



**COMMONWEALTH OF VIRGINIA
STANDARD CONTRACT**

Contract No. UCPJMU5471

This contract entered into this 28th day of March 2019, by Magnolia Consulting, 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 March 27, 2019 through February 20, 2020 with four one-year renewal options.

The contract documents shall consist of:

- (1) This signed form;
- (2) The following portions of the Request for Proposal MLO-944 dated July 9, 2018:
 - (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 One, dated July 26, 2018
- (3) The Contractor's Proposal dated August 9, 2018 and the following negotiated modification to the Proposal, all of which documents are incorporated herein.
 - (a) Negotiations Summary, dated March 28, 2019.

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

CONