-Shaffer LLC, Williamsburg, VA

Gaston-Shaffer LLC is the integrated consulting team from two Virginia-based firms: Gaston Educational Consulting and Shaffer Evaluation Group. Gaston-Shaffer offers to school districts and higher education institutions community-driven strategic planning, including community stakeholder consultation, planning facilitation, and performance measurement planning. Since its formation, Gaston-Shaffer has facilitated strategic planning for five school districts, a community college, and a Governor's School.

Deputy Director, Office of Research & Analysis (2015-2025)

National Endowment for the Arts, Washington, DC

Supervised a team of 4 analysts providing planning, research, evaluation, and analytical services for a small, independent federal agency. Served as the office lead for program evaluation and learning, performance measurement, and strategic planning. Special projects included the design and implementation of an efficacy evaluation study of the national Poetry Out Loud recitation competition; design and implementation of the evaluation of ArtsHERE, an equity-focused grantmaking program; and research and evaluation for Creative Forces, the agency's creative arts therapy partnership with DoD and VA. Served on the Interagency Council on Evaluation Policy (ICEP) as the only small agency representative.

Selected projects:

- Coordination of the agency's 2022-2026 strategic planning process and annual performance plan (part of the agency's annual appropriations request)
- Design and coordination of efficacy evaluation study of the national Poetry Out Loud recitation competition (in partnership with the Poetry Foundation)
- Program design and measurement support for Our Town creative placemaking and Arts Education Collective Impact grant programs; supported program directors in redesign of grant program guidelines
- Program design, monitoring, and evaluation design for the [Creative Forces Community Engagement grant program](#)
- [Arts and technology field scan](#), supported in part by the Ford Foundation and Knight Foundation

Acting Director, NASA Office of Education Infrastructure Division (2014-2015)

NASA Headquarters, Washington, DC

Served as acting director of the NASA Office of Education Infrastructure Division (OEID) that provided performance measurement and evaluation, information technology systems, dissemination and web services, and communications support. Conducted a needs assessment that led to a purposive reorganization of the division.

Program Examiner (Detailee) (April –September 2014)

Office of Management & Budget (OMB), Executive Office of the President, Washington, DC

Served as a program examiner in the Interior Branch, Natural Resource Programs during a 6-month detail assignment through the President's Management Council Interagency Rotation Program. In this role, monitored and analyzed the FY2015 appropriations process; served as an OMB examiner and program expert for a set portfolio of responsibilities, including the Department of the Interior's Bureau of Indian Education; monitored and provided analysis on legislative proposals and testimony for conformance with the policies and programs of the President; and briefed and made recommendations to officials on budget, management, and policy issues. Special assignments included serving as OMB coordinator for the President's Native Youth initiative and program lead for the reform of the Bureau of Indian Education (BIE). Authored research brief that was used by OMB to justify a 11.5% budgetary increase for the BIE in the President's Budget.

Evaluation Manager (2011-2015)

NASA Headquarters, Washington, DC

Served as NASA Education's lead evaluator with responsibility for developing and implementing program evaluation plans for NASA educational programs, projects, and initiatives. Oversight of evaluation and performance measurement of NASA educational programs and initiatives (including contractor management) to ensure accountability, and coordinates and managed educational research, evaluation and analysis activities. Provided first-line oversight of all NASA Education data collection forms to ensure compliance with the Paperwork Reduction Act and the Privacy Act.

Selected Projects:

- Coordination of [evaluation planning for the NASA Space Grant College and Fellowship Program](#) (2014-2016)
- Coordination of [Pilot evaluation study](#) of phases 1 and 2 of a partnership between NASA and the Department of Education to provide STEM design challenges in 21st Century Community Learning Center after-school programs administered by the Department of Education
- Coordination of [implementation](#) and [outcome](#) evaluations of the White House-supported [Summer of Innovation Initiative](#) (2012-2014)

Senior Evaluation Officer (2010-2011)

National Endowment for the Arts, Washington, DC.

Served as the Agency's founding program evaluation officer with responsibility for developing and implementing program evaluation plans for NEA programs, projects, and initiatives. Oversight of

evaluation of Agency programs and initiatives (including contractor management), and coordinated and managed educational research, evaluation and analysis activities. Assisted with the Agency's Strategic Plan development with particular emphasis on defining and tracking outcomes and performance measurement.

Selected Projects:

- Coordination of impact study of the Education Leaders Institute (2010-11)
- Coordination of report on [Arts Education Assessment](#) (2010-2011)
- Evaluation of Arts Education Programs and Partnerships (2011), which recommended the development of the agency's Arts Education Collective Impact program
- Coordination of The Arts and Human Development symposium and [report](#) (2011)
- Design of a new agency-level performance measurement system (2010-11)

Vice President, Research & Development (2006, 2008-2010)

Educational Policy Institute, Arlington, Virginia

Work included the identification of grant and contract opportunities, the preparation of proposals; the management of the development process; and the administration and conduct of educational research and evaluation activities. Contributed to design of a longitudinal data management system for use with Federal GEAR UP projects. Launched new small business entity – EPI Consulting.

Selected Projects:

- **Evaluation of the Pittsburgh Science and Technology Academy** (2009-2010), Pittsburgh Public Schools (PA)
- Development of Evaluation Framework for the Teaching with Primary Sources Program (2008-2010), The Library of Congress
- Improving Educational Outcomes for Students with Disabilities (2006-2007), National Council on Disability (DC)
- Evaluation of the National Action Council for Minorities in Engineering (NACME) Scholars Program (2006), NACME (NY)
- Texas High School Project Evaluation: Expansion of Scope (2009), Texas Education Agency
- Study of District Practices in the Evaluation of Professional Development Initiatives in the State of Alabama (2009), Southeastern Regional Educational Laboratory (NC) in partnership with the Alabama State Department of Education

Grant & Policy Writer/Special Projects Officer (2007-2008)

Hampton City Schools, Hampton, Virginia

Work included co-facilitation of the district's policy review committee with the Deputy Superintendent; identification of grant opportunities for district-wide strategic initiatives; chairing of district grant-writing teams; preparation of funding proposals, including needs assessment through staff interviews and analyses of school district academic, behavioral, and climate data, and development of program logic models, strategies, tactical plans, evaluation plans, and project budgets; and liaison with federal and state

agency and foundation program officers, and community partners. Special projects included securing \$5 million in grant support for educational reform initiatives; co-planning and securing funding for an innovative preschool pilot initiative that utilized a network of private, faith-based, nonprofit, public, and military child care facilities to increase the capacity of a public pre-kindergarten program and for a new Governor's Academy for Innovation, Technology and Engineering (GAITE), a distributed learning academy offering career pathways in Electrical Engineering Technology and Mechanical Engineering Technology.

Curator of Education & Deputy Director (1996-2005)

Morris Museum of Art, Augusta, Georgia

Directed all educational and public programming, including PK-16 education services, and adult, family, youth, intern, and volunteer programs for a mid-sized museum (annual budget = \$1.6 million); managed department of four staff, 45 volunteers, and associated budget; chaired interdepartmental committees for events and exhibition programming, including responsibility for establishing events budget, schedule, and site logistics; served as deputy director supporting the director, including coordination of museum publications. Accomplishments included securing annual operating and project grants from two local school districts, local and state arts and humanities agencies, and private foundations; leading multi-year professional development programs in object-based learning and cross-curricular lesson development in coordination with the National Faculty (an independent, nonprofit educational corporation) and the Coca-Cola Foundation; preparing curriculum for a museum internship program for high school, undergraduate, and graduate students, and negotiated academic credit for program at state university; and leading project to increase program accessibility for individuals with hearing or vision impairments, which included the acquisition of assistive listening equipment, an audioguide providing visual descriptions for the visually impaired, and relevant staff and volunteer training.

Head, Programs and Interpretation, Coordinator of Special Projects (1993-1996)

McMichael Canadian Art Collection, Toronto, Ontario, Canada

Directed the Programs and Interpretation department for a large museum supported by the Province of Ontario government (annual budget = \$10 million). The department was responsible for all public and educational programs (K-12 education services, adult, family, and youth programs, multimedia initiatives, and interpretive resources, exhibits and products); managed department of three full-time staff, over fifteen part-time staff, and 75 volunteers, and associated budget; chaired several interdepartmental committees for exhibition interpretation and multimedia development. Worked on the following research studies: Evaluation of Interpretation Strategies for a Contemporary Art Exhibit, McMichael Canadian Art Collection (1996; and Study on Museum Visitor Attitudes toward Contemporary Art, McMichael Canadian Art Collection (1995). Special assignments included chairing the multimedia content team that produced a distance learning multimedia application (CD-ROM with on-line component) as well as "traditional" instructional aids and programs through strategic partnerships with private multimedia developers, national publishing firms, a national cable communications network, and a board of education; conducting a strategic review of the museum's K-12 services that included a needs assessment/community consultation and a cost/benefit analysis of existing services; and working with the museum's indigenous curator to revise the interpretation of the museum's First Nations art collection.

SELECTED PUBLICATIONS

- **Shaffer, P.M.** (2022). Evaluation in Alaska's Rural, Remote Communities. *AEA365 Blog*. <https://aea365.org/blog/aken-affiliate-week-evaluation-in-alaskas-rural-remote-communities-by-patricia-moore-shaffer/>
- Jackson, M.R. (2021). A Theory of Change for Creative Placemaking: The Experience of the National Endowment for the Arts' Our Town Program: An Interview with **Patricia Moore Shaffer**, Ph.D., *The Routledge Handbook of Placemaking*. Cara Courage, et al., ed. <https://www.routledge.com/The-Routledge-Handbook-of-Placemaking/Courage-Borrup-Jackson-Legge-Mckeown-Platt-Schupbach/p/book/9780367220518>.
- **Shaffer, P.M.** (2021). Evaluating Creative Placemaking. *AEA365 Blog*. <https://aea365.org/blog/acm-tig-week-evaluating-creative-placemaking-by-patricia-moore-shaffer/>.
- Iyengar, S., & **Shaffer, P.M.** (2021). *The Art of Reopening: A Guide to Current Practices Among Arts Organizations During COVID-19*. Washington, DC: National Endowment for the Arts. <https://www.arts.gov/impact/research/publications/art-reopening>.
- **Shaffer, P.M.** (2020). Engaging Program Stakeholders in Theory of Change and Logic Modeling. *AEA365 Blog*. <https://aea365.org/blog/program-design-tig-week-engaging-program-stakeholders-in-theory-of-change-and-logic-modeling-by-patricia-moore-shaffer/>.
- Cornett, K., Bray-Simons, K., Devlin, H. M., Iyengar, S., **Moore Shaffer, P.**, & Fulton, J. E. (2019). Creating Activity-Friendly Communities: Exploring the Intersection of Public Health and the Arts, *Journal of Physical Activity and Health*, 1-3. Retrieved Oct 11, 2019, from <https://journals.humankinetics.com/view/journals/jpah/aop/article-10.1123-jpah.2019-0425.xml>
- **Shaffer, P.M.** (2018). Evaluating in the Midst of Complexity. *AEA365 Blog*. <https://aea365.org/blog/eers-week-evaluating-in-the-midst-of-complexity-by-patricia-moore-shaffer/>.
- Malloy, C., & Murphy, C. (2017). *Qualitative Analysis Project Findings: Folk and Traditional Arts Partnership Grants*. [**Shaffer, P.M.** - Program Manager]
- Johnson, J., & Chapline, J. (2016). *The National Endowment for the Arts Guide to Community-Engaged Research in the Arts and Health*. [**Shaffer, P.M.** - Program Manager]
- Paragon TEC (2015). *NASA Office of Education Infrastructure Division Technical Assistance for Program Assessment: National Space Grant College and Fellowship Program*. Report to NASA Office of Education Infrastructure Division. [**Shaffer, P.M.** - Program Manager]
- Paragon TEC (2015). *STEM Design Challenges for 21st Century Community Learning Centers: Final Evaluation Report*. Report to NASA Office of Education Infrastructure Division. [**Shaffer, P.M.** - Program Manager]
- Abt Associates & Educational Development Center. (2014). *Evaluation Study of Summer of Innovation Stand-Alone Program Model FY 2013: Outcomes Report*. Report to NASA Office of Education. [**Shaffer, P.M.** - Program Manager]
- Abt Associates & Educational Development Center. (2013). *Evaluation Study of Summer of Innovation Stand-Alone Program Model FY 2013: Implementation Report*. Report to NASA Office of Education. [**Shaffer, P.M.** - Program Manager]

- **Shaffer, P.M.** (2013). Assessments for Student Learning in the Arts. *AEA365 Blog*. <https://aea365.org/blog/aca-week-patricia-moore-shaffer-on-assessments-for-student-learning-in-the-arts/>.
- **Shaffer, P.M.** (2013). STEM Evaluation in Informal Settings. *AEA365 Blog*. <https://aea365.org/blog/lawg-week-patricia-moore-shaffer-on-stem-evaluation-in-informal-settings/>.
- **Shaffer, P.M.** (2012). *Evaluation Report: Early Reading Intervention Implementation*. Report to Hampton City Schools.
- **Shaffer, P.M.**, & Lopez, D. (2011). *National Board Certification and Student Achievement in Hampton City Schools*. Report to Hampton City Schools.
- **Shaffer, P.M.**, & Swail, W.S. (2009). *Evidence-based practices in teacher professional development in 8 Alabama school districts*. Report to the REL-Southeast/SERVE Center and the Alabama State Department of Education. Virginia Beach, VA: Educational Policy Institute.
- Swail, W. S., Lopez, D., & **Shaffer, P. M.** (2008). *An evaluation of the Iowa Reading First Program, 2003-05 to 2005-06*. Report to the Iowa Department of Education. Virginia Beach, VA: Educational Policy Institute.
- Swail, W.S., & **Shaffer, P.M.** (2007). *Institutional Student Retention Assessment*. Online institutional assessment and planning tool for higher education institutions. Virginia Beach, Va.: Educational Policy Institute.
- **Shaffer, P.M.** (2006). Moving from research to practice: What works in student retention. *Student Success* (September 2006 issue). Virginia Beach, VA: Educational Policy Institute.

SELECTED PRESENTATIONS

- **Shaffer, P.M.** (2024). Panelist for L.A. County Arts and Health Week Summit, Los Angeles, CA.
- LaBelle, M., **Shaffer, P.M.**, O'Brien, B., Aelmore, M., Kagwisa, I., Albright, V. (2023). *Pilot Study of a Participant Outcome Survey for National Endowment for the Arts Creative Forces Community Arts Engagement Grant Program*. American Public Health Association Conference, Atlanta, GA.
- **Shaffer, P.M.** (2023). *Arts and Health Support at the National Endowment for the Arts*. Arts and Health Research Forum webinar, National Organization for Arts and Health.
- **Shaffer, P.M.**, Deichmann, L., Mullaney-Loss, P., Stubbs, R., Niblock, S., Maudlin, B. (2022). *Work in Progress: Measurement in Support of Equity at National, State, and Local Arts Agencies*. Presentation panel at the Evaluation 2022 conference, New Orleans, LA.
- **Shaffer, P.M.** (2021). *Stakeholder Engagement in Program Evaluation*. Invited presentation to the Department of Health & Human Services, National Institute of Allergy and Infectious Diseases, Washington, DC.
- Feltault, K., & **Shaffer, P.M.** (2021). *Meridian SUSI Program Evaluation*. Invited presentation to the U.S. Department of State Evaluation and Program Design Communities of Practice, Washington, DC.
- **Shaffer, P.M.**, Estrella, R. & Pryor, L. (2021). *Summative Evaluation Results of Poetry Out Loud*. American Educational Research Association 2021 Annual Meeting.

- **Shaffer, P.M.** (2020). *The Effects of COVID-19 on the Arts*. Keynote talk at Arts, Culture & Museum topical interest group annual business meeting, 2020 American Evaluation Association meeting (virtual).
- **Shaffer, P.M.**, Murdoch, J., Bachtler, S., & Morrissey, N. (2020). *Measuring the Impact of the Arts*. 2020 American Evaluation Association meeting (virtual).
- **Shaffer, P.M.** (2020). *When Theory Meets Practice: Approaches to Developing an Ex-Post Theory of Change*. Invited presentation to the U.S. Department of State Evaluation and Program Design Communities of Practice, Washington, DC.
- **Shaffer, P.M.**, Hardiman, M., & Winsler, A. (2019). *Learning from Arts Education Research*. 2019 Arts Education Partnership National Convening, Alexandria, VA.
- **Shaffer, P.M.** (2019). *Invited Talk on Educational Policy*. University of Arkansas-Fayetteville, Fayetteville, AR.
- **Shaffer, P. M.** (2018). *Partnerships for Community-Engaged Research in the Arts*. 81st Annual Conference for Community Arts Education, Baltimore, MD.
- **Shaffer, P.M.** (2018). *Exploring Approaches to Program Design: Finding Voice and Reconciling Truths*. Session chair and presenter at the 2018 American Evaluation Association meeting, Cleveland, OH.
- **Shaffer, P.M.** (2018). *Arts Education Collective Impact Initiatives: Meeting the Challenge of Shared Measurement across Sites*. Session chair and presenter at the 2018 American Evaluation Association meeting, Cleveland, OH.
- Wagner, K., & **Shaffer, P.** (2018). *Evaluating Professional Development*. Workshop at the SURN Leadership Conference, College of William & Mary, Williamsburg, VA.
- Kidd, S.L., & **Shaffer, P.M.** (2018). *Evaluating Creative Placemaking*. National Consortium for Creative Placemaking 2018 National Leadership Summit, University of Maryland-College Park, MD.
- **Shaffer, P.M.**, Pauly, E., & Poulin, J. (2018). *Panel discussion on arts integration research*. Panel discussion with representatives from the Wallace Foundation and the Americans for the Arts at business meeting of the Arts & Learning special interest group at the American Educational Research Association conference, New York City, NY.
- **Shaffer, P.M.**, Goldstein, T., & Greene, J. (2018). *Learning from Two National Endowment for the Arts Research Labs*, Arts Education Partnership National Convening, Indianapolis, IN.
- **Shaffer, P.M.** (2018). *Communicating the Impact of Research*. Session panelist at the National Organization of Research Development Professionals, Arlington, VA.
- **Shaffer, P.M.** (2017). *Communicating about Evaluation with Senior Government Officials*. Session chair and presenter at the 2017 American Evaluation Association meeting, Washington, DC.
- **Shaffer, P.M.** (2016). *Evaluation Capacity Building in an Arts Organization*. Session Chair at the 2016 American Evaluation Association meeting, Atlanta, GA.
- **Shaffer, P.M.** (2014). *Use of Research Evidence by Rural District Administrators*. Presentation at the 2014 CREATE Conference, Williamsburg, VA.

- **Shaffer, P.M.** (2013). *Stakeholder Involvement in Participatory Evaluations of School District Interventions*. Presenter at the 2013 American Evaluation Association meeting, Washington, DC.
- Martinez, A., **Shaffer, P.M.**, Linkow, T. (2013). *The Case of NASA's Summer of Innovation: Successes and Challenges in Evaluating within a Highly Visible Environment*. Presenter at the 2013 American Evaluation Association meeting, Washington, DC.
- **Shaffer, P.M.** (2013). *Evaluating Teacher Professional Development*. Presentation at the SURN Principals' Academy, presented at the College of William & Mary School of Education.
- **Shaffer, P.M.** (2012). *Research Utilization by School District Central Office Administrators Engaged in Instructional Reform*. Presentation at the American Educational Research Association annual conference, Vancouver, BC.
- **Shaffer, P.M.** (2012). *The Current State of Arts Learning Assessment: Findings from a Recent Study by the Arts Endowment*. Presentation at the Improving Arts Learning through Standards and Assessment: National Endowment for the Arts Research Roundtable, Washington, DC.
- **Shaffer, P.M.** (2011). *The Arts and Human Development*. Presentation at the National Guild for Community Arts Education's Conference for Community Arts Education, Boston, MA.
- **Shaffer, P.M.** (2011). *Arts Education in America: What the declines mean for arts participation, Findings from the Survey of Public Participation in the Arts*. Presentation at the Arts Education Partnership Forum, Washington, DC.
- Rabkin, N., & **Shaffer, P.M.** (2010). *Making creativity a game-changer in a hostile environment*. Presentation at the Arts Education Partnership forum on Creativity Works! Arts, Education and the Innovation Economy, Denver, CO.
- Rozzelle, J., **Shaffer, P.M.**, & DiPaola, M. (2010). *Evaluation of Leadership for Effective Teaching Initiative*. **Paper presented at the 2010** National Evaluation Institute of the Consortium for Research on Educational Accountability and Teacher Evaluation, Williamsburg, VA.
- Rozzelle, J., & **Shaffer, P. M.** (2010). *Assessing the impact of teacher professional development*. Ticketed session at the Association of Supervision and Curriculum Development annual meeting, San Antonio, TX.
- **Shaffer, P.M.**, & Swail, W.S. (2009). *A mixed methods approach to evaluating Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) partnerships*. Presentation at the 2009 American Evaluation Association Conference, Orlando, FL.

LEADERSHIP ACTIVITIES AND AWARDS

- Federal Interagency Council on Evaluation Policy (2022-2025), Chair, ICEP Procurement Committee (2023-24), Steering Committee member (2024-25)
- Eastern Evaluation Research Society, Board Member (2018-2025)
- Federal Interagency Council on Evaluation Policy, Excellence in Program Evaluation Award (2022)
- Washington Evaluators, Past President (2021), President (2020), President-Elect (2019), Communications Chair (2017-2018)
- National Endowment for the Arts, Distinguished Service Award (2021, 2018, 2011)

- American Evaluation Association: Program Design Special Interest Group, Committee Member (2019-20); Arts, Museums and Audiences Special Interest Group, Reviewer (2017, 2018); PreK-12 Education Special Interest Group, Reviewer (2016); Student Travel Award (2008)
- Consortium on Research on Educational Assessment and Teaching Effectiveness, Treasurer (2015-17)
- NASA, Distinguished Service Award (2015)
- Committee on STEM, Office of Science and Technology Policy, White House: Committee member (2012-2015)
- Library of Congress, peer reviewer for the Teaching with Primary Sources program (2010-2011)
- American Youth Policy Forum, reviewer for The College Ladder: Linking Secondary and Postsecondary Education for Success for All Students (2006)

JILL GAITENS, Ed.D.

Shaffer Evaluation Group

EDUCATION

Doctor of Education (Ed.D.), Educational Policy, Planning & Leadership
The College of William & Mary

Master of Arts in Education (M.A.Ed.), Administration and Supervision
Master of Arts in Business
Arizona State University

Bachelor of Science (B.S.), Human Resources, Training and Development
Oakland University

PROFESSIONAL POSITIONS

Consultant (2026-Present), Shaffer Evaluation Group, Williamsburg, VA

Responsibilities include grant writing; research and evaluation plan development; project management and oversight; and data collection, analysis, and report writing.

Education Program Specialist (GS-13) (April 2022-Present), United States Department of Education, Office of Elementary and Secondary Education, Washington. D.C.

- Served as a program officer for federal grantees providing guidance based on 2 CFR 200 Uniform Administrative Requirements, cost principles, risk assessments, and non-regulatory guidance, resulting in enhanced efficiency in the utilization of grant funding and an exceptional rating.
- Implemented standardized grant closeout procedures, ensuring adherence to federal regulations, and facilitating a reduction in processing times. Recognized by leadership with a performance bonus and replication of practices I developed in multiple departments.
- Managed grant competitions for Charter School Programs, State Entities and Model Development and Dissemination overseeing the peer review process and approval of a portfolio of multi-year projects nationwide. Recognized as an exemplary Competition Manager resulting in improved practices in other departments.
- Monitored funded projects to assess the educational effectiveness and progress, determining compliance with Department rules and regulations, grant/contract terms and agreements, and proposal objectives.
- Provided technical assistance and thought partnership to project directors and project managers at the state level nationwide to provide regulatory and non-regulatory guidance resulting in all projects closed in good standing from 2022 to 2025.
- Implemented improvements in the federal peer review process that led to practice changes across multiple departments reducing hours spent securing high quality peer reviewers and increasing the quality of evaluative comments.

Executive Director, LEARN D.C. (July 2020 - April 2022), LEARN D.C. Public Charter School, Washington, D.C.

- Project managed the complicated opening of LEARN D.C. on Joint Base Anacostia Bolling (JBAB), coordinating with installation military leadership, School Liaison Officers, Child Youth Services, security, parent groups, Ward 8 leaders, non-profits, and the LEARN Network.
- Developed and led community engagement efforts facilitating the approval and opening of a fully enrolled charter school on a military base.
- Maintained communication with internal and external stakeholders on and off the JBAB installation to build relationships resulting in the first charter school opening on a military installation in D.C. serving all branches of military families and a 50-year lease for six acres for one dollar per year.
- Developed and managed federal, state, and foundation grant proposals.
- Managed financial forecasts and budget development.
- Provided policy briefs and served as the D.C. liaison for a large system of charter schools.
- Designed and implemented professional development, compliance monitoring procedures, and school level policy/procedures.
- Coordinated short-term and long-term facility design, build, and approval to open on a military base partnering with base leadership and city offices.
- Supervised a staff of 30 + professionals.

Director, Central and Coastal Virginia, Global regions as needed (May 2014 - July 2020), The Military Child Education Coalition (MCEC), Virginia Beach, VA

- Researched, applied for, and implemented federal, foundation, and corporate grants.
- Managed multiple national, state level, and local projects to ensure compliance.
- Established a network of influential donors, decision makers, school leaders, military leaders, corporate partners, policy makers, and community-based organizations to address the unique needs of military-connected students in Central and Coastal Virginia.
- Responded to the needs of service members and their family members by developing strong relationships with school systems and military focused advocacy organizations.
- Led the development of Convenings in the City of Norfolk and the state of Virginia to bring military families, educational leaders, and advocacy groups together to create strategic plans designed to respond to areas of concern (school quality, transitions, Exceptional Family Members, communication, policy).
- Engaged and developed community partnerships with military family focused organizations.
- Implemented programs in school divisions across the nine cities in the Hampton Roads region of Virginia, in other states without ground support, and in Japan.
- Designed STEM and coding educational experiences and curriculum content.
- Planned and managed local and state level events, an expo with a global reach, and community engagement projects with multiple partnerships.

School Division Director, Grants Development, and Military Family Support (January 2011 - May 2014), Virginia Beach City Public Schools, Virginia Beach, VA

- Provided training, technical assistance, oversight, compliance monitoring, data collection, and reporting on a wide range of grant funded projects.
- Researched, applied for, and implemented competitive federal, state, foundation, and corporate grant projects.
- Developed policies, established priorities, and provided technical assistance to manage division grant programs, impacting 72 elementary, middle, and secondary education programs.
- Analyzed organizational performance reports to improve Division policies, operating procedures, and program objectives to make recommendations to stakeholders.

- Interpreted federal, state, and local policies applicable to federal grants and military dependents.
- Disaggregated both qualitative and quantitative data to inform internal leadership and external stakeholders of grant funded initiatives and programs.
- Led the development and opening of Green Run Collegiate Charter School, an interdivision IB Charter High School which remains the largest and highest performing charter school in Virginia.
- Served as the division subject matter expert to assist in the development of support materials, webinars, presentations, and policy to address military-connected family issues.
- Advised the School Superintendent and Board Members on K-12 education theories, principles, and practices to plan, evaluate, and design grant funded educational programs.
- Educated school system leaders on the resources available through the DOD including School Liaison Officers (SLO's), Military Family Life Counselors (MFLC's), Child and Youth Programs (CYP), Military OneSource, and Impact Aid Support.

Principal, Network Director (September 2007 - January 2011), Leading Edge Academy Charter Schools, Elementary and Middle School, Greater Phoenix area, AZ

- Developed federal, state, foundation, and corporate funding strategies.
- Led the growth of a system of high-quality schools from serving one community and 15 students to six communities and a high performing on-line charter school educating thousands of students.
- Project managed the implementation of successful education strategies addressing the needs of all students.
- Assessed student progress and coached educators both in and out of the classroom. Prepared and followed public school budgets.
- Managed facilities to ensure the health and safety of staff and students.
- Recruited governing board members to ensure sustainable, highly accountable educational programs.
- Implemented policies, procedures, and guidelines for staff and students.
- Prepared and followed school budgets.
- Recruited, coached, and supervised instructional and support staff.

CERTIFICATIONS

Federal Grants Management Certification, 2023

- Introduction to Grants and Cooperative Agreements for Federal Personnel
- Performance Measurement for Federal Grants Under 2 CFR 200
- Monitoring Grants and Cooperative Agreements for Federal Personnel
- Uniform Administrative Requirements for Federal Grants
- 2 CFR 200 (Subparts A-D)
- 2 CFR 200 (Subpart E) FAR 31.2
- Cost Principals for Federal Grants
- Closeout of Federal Grants for Federal Personnel
- Detecting and Preventing Fraud on Federal Grant Projects
- Internal Controls for Federal Grants

DANIELLE HOLLAR, Ph.D.

Shaffer Evaluation Group

EDUCATION

Doctor of Philosophy (Ph.D.), Public Administration and Policy
Virginia Polytechnic Institute and State University

Master of Health Administration and Policy (M.HAP), Health Administration and Policy
Medical University of South Carolina

Master of Science (M.S.), Sociology
Virginia Polytechnic Institute and State University

Bachelor of Science (B.S.), Business Management, Sociology
Erskine College

PROFESSIONAL POSITIONS

Consultant (2025-Present), Shaffer Evaluation Group, Williamsburg, VA

Responsibilities include grant writing; research and evaluation plan development; project management and oversight; and data collection, analysis, and report writing.

President (2012-Present), Healthy Networks Design & Research (a nonprofit organization) & Healthy Communities Design & Research (WOSB), Shepherdstown, WV

Responsibilities include assistance to organizations in strategic development of health and wellness programming; conducting program evaluation and project impact studies; design of curricula for health and wellness programming for children, adults, and seniors; design of training programs for health and wellness program implementation; and assistance to organizations in funding acquisition (grants, contracts, corporate giving, etc.). Projects included:

- US Soccer Foundation (July 2013-July 2023): Conducted numerous nationwide, multi-site impact and program evaluations of client's afterschool programs (public health) and staff training programs (<https://bit.ly/SoccerImpact>); provided organizational development assistance via the creation of three "Theory of Change" models (one for the Foundation, one for a new business unit, and one for the core soccer programming); wrote (and presented) abstracts for professional conferences.
- Bay Area Women's Sports Initiative (August 2021-April 2022): Conducted evaluation of a multi-school afterschool physical activity and resilience program for underserved girls.
- National Recreation and Park Association (April 2015-September 2021): Wrote wellness curricula for program implemented among ~500,000 customers of summer camps, afterschool programs, and senior/elder adults participating in the United States Department of Agriculture's Food and Nutrition Service (FNS) programs including the National School Lunch Program (NSLP), School Breakfast Program (SBP), Summer Food Service Program (SFSP), and Child and Adult Food Care Program (CACFP). Some written and online curricula include: *Foods of the Month*, *Community & Home Gardening*, *Healthy Living Tips for Healthy Aging*, *Intergenerational Programming Guides*, *Tools for staff to assist with the USDA Supplemental Assistance Program (SNAP)*.
- National Recreation and Park Association (March 2012-February 2020): Conducted numerous nationwide, multi-site program evaluations of client's summer camp nutrition and wellness program;

wrote and presented abstracts at professional conferences, wrote professional magazine articles (<https://bit.ly/HollarNRPA> ; <https://bit.ly/HollarNRPA2>) and book chapters showcasing results.

- Eastern Area Health Education Center (with WVUMedicine) (June 2019-July 2021): Conducted evaluation of a multi-county food and nutrition program implemented by *Early Head Start/WIC* program staff in West Virginia.
- United States Department of Agriculture (USDA) Supplemental Nutrition Assistance Program-Education (SNAP-Ed) Subcontract (October 2017-September 2018): Directed a USDA Supplemental Nutrition Assistance Program-Education (SNAP-Ed) federal subcontract, including all administration, regulatory, budgetary, program and curriculum creation, and reporting tasks, including the design of a statewide WV Foods of the Month program (<https://bit.ly/WVUFoM>).
- Health & Education Alliance of Louisiana (September 2019-2023; December 2015-December 2017); Conducted evaluations of a multi-school Medicaid services program (client's presentation of key findings: <https://www.healschools.org/impact>).

Director of Research & Evaluation (2022-23), Community Education Group, Inc., Lost River, WV

Directed Research and Evaluation Team through all evaluation and research requirements associated with projects funded by the Centers for Disease Control and Prevention (\$3,500,000, and \$500,000), the CDC Foundation (\$887,000), the Appalachian Regional Commission (\$478,560), the West Virginia Department of Health and Human Resources (\$1,400,000), and Gilead (\$1,500,000 and \$250,000). Highlighted responsibilities included:

- Held Project Director/Program Manager role for \$3,500,000 Community Capacity Project funded by the CDC Foundation (CDCF).
- Trained CEG staff (not just on the Research & Evaluation Team) on grant compliance, reporting requirements, evaluation techniques, research methodologies, and grant compliance procedures.
- Led and directed evaluation and reporting activities for grants and contracts; wrote and/or edited a variety of written documents including project reports, summary reports (including analyses and recommendations), policies and procedures, talking points (for CEO), abstracts, and manuscripts.
- Submitted applications for funding from federal, state, nonprofit, and other entities.
- Managed Research and Evaluation Team members including hiring, mentoring, evaluating, and terminations.

MS Food Network (remote position) 2009 - 2016

Principal Investigator/Consultant

Designed and led quasi-experimental studies/evaluations of two federal nutrition programs in underserved communities across six states. The two *multi-state, multi-site, multi-year* school programs were funded by the W.K. Kellogg Foundation and USDA SNAP-Ed: Thriving Communities, Thriving Children a \$1.2 million instructional program in MS and LA (07/01/13-06/01/16); HOPE2, a \$2 million project in six states (AR, FL, LA, MI, MS, and NM; 07/01/09-06/01/13). Multiple professional abstracts, book chapters, and white papers resulted from these programs.

The World Bank (2013-2014)

Consultant, Latin America and the Caribbean Region, Education & Health, Nutrition, and Population

Consultant role in Saint Lucia - developed a toolkit and implementation plan targeting decision-makers in child socializing institutions (early childhood centers, schools, afterschool programs, faith-based institutions, food outlets/groceries, etc.) to promote child healthy weight and prevent non-communicable diseases (NCDs) through integrated activities using a hub and spoke model. In this model, the "hubs" are key socializing institutions (such as schools and child care centers) for community-based prevention programming and the spokes are the activities reaching out to and engaging community-based partners (faith-based institutions, afterschool/summer programs, home-based child care settings, food outlets/groceries, clinics, etc.).

Director of Research/Principal Investigator (2004-2009), Agatston Research Foundation, Miami Beach, FL

Designed and led the Healthy Options for Public Schoolchildren (HOPS) Study including 53 elementary schools (42 intervention schools; 11 control schools) in five states (FL, MS, NY, NC, and WV), comprised of approximately 24,000 children.

Project Director (2002-2003), Mount Sinai Medical Center, Miami Beach, FL

Set up and launched the Trial to Assess Chelation Therapy, a \$30 million multi-state/multi-site nationwide National Institutes of Health-funded grant to assess the efficacy of chelation therapy on cardiovascular health, including ~1,500 clinical sites. Coordinated study-wide training including ~4,000 physicians and nurses; obtained approval for study pharmacy and Investigational New Drug approval from the FDA; onboarded all sites including Institutional Review Board approvals and agreements on site budgets.

Research Associate (1998-2002), Harvard Graduate School of Education, Cambridge, MA

Evaluated a large, multi-state health policy initiative funded by the W.K. Kellogg Foundation; managed evaluation activities in Mississippi and Florida, as well as qualitative analyses of news media; wrote dissemination pieces (evaluation newsletters, white papers, project reports, project summaries); worked remotely during Visiting Scholar semester in Copenhagen, Denmark (six months).

SELECTED PUBLICATIONS

- **Hollar D** Eating Better, Getting Fit: Park-based Summer Programming to Address Obesity and Chronic Disease Fix P., et al. The Transformative Power of Parks. Sagamore Venture Publishing (<https://www.sagamorepub.com/>). In press.
- **Hollar D**, May K, Colman A. Parks & Recreation: Centers for Eating and Physical Activity Behavior Interventions. Bagchi D (Second ed). Global View on Childhood Obesity: Current Status, Consequences and Prevention. London, UK: Elsevier, 2019.
- Lombardo M, **Hollar D**, Hollar TL, McNamara K. Schools as *Laboratories* for Obesity Prevention: Proven Effective Models. In Bagchi D (Second ed). Global View on Childhood Obesity: Current Status, Consequences and Prevention. London, UK: Elsevier, 2019.
- **Hollar D**, Hollar TL, Lombardo M, Messiah SE. Moving Clinic-and Community-based Practice into Policy to Improve Child Health. In Lipshultz S, Messiah SE, & Miller T (ed). A Comprehensive Overview of Pediatric Metabolic Syndrome and Related Health Consequences, Springer Science, 2014.
- Lombardo M, **Hollar D**, Hollar TL, McNamara K. Schools as *Laboratories* for Obesity Prevention: Proven Effective Models. In Bagchi D (Second ed). Global View on Childhood Obesity: Current Status, Consequences and Prevention. London, UK: Elsevier, 2019.
- Kopkin N, Martin ML, **Hollar D**. Improvements in standardised test scores from a multi-component nutrition and healthy living intervention in a US elementary-school setting. *Health Education Journal*, 2018; 77(5): 527-541.
- **Hollar D**, Messiah SE, Lopez-Mitnik G, Almon M, Hollar TL, Agatston AS. Effect of a two-year obesity prevention intervention on percentile changes in Body Mass Index and academic performance in low-income elementary school children. *American Journal of Public Health*. 2010;100: 646-653. <https://bit.ly/HollarHOPS>
- **Hollar D**, Messiah SE, Lopez-Mitnik G, Almon M, Hollar TL, Agatston AS. Healthier Options for Public Schoolchildren program improves weight and blood pressure in 6- to 13-year olds. *Journal of the American Dietetic Association*, 2010;110 (2), 261-267. <https://bit.ly/HollarHOPS3>

- **Hollar D**, Lombardo M, Lopez-Mitnik G, Almon M, Hollar TL, Agatston AS, Messiah SE. Effective multilevel, multi-sector, school-based obesity prevention programming improves weight, blood pressure, and academic performance, especially among low income, minority children. *Journal of Health Care for the Poor and Underserved* 2010;21(2), 93-108. <https://bit.ly/HollarHOPS2>
- **Hollar D**, Messiah SE, Lopez-Mitnik G, Hollar TL. School-based Obesity Prevention Interventions Show Promising Improvements in the Health and Academic Achievements among Ethnically Diverse Young Children. In Bagchi D (Second ed). *Global View on Childhood Obesity: Current Status, Consequences and Prevention*. London, UK: Elsevier, 2019.
- **Hollar D**, Hollar TL, Lombardo M, Messiah SE. Moving Clinic-and Community-based Practice into Policy to Improve Child Health. In Lipshultz S, Messiah SE, & Miller T (ed). *A Comprehensive Overview of Pediatric Metabolic Syndrome and Related Health Consequences*, Springer Science, 2014.
- **Hollar D**, Messiah SE, Lopez-Mitnik G, Almon M, Hollar TL, Lombardo M. Combining Nutrition Education, Foodservice (Feeding Programs), and Physical Activity Obesity Prevention Interventions for Children: Significant Improvements in the Health and Academic Achievement of Young Children. In Bagchi D (ed). *Global View on Childhood Obesity: Current Status, Consequences and Prevention*. London, UK: Elsevier, 2010.

HONORS AND APPOINTMENTS

- 2020- *Grant Reviewer*, Scientific Panels, National Science Foundation
- 2013- *Fellow*, The Obesity Society
- 2010-13 *Member*, Board on Human Sciences Childhood Obesity working Group, a constituent board of the Association of Public Land-grant Universities, Commission on Food, Environment, and Renewable Resources (CFERR)
- 2010-13 *Member*, Evaluation Subcommittee of the USDA Nutrition and Health Committee for Program Planning and Guidance
- 2010-17 *Appointed-Member*, Miami Dade County School Health Medical Advisory Committee
- 2010 *Lead Facilitator*, Centers for Disease Control and Prevention, SIP on Cancer Survivorship Care Plan (Pilot), Atlanta, GA
- 2009 *Member/Reviewer*, Centers for Disease Control and Prevention, Special Emphasis Panels (SEP) on Obesity, Nutrition, and Physical Activity, Atlanta, GA
- 2008-13 *Member*, United States Department of Agriculture (USDA) USDA Foods Task Force, Alexandria, VA

EDITORIAL ACTIVITIES

- 2016- *Reviewer*, Health Education and Behavior
- 2012- *Reviewer*, BMC Public Health
- 2012- *Reviewer*, Pediatrics
- 2012- *Reviewer*, Journal of School Health
- 2009- *Reviewer*, American Journal of Public Health
- 2009- *Reviewer*, Journal of Health Care for the Poor and Underserved

STACY M. ASHWORTH (née HAYDEN), Ph.D.

Shaffer Evaluation Group

EDUCATION

Doctor of Philosophy (Ph.D.), Educational Psychology: Giftedness, Creativity, and Talent Development
University of Connecticut

Master of Arts (M.A.), Educational Psychology: Giftedness, Creativity, and Talent Development
University of Connecticut

Bachelor of Science (B.S.), Elementary Education
Radford University

PROFESSIONAL POSITIONS

Evaluation Project Manager (Jan. 2024 to Present); Research Associate (2021-2024)

Shaffer Evaluation Group, Williamsburg, VA

Lead Shaffer Evaluation Group K-12 portfolio, including evaluation of Department of Defense Education Activity (DoDEA) grant programs. Responsibilities include project management, data collection, data analysis, and reporting. Work in partnership with school districts, colleges, universities, educational agencies, and non-governmental organizations to build successful programs informed by evidence. Selected projects include:

- Alabama State Department of Education (Alabama), Evaluation of Gifted Programs, 2023-2024
- GrapeSEED (various states), Evaluation of English Language Acquisition Programs, 2021-2024
- Chesapeake Bay Governor's School for Marine and Environmental Science (Virginia), Strategic Planning Services, 2023-2024
- The College of William and Mary (Virginia), Evaluation of National Science Foundation Grant: Noyce Scholars Teacher Scholarship Program, 2021-present
- Santa Rosa County Public Schools (Florida), Evaluation of Growing Language Opportunities with Biliteracy – Accelerated Learning Project, 2023-present
- Virginia Beach City Public Schools (Virginia), Community Consultation Services, 2023-2024

Site Coordinator and Research Associate (2018-2022)

University of Connecticut, Storrs, CT

Coordinated implementation of Thinking Like Mathematicians: Challenging All Grade 3 Students, a federally funded grant designed to support the identification of historically underserved populations in gifted programs with 20 schools across 5 states; and co-led an evaluation of Hartford Stage's educational programs.

***Talented and Gifted Teacher* (2013-2017)**

Alexandria City Public Schools, Alexandria, VA

Worked as an itinerant Talented and Gifted Teacher from 2015-2017; a Talented and Gifted Teacher at Patrick Henry Elementary School from 2013-2015; and as a Young Scholars Lead Teacher from 2014-2017, coordinating the Young Scholars Summer Academy including designing and selecting curriculum, planning and scheduling field experiences, purchasing and preparing materials, and providing staff training.

***Grade 5 Classroom Teacher* (2012-2013)**

Stafford County Public Schools, Stafford, VA

Planned and organized fifth grade events on and off school grounds throughout the school year for 120 students; and designed and coordinated enrichment opportunities for students including an explorers unit, and writers club.

SELECTED PUBLICATIONS

- **Hayden, S. M.**, Kearney, K., & Gubbins, E. J. (2024). Teachers' perceptions of mathematical discourse. *Journal of Advanced Academics*, 35(4), 576–612. <https://doi.org/10.1177/1932202X241236381>
- **Hayden, S. M.**, Gubbins, E. J., Cody, R., & Boldt, G. (2023). Teachers' perceptions of differentiation following a math curriculum implementation study. *Journal for the Education of the Gifted*, 47(1), 3–29. <https://doi.org/10.1177/0162353223121509>
- Cody, R. A., Boldt, G.T., Canavan, E. J., Gubbins, E. J., **Hayden, S. M.**, Bellara, A. P., & Kearney, K. L. (2022). Teachers reported beliefs about giftedness among twice exception and culturally, linguistically, and economically diverse populations. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.953059>
- Casa, T. M., Gilson, C. M., Gubbins, E. J., Bruce-Davis, M. N., & **Hayden, S. M.** (2022). Maximizing the potential of mathematical writing prompts. *Mathematics Teacher: Learning and Teaching in PreK-12*, 115(8), 538–550. <https://doi.org/10.5951/MTLT.2021.0287>
- Bellara, A. P., Montrosse-Moorhead, B., Casa, T. M., Gubbins, E. J. & **Hayden, S. M.** (2022). Making research-practice partnerships work for you: What might researchers want you to know. *National Association of Secondary School Principals Bulletin*, 106(3), 264–276. <https://doi.org/10.1177/01926365221120395>
- Gilson, C. M., Casa, T.M., Gubbins, E. J., Bruce-Davis, M. N., & **Hayden, S. M.** (2022) Infusing authentic mathematical learning: Lessons learned from life and a Javits project. *Teaching for High Potential*, 15, 6–8.

SELECTED PRESENTATIONS

- **Hayden, S. M.** (2021, November 11–14) Introduction to curriculum compacting. [Concurrent session]. 68th Annual Convention of the National Association for Gifted Children, Denver, CO.
- **Hayden, S. M.**, Gubbins, E. J., Kearney, K., Casa, T. M., & DesAutel, R. (2021, November 11–14) Promoting student engagement through mathematical discourse. [Poster session]. 68th Annual Convention of the National Association for Gifted Children, Denver, CO.
- **Hayden, S. M.**, & Hernandez, B. (2020, October 27–30). The experiences of novice evaluators in a collective impact evaluation: A collective autoethnography. [Conference session cancelled]. 35th Annual Conference of the American Evaluation Association, Portland, OR.
- **Hayden, S. M.**, & Glaser, H. D. (2019, October 17–19). Equity efforts in gifted education: Have they been successful? [Conference session]. 40th bi-annual conference of the Virginia Association for the Gifted, Richmond, VA.

CERTIFICATIONS

- Applying the Higher Education Rubric, Quality Matters, 2021
- Program Evaluation, University of Connecticut, 2020
- Gifted Education, The College of William and Mary, 2015
- Virginia Elementary Education K-6 Teaching License
- Virginia Gifted Education Endorsement

SELECTED LEADERSHIP AND SERVICE ACTIVITIES

- Girl Scout Troop Leader (2023-Present)
- Special Populations Network Program Chair (2021-Present), National Association for Gifted Children

AUDRA NIKOLAJSKI

Shaffer Evaluation Group

EDUCATION

Master of Public Policy (MPP) Candidate 2026, Specialization: Education Policy
William & Mary, Williamsburg, VA

Bachelor of Arts (B.A.), English with a minor in Education
University of South Florida, Tampa, FL

Bachelor of Arts (B.A.), Political Science
University of South Florida, Tampa, FL

PROFESSIONAL POSITIONS

Research Associate (2026-Present), Shaffer Evaluation Group, Williamsburg, VA

Works on mixed-methods evaluations for public and nonprofit sector clients to assess program effectiveness and outcomes. Conducts qualitative and quantitative data collection. Supports instrument development, literature reviews, and synthesis of findings into clear deliverables. Collaborates with senior evaluators and stakeholders to ensure methodological rigor, contextual understanding, and alignment with evaluation goals while meeting project timelines.

Researcher, Consultant (2025-2026), James City County Social Services, Williamsburg, VA

Worked with a team and JCCSS liaison to evaluate program effectiveness across services for 1000+ recipients. Designed surveys, hosted focus groups, created instruments, and conducted literature analysis to assess quality. Navigated and dialogued with robust coalition and network to understand nuance, bias, and holistic perception.

Substitute (2025-2026), Williamsburg James City County Schools, Williamsburg, VA

Filled in for teachers in 16 different schools, K-12th grade, responsible for up to 30 students at a time. Followed lesson plans, mitigated conflict, oversaw testing, managed complex behavior, assisted in individual instruction. Adapted to diverse classroom rules, processes, and dynamics while ensuring the flow of instruction was not interrupted.

Intern (2025), Virginia Consensus for Higher Education in Prison, Richmond VA

Worked to expand higher educational access to justice-impacted individuals across the state. Collected and coded data on 50+ CTE program in VA prisons. Supplemented with Stata regression analysis. Developed policy landscapes, wrote memos/briefs, navigated archives, and identified options for HEP legislation. Helped facilitate event with 150 policymakers, DOC officials, stakeholders, and justice-impacted people. Generated materials aligning HEP offerings with economic outcomes and recidivism rates for JLARC report.

SELECTED PUBLICATIONS

- **Nikolajski, A.** Basu, S. Rooted in Place. Humanities for All, 2023.

SELECTED PRESENTATIONS

- **Nikolajski, A. 2026** *Education's Vaccine: High Dosage Tutoring's Impact on COVID-19 Learning Loss*. Accepted at W&M's 2026 Graduate Research Symposium

LEADERSHIP & SERVICE ACTIVITIES

- Curriculum Developer and Graduate Assistant, (2025-Present) Cape Charles Rosenwood School Restoration Initiative
- AI Policy Taskforce (2025) William & Mary
- Instructor (2025) Eastern Virginia Writing Program
- Take Stock in Children Mentor (2020-2024) Hillsborough Education Foundation
- Story Facilitator (2023-2024) Narrative4

AMY HUGHES, M.Ed.

Shaffer Evaluation Group

EDUCATION

Master of Education (M.Ed.), Educational Leadership
The College of William & Mary, Williamsburg, VA

Bachelor of Science (B.S.) with University Honors, Policy and Management
Carnegie Mellon University, Pittsburgh, PA

PROFESSIONAL POSITIONS

Director of Operations and Client Relations (2024 – present), Shaffer Evaluation Group, Williamsburg, VA

Responsible for business development, client engagement, and strategic communications. Conducts outreach to prospective clients, responds to proposal requests, and provides quotes for SEG services. Engages with new clients on contract formation and leads project initiation efforts. Partners with existing clients to identify new grant opportunities and ensure client satisfaction. Manages staffing resources, collaborates with SEG evaluation project managers on deliverables quality, and coordinates marketing and client communication functions.

Data and Analytics Services Project Manager (2022-2023), Asemio, Tulsa, OK

Managed privacy-preserving record linkage data analytics projects, generating actionable insights that empowered education, health care, nonprofit, philanthropic, and social services organizations to strategically allocate financial and human resources for maximum community impact. Led projects to de-identify and link up to 500,000 individual client records from up to 15 organizations. Onboarded new data contributors, navigated data governance relationships, and evaluated data usability. Ensured compliance with HIPAA and FERPA data privacy requirements, quality assurance/quality control standards, and data suppression protocols in client deliverables. Authored and edited project reports including analytical findings, data visualizations, and recommendations for client actions. Defined project scopes, requirements, and objectives.

Project Manager, Senior Associate, Associate (2008-2022), ICF (Public Sector Group – Research and Evaluation), Rockville, MD

Managed large-scale data collection projects in K-12 schools on behalf of federal, state, and local government agencies to monitor the prevalence of risk behaviors and experiences that contribute to the leading causes of illness, death, and disability among United States youth. Created alliances in national organizations, state agencies, school districts, and schools to obtain support for and participation in school-based research including Youth Risk Behavior Survey, Youth Tobacco Survey, and Youth Health Survey efforts. Led cross-functional teams as large as 20 members to deliver projects on time, within budget, and in accordance with quality metrics. Developed and delivered training curricula for up to 25 employees as many as six times per year in multiple locations. Pilot-tested data collection methodologies and conducted feasibility studies. Collaborated with statisticians to optimize study sampling designs and directed sample validation and replacement procedures. Recruited school districts and K-12 schools to participate in youth surveys, selected participants according to study protocol, developed survey administration schedules, engaged with school contacts to maximize student participation, and managed refusal conversion efforts.

Senior Associate Director (2005-2008), The College of William & Mary, Mason School of Business - MBA Admissions, Williamsburg, VA

Exceeded enrollment goals through increases in prospects, applicants, and yield rate. Analyzed applicants' academic records, professional credentials, standardized test scores, personal essays, recommendation letters and interview results to determine admission decisions and merit scholarships. Marketed the Mason School and recruited students at regional, national and international events in Asia, Europe and Latin America. Led promotional information sessions and panel presentations for prospective MBA student audiences as large as 400 in the United States and abroad. Managed the implementation and annual renewal of customer relationship management (CRM) software. Wrote promotional copy for print and online audiences and served as editorial and design consultant to external advertising agencies.

ADDITIONAL TRAINING

Project Management Professional (PMP) Certification, in progress (anticipated completion 2026), Project Management Institute

COMMUNITY ENGAGEMENT

The Institute for Dance, Inc., a 501 (c) (3) non-profit organization

- Board of Directors Scholarship Committee Chair (2023-2025)
- Board of Directors Member (2022-2025)
- Volunteer (2010-2022)

Mary M. Torggler Fine Arts Center, Art Student (2023-present)

Williamsburg Contemporary Art Center, Member and Art Student (2022-present)

Appendix B: Sample Client Materials

Enclosed are sample materials in the following order:

- Grant narrative example
 - University of Alaska Fairbanks Community and Technical College Title III grant narrative
- Budget example
 - University of Alaska Fairbanks Community and Technical College Title III proposal budget and budget narrative
- Strategic plan examples
 - Caroline County Public Schools
 - Guilford Technical Community College
- Research design example
 - Tufts University
- Logic model example
 - University of Alaska Fairbanks Bristol Bay Campus logic model for Title III grant application
- Evaluation plan example
 - Valencia College Louis Stokes Alliances for Minority Participation (LSAMP) Bridge to the Baccalaureate (B2B): Central Florida STEM Alliance Paths to Engagement Evaluation Plan
- Data instrument example
 - East Carolina University Student Experience Survey
- Analysis example
 - Boston College
 - GrapeSEED
 - Harford County Public Schools
- Visualization example
 - University of Alaska College of Indigenous Studies Drumbeats Report

Appendix C: Sample Materials for Institutional Capacity Building

Enclosed are sample materials in the following order:

- Program Evaluation for Federal Grants Training
- Logic Modeling Workshop
- Planning for High Quality Data Collection Training
- Assessing Professional Development Workshop
- Qualitative Data Analysis using Dedoose Training
- Sustainability Analysis Tool

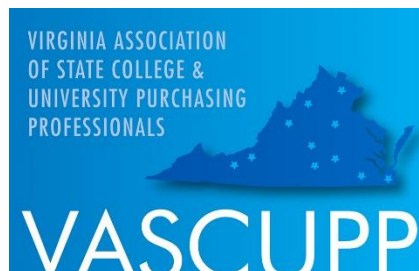


Request for Proposal

RFP# SLD-1247

**Grant Proposal Development and Consulting
Services**

February 12, 2026



REQUEST FOR PROPOSAL

RFP# SLD-1247

Issue Date: February 12, 2026
Title: Grant Proposal Development and Consulting 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 March 11, 2026 for Furnishing The Services Described Herein. (See Special Terms & Conditions “D. Late Proposals”)

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

All Inquiries For Information And Clarification Should Be Directed To: Shanna Devers, Lead Commodity Contract Officer, Procurement Services, deverssl@jmu.edu; 540-568-3131; (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)

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 # SLD-1247

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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 Grant Proposal Development and Consulting 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 23,000 students and approximately 4,000 faculty and staff. There are over 600 individual departments on campus that support seven (7) academic divisions. The University offers over 120 majors, minors, and concentrations. Further information about the University can be found at the following website: www.jmu.edu.

The JMU Center for Advancement Research in Education (JMU CARE™), housed in the College of Education (COE), advances interdisciplinary, evidence-based research and practice focused on equitable, high-quality early childhood development through the lifespan. CARE convenes faculty, staff, student, educators, families, and community partners to investigate challenges, develop interventions, and inform policy and practice through research, training, and dissemination.

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

- A. James Madison University CARE/COE seeks to engage with a qualified and experienced firm(s) for grant development, strategic thought partnership, capacity building, and project implementation and evaluation. Services include grant proposal development, technical assistance, interdisciplinary research support, and utilization-focused evaluation.
- B. Offerors shall provide a detailed response to the following:
 1. Describe your firm's capacity to deliver the service areas as indicated above. Include team size, core roles, and availability during peak periods.
 2. Describe any prior work with other higher education institutions, highlighting strategic planning, technical assistance, or evaluation engagements.
 3. Summarize your firm's experience forming and sustaining cross-institutional or international partnerships.
 4. Demonstrate your ability to provide a senior researcher based or regularly available in the Harrisonburg, VA area to support on-site data collection.

5. Explain your approach to opportunity scanning, fit assessment, timeline back-planning, and integration with JMU CARE/COE priorities.
6. Describe your processes for narrative drafting, budget creation, compliance crosswalks, and submission support.
7. Detail facilitation techniques for strategy sprints, decision framing, and issue analysis; how will your firm balance constructive critique with capacity building?
8. Outline your approach to strengthening research methods, project management, and knowledge systems. Provide sample curricula and materials.
9. Describe your methods for research design, logic models, instrument development, sampling, IRB readiness, data collection & analysis, and utilization-focused reporting.
10. Explain how your firm ensures accessibility and inclusive design across reports, tools, trainings, and web-based materials integral to project deliverables.
11. Describe how your firm estimates hours for discrete tasks and multi-stream projects, the inputs required from JMU, and your assumptions.
12. Provide your approach to schedule development, milestone tracking, and risk management.
13. Detail the cadence and format of status meetings, progress summaries, and documentation; your collaboration tools and responsiveness standards.
14. Identify key personnel (e.g., Principal/Lead Strategist, Senior Researcher—Harrisonburg/on-site, Grants Specialist, Methodologist, Project Manager, Data Analyst, Communications Lead). Provide resumes and percent allocation.
15. Explain your contingency coverage model for key personnel absences to maintain continuity of deliverables and on-site data collection.
16. Describe ongoing training for project staff assigned to JMU.
17. Provide examples (or anonymized excerpts) of grant narratives, budgets, strategic plans, research designs, logic models, evaluation plans, data instruments, analyses, and visualizations you have produced.
18. Describe your editorial, technical, accessibility, and methodological QA processes.
19. Explain how your firm organizes and archives project artifacts to enable sustainability and handoff to JMU teams.
20. Summarize your firm's data management plans (security, privacy, retention, access controls), including how FERPA-adjacent education data and research data management is handled.
21. Describe your firm's familiarity with IRB processes and responsible conduct of research training for staff supporting data collection/evaluation.

22. If proposing hosted solutions or storage, describe environments, backup/DR, encryption, and admin controls; include optional costs.
23. Identify typical risks and your mitigation strategies. Provide a sample risk register.
24. Describe your plan for project start-up and wind-down, including transfer of knowledge, files, and documentation to JMU to support sustainability.
25. Describe your approach to identifying, escalating, and resolving issues or defects that arise during the project or within project deliverables
26. Provide comprehensive pricing for proposed services in Section X. Pricing Schedule.

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.

ELECTRONIC OR PAPER SUBMISSIONS MAY BE ACCEPTED FOR THIS PROPOSAL. INSTRUCTIONS BELOW FOR OFFEROR'S CHOSEN METHOD (A. ELECTRONIC SUBMISSION or B. PAPER RESPONSE).

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. **ELECTRONIC SUBMISSION:**

- i. ELECTRONIC RESPONSES SUBMITTED THROUGH eVA WILL BE ACCEPTED. **Emailed responses will not be accepted.** Please see below, "eVA Procurement Website and Registration" for additional information on registration. It is the responsibility of the Supplier to ensure their proposal and all required documentation is properly completed, readable, and uploaded to eVA. Suppliers should allow sufficient time to account for any technical difficulties they may encounter during online submission or uploading of the documents. In the event of any technical difficulties, Suppliers shall contact the eVA Customer Care Center at 1-866-289-7367 or via email at eVACustomerCare@DGS.virginia.gov.
- ii. eVA Procurement Website and Registration The Commonwealth's procurement portal, eVA, located at <http://www.eva.virginia.gov>, provides information about Commonwealth solicitations and awards. Suppliers shall be registered in eVA in order submit a proposal to this RFP. To register with eVA, select "Register Now" on the eVA website homepage, <http://www.eva.virginia.gov>. For registration instructions and assistance, as well as instructions on how to submit proposals and accept orders please select "I Sell to Virginia". Suppliers are encouraged to check this site on a regular basis and, in particular, prior to submission of proposals to identify any amendments to the RFP that may have been issued.

- iii. Electronic Responses submitted through eVA shall be in WORD format or searchable PDF of the entire proposal, INCLUDING ALL ATTACHMENTS. PDFs must be submitted in an unlocked format. Any proprietary information should be clearly marked in accordance with Section V.4.f. below.

b. PAPER SUBMISSIONS:

- i. **One (1) original and two (2) copies** of the entire proposal, INCLUDING ALL ATTACHMENTS. Any proprietary information should be clearly marked in accordance with V.4.e. below.
 - ii. **One (1) electronic copy in WORD format or searchable PDF (CD or flash drive)** of the entire proposal, INCLUDING ALL ATTACHMENTS. Any proprietary information should be clearly marked in accordance with Section V.4.f. below.
 - iii. 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.
 - iv. See additional information in Section VIII.C, *IDENIFICATION OF PROPSAL ENVELOPE*.
2. Should the proposal contain **proprietary information, provide one (1) redacted 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.

3. 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.
4. 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. Marking an entire proposal as confidential or attempts to prevent disclosure of pricing information by designating it as confidential, proprietary or trade secret will be ignored.**
5. 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. (Electronic signature shall be accepted, i.e. Adobe Sign, DocuSign, etc.)
2. Plan and methodology for providing the goods/services as described in Section IV. Statement of Needs of this Request for Proposal.
3. A written narrative statement to include, but not be limited to, the expertise, qualifications, and experience of the firm and resumes of specific personnel to be assigned to perform the work.
4. Offeror Data Sheet, included as *Attachment A* to this RFP.
5. Small Business Subcontracting Plan, included as *Attachment B* to this RFP. Offeror shall provide a Small Business Subcontracting plan which summarizes the planned utilization of Department of Small Business and Supplier Diversity (SBSD)-certified small businesses which include businesses owned by women and minorities, when they have received Department of Small Business and Supplier Diversity (SBSD) small business certification, under the contract to be awarded as a result of this solicitation. This is a requirement for all prime contracts in excess of \$100,000 unless no subcontracting opportunities exist.
6. Identify the amount of sales your company had during the last twelve months with each VASCUPP Member Institution. A list of VASCUPP Members can be found at: www.VASCUPP.org.
7. Proposed Cost. See Section X. Pricing Schedule of this Request for Proposal.

VI. EVALUATION AND AWARD CRITERIA

A. EVALUATION CRITERIA

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

	Points
1. Quality of products/services offered and suitability for intended purposes	30
2. Qualifications and experience of Offeror in providing the goods/services	25
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	15
	100

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

VII. GENERAL TERMS AND CONDITIONS

- A. PURCHASING MANUAL: This solicitation is subject to the provisions of the Commonwealth of Virginia's Purchasing Manual for Institutions of Higher Education and Their Vendors and any revisions thereto, which are hereby incorporated into this contract in their entirety. A copy of the manual is available for review at the purchasing office. In addition, the manual may be accessed electronically at <http://www.jmu.edu/procurement> or a copy can be obtained by calling Procurement Services at (540) 568-3145.
- B. APPLICABLE LAWS AND COURTS: This solicitation and any resulting contract shall be governed in all respects by the laws of the Commonwealth of Virginia and any litigation with respect thereto shall be brought in the courts of the Commonwealth. The Contractor shall comply with applicable federal, state and local laws and regulations.
- C. ANTI-DISCRIMINATION: By submitting their proposals, offerors certify to the Commonwealth that they will conform to the provisions of the Federal Civil Rights Act of 1964, as amended, as well as the Virginia Fair Employment Contracting Act of 1975, as amended, where applicable, the Virginians With Disabilities Act, the Americans With

Disabilities Act and §10 of the Rules Governing Procurement, Chapter 2, Exhibit J, Attachment 1 (available for review at <http://www.jmu.edu/procurement>). If the award is made to a faith-based organization, the organization shall not discriminate against any recipient of goods, services, or disbursements made pursuant to the contract on the basis of the recipient's religion, religious belief, refusal to participate in a religious practice, or on the basis of race, age, color, gender, sexual orientation, gender identity, or national origin and shall be subject to the same rules as other organizations that contract with public bodies to account for the use of the funds provided; however, if the faith-based organization segregates public funds into separate accounts, only the accounts and programs funded with public funds shall be subject to audit by the public body. (*§6 of the Rules Governing Procurement*).

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

1. During the performance of this contract, the contractor agrees as follows:
 - a. The contractor will not discriminate against any employee or applicant for employment because of race, religion, color, sex, sexual orientation, gender identity, national origin, age, disability, or any other basis prohibited by state law relating to discrimination in employment, except where there is a bona fide occupational qualification reasonably necessary to the normal operation of the contractor. The contractor agrees to post in conspicuous places, available to employees and applicants for employment, notices setting forth the provisions of this nondiscrimination clause.
 - b. The contractor, in all solicitations or advertisements for employees placed by or on behalf of the contractor, will state that such contractor is an equal opportunity employer.
 - c. Notices, advertisements, and solicitations placed in accordance with federal law, rule, or regulation shall be deemed sufficient for the purpose of meeting these requirements.
 2. The contractor will include the provisions of 1. above in every subcontract or purchase order over \$10,000, so that the provisions will be binding upon each subcontractor or vendor.
- D. ETHICS IN PUBLIC CONTRACTING: By submitting their proposals, offerors certify that their proposals are made without collusion or fraud and that they have not offered or received any kickbacks or inducements from any other offeror, supplier, manufacturer or subcontractor in connection with their proposal, and that they have not conferred on any public employee having official responsibility for this procurement transaction any payment, loan, subscription, advance, deposit of money, services or anything of more than nominal value, present or promised, unless consideration of substantially equal or greater value was exchanged.
- E. IMMIGRATION REFORM AND CONTROL ACT OF 1986: By entering into a written contract with the Commonwealth of Virginia, the Contractor certifies that the Contractor does not, and shall not during the performance of the contract for goods and services in the Commonwealth, knowingly employ an unauthorized alien as defined in the federal Immigration Reform and Control Act of 1986.
- F. DEBARMENT STATUS: By submitting their proposals, offerors certify that they are not currently debarred by the Commonwealth of Virginia from submitting proposals on contracts for the type of goods and/or services covered by this solicitation, nor are they an agent of any person or entity that is currently so debarred.

- G. ANTITRUST: By entering into a contract, the contractor conveys, sells, assigns, and transfers to the Commonwealth of Virginia all rights, title and interest in and to all causes of action it may now have or hereafter acquire under the antitrust laws of the United States and the Commonwealth of Virginia, relating to the particular goods or services purchased or acquired by the Commonwealth of Virginia under said contract.
- H. MANDATORY USE OF STATE FORM AND TERMS AND CONDITIONS RFPs: Failure to submit a proposal on the official state form provided for that purpose may be a cause for rejection of the proposal. Modification of or additions to the General Terms and Conditions of the solicitation may be cause for rejection of the proposal; however, the Commonwealth reserves the right to decide, on a case by case basis, in its sole discretion, whether to reject such a proposal.
- I. CLARIFICATION OF TERMS: If any prospective offeror has questions about the specifications or other solicitation documents, the prospective offeror should contact the buyer whose name appears on the face of the solicitation no later than five working days before the due date. Any revisions to the solicitation will be made only by addendum issued by the buyer.
- J. PAYMENT:
1. To Prime Contractor:
 - a. Invoices for items ordered, delivered and accepted shall be submitted by the contractor directly to the payment address shown on the purchase order/contract. All invoices shall show the state contract number and/or purchase order number; social security number (for individual contractors) or the federal employer identification number (for proprietorships, partnerships, and corporations).
 - b. Any payment terms requiring payment in less than 30 days will be regarded as requiring payment 30 days after invoice or delivery, whichever occurs last. This shall not affect offers of discounts for payment in less than 30 days, however.
 - c. All goods or services provided under this contract or purchase order, that are to be paid for with public funds, shall be billed by the contractor at the contract price, regardless of which public agency is being billed.
 - d. The following shall be deemed to be the date of payment: the date of postmark in all cases where payment is made by mail, or the date of offset when offset proceedings have been instituted as authorized under the Virginia Debt Collection Act.
 - e. Unreasonable Charges. Under certain emergency procurements and for most time and material purchases, final job costs cannot be accurately determined at the time orders are placed. In such cases, contractors should be put on notice that final payment in full is contingent on a determination of reasonableness with respect to all invoiced charges. Charges which appear to be unreasonable will be researched and challenged, and that portion of the invoice held in abeyance until a settlement can be reached. Upon determining that invoiced charges are not reasonable, the Commonwealth shall promptly notify the contractor, in writing, as to those charges which it considers unreasonable and the basis for the determination. A contractor may not institute legal action

unless a settlement cannot be reached within thirty (30) days of notification. The provisions of this section do not relieve an agency of its prompt payment obligations with respect to those charges which are not in dispute (*Rules Governing Procurement, Chapter 2, Exhibit J, Attachment 1 § 53; available for review at <http://www.jmu.edu/procurement>*).

2. To Subcontractors:
 - a. A contractor awarded a contract under this solicitation is hereby obligated:
 - (1) To pay the subcontractor(s) within seven (7) days of the contractor's receipt of payment from the Commonwealth for the proportionate share of the payment received for work performed by the subcontractor(s) under the contract; or
 - (2) To notify the agency and the subcontractors, in writing, of the contractor's intention to withhold payment and the reason.
 - b. The contractor is obligated to pay the subcontractor(s) interest at the rate of one percent per month (unless otherwise provided under the terms of the contract) on all amounts owed by the contractor that remain unpaid seven (7) days following receipt of payment from the Commonwealth, except for amounts withheld as stated in (2) above. The date of mailing of any payment by U. S. Mail is deemed to be payment to the addressee. These provisions apply to each sub-tier contractor performing under the primary contract. A contractor's obligation to pay an interest charge to a subcontractor may not be construed to be an obligation of the Commonwealth.
 3. Each prime contractor who wins an award in which provision of a SWAM procurement plan is a condition to the award, shall deliver to the contracting agency or institution, on or before request for final payment, evidence and certification of compliance (subject only to insubstantial shortfalls and to shortfalls arising from subcontractor default) with the SWAM procurement plan. Final payment under the contract in question may be withheld until such certification is delivered and, if necessary, confirmed by the agency or institution, or other appropriate penalties may be assessed in lieu of withholding such payment.
 4. The Commonwealth of Virginia encourages contractors and subcontractors to accept electronic and credit card payments.
- K. 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 coverage 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 via email directly to the Procurement Officer listed on the signature page of this solicitation or 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 or swamreporting@jmu.edu .**

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 or swamreporting@jmu.edu .** 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 or swamreporting@jmu.edu .**
- 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. 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.
- Q. 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.

- 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, and affiliates 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 pricing for all products and services included in proposal indicating one-time and on-going costs. The resulting contract will be cooperative and pricing shall be inclusive for the attached Zone Map, of which JMU falls within Zone 2.

1. Contractor shall provide a list of all labor category(ies) and the associated hourly rate(s).
2. Provide all other costs including incidentals, travel, and miscellaneous fees that would apply.

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 D: Zone Map

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, a SWaM Sub-contractor Reporting Form shall be submitted to swamreporting@jmu.edu)

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: _____

ATTACHMENT D

Zone Map



Virginia Association of State College & University Purchasing Professionals (VASCUPP)

List of member institutions by zones

Zone 1

George Mason University (Fairfax)

Zone 4

University of Mary Washington (Fredericksburg)

Zone 7

Longwood University (Farmville)

Zone 2

James Madison University (Harrisonburg)

Zone 5

Christopher Newport University (Newport News)

College of William and Mary (Williamsburg)

Norfolk State University (Norfolk)

Old Dominion University (Norfolk)

Zone 8

Virginia Military Institute (Lexington)

Virginia Tech (Blacksburg)

Radford University (Radford)

Zone 3

University of Virginia (Charlottesville)

Zone 6

Virginia Commonwealth University (Richmond)

Virginia State University (Petersburg)

Zone 9

University of Virginia - Wise (Wise)



February 23, 2026

ADDENDUM NO.: ONE

TO ALL OFFERORS:

REFERENCE: Request for Proposal No: **RFP# SLD-1247**
Dated: **February 12, 2026**
Commodity: **Grant Proposal Development and Consulting Services**
RFP Closing On: **March 11, 2026 at 2:00 p.m. (Eastern)**

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

1. *Question:* How many grant opportunities/proposals per year are anticipated, and what are the typical turnaround times?

Answer: This is unknown.

2. *Question:* How frequently is on-site data collection anticipated, and what travel/local presence assumptions should pricing reflect?

Answer: On-site expectations are unknown, but offerors should provide all available pricing information.

3. *Question:* What are the minimum expected outcomes (e.g. number of logic models, instruments, evaluation plans, reports) for a “typical” engagement?

Answer: This is unknown and will vary based on project scope.

4. *Question:* Will JMU require use of specific systems for artifact storage/collaboration, and what constraints exist for any contractor-hosted solutions?

Answer: There are no requirements for specific systems currently. Existing constraints depend on the type of JMU data being shared or stored and will follow JMU IT policies if required. At this time, there is no expectation of sensitive data to be shared that would have any constraints.

5. *Question:* Which entities beyond JMU (if any) are expected to use the cooperative arrangement, and how should that affect pricing assumptions by zone?

Answer: We cannot confirm which entities beyond JMU would be interested in utilizing any resulting contract.

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

Sincerely,

A handwritten signature in black ink, appearing to read "Shanna Devers", with a long horizontal flourish extending to the right.

Shanna Devers, CUPO
Lead Commodity Contract Officer
Email: deverssl@jmu.edu
Phone: (540-568-3131)



March 2, 2026

ADDENDUM NO.: TWO

TO ALL OFFERORS:

REFERENCE: Request for Proposal No: **RFP# SLD-1247**
Dated: **February 12, 2026**
Commodity: **Grant Proposal Development and Consulting Services**
RFP Closing On: **March 11, 2026 at 2:00 p.m. (Eastern)**

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

1. *Question:* Are you seeking training on the grant development process, or are you seeking a firm to write proposals and grants for the university, or both?

Answer: JMU CARE is not seeking training. We need a firm that brings specialized expertise to collaborate with our team in writing grants, developing competitive proposals, and strengthening our overall capacity to pursue external funding.

2. *Question:* Please provide more specificity around the nature of “capacity building” that is referred to under the statement of needs. For example, are you seeking a firm to provide training that builds faculty/staff capacity across all tasks/items listed or does capacity refer to engaging a partner that can supplement the strengths of the university to expand its “bench” of researchers?

Answer: In this context, “capacity building” refers to augmenting JMU CARE’s internal expertise and bandwidth by engaging a partner with deep experience in grant writing, evaluation design, grant strategy, and related technical skills. This is not about faculty/staff training. It is about supplementing our team with expert partners who can help expand our ability to pursue and manage complex grant opportunities.

3. *Question:* The scope requests “data collection,” so we want to confirm expectations around this (frequency, location(s), modality). Or, is the expectation that the vendor support JMU CARE to think about methodology and data collection methods and approaches?

Answer: Expectations will vary by project, and in many cases the firm’s role will be to support JMU CARE in designing appropriate methodologies and data collection approaches. Some projects may include data collection, but this will depend entirely on the individual project scope.

4. *Question:* Reference Statement of Needs, B. #16: Who is meant by “project staff” - is this our proposed team supporting JMU or is it JMU staff?

Answer: “Project staff” refers to the vendor’s proposed team supporting JMU/CARE, not JMU personnel.

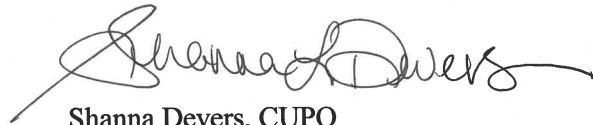
MSC 5720
752 Ott Street, Room 1042
Wine Price Building
Harrisonburg, VA 22807
Office of 540.568.3145 Phone
PROCUREMENT SERVICES 540.568.7935 Fax

5. *Question:* What are the specific expectations related to “ongoing training”?

Answer: JMU CARE does not require the vendor to provide training to JMU CARE staff. However, we do expect the vendor to maintain ongoing internal training for their own personnel to ensure consistently high-quality services. The expectation is that the vendor’s team will continuously develop and update their expertise, so that CARE receives support informed by current standards, high technical quality, and up-to-date knowledge of the funding landscape.

Signify receipt of this addendum by initialing “*Addendum # 2*” on the signature page of your proposal.

Sincerely,

A handwritten signature in black ink, appearing to read "Shanna Devers", with a long horizontal flourish extending to the right.

Shanna Devers, CUPO
Lead Commodity Contract Officer
Email: deverssl@jmu.edu
Phone: (540-568-3131)



March 5, 2026

ADDENDUM NO.: THREE

TO ALL OFFERORS:

REFERENCE: Request for Proposal No: **RFP# SLD-1247**
Dated: **February 12, 2026**
Commodity: **Grant Proposal Development and Consulting Services**
RFP Closing On: **March 11, 2026 at 2:00 p.m. (Eastern)**

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

1. *Question:* How does JMU define “strategic thought partnership” in this context, and what types of decisions or planning processes should Elite Research support?

Answer: For JMU, this means helping clarify complex ideas, co-creating solutions, and offering new perspectives.

2. *Question:* For evaluation services, does JMU expect formative, developmental, outcomes-focused, or mixed-methods evaluation, and should the partner design frameworks, conduct evaluations, or both?

Answer: JMU CARE anticipates that evaluation needs will vary by project, and the firm should be prepared to support formative, developmental, outcomes-focused, and mixed-methods approaches depending on the scope. The vendor should be able to design evaluation frameworks and, when appropriate for the project, conduct components of the evaluation, though the extent will differ case by case.

3. *Question:* Does JMU have existing interdisciplinary initiatives (e.g., health, education, STEM, social impact) that the partner should integrate with? and/or Which colleges, centers, or research clusters are expected to be the primary users of these services?

Answer: This is unknown, as projects will vary depending on scope.

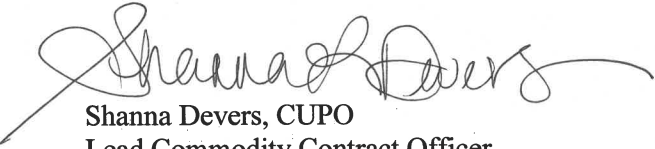
4. *Question:* Is JMU open to or capable of providing incentives (gift cards, raffles, etc.) to encourage participation?

Answer: This is unknown at this time.

Signify receipt of this addendum by initialing “*Addendum # 3*” on the signature page of your proposal.

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

Sincerely,

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Shanna Devers, CUPO
Lead Commodity Contract Officer
Email: deverssl@jmu.edu
Phone: (540-568-3131)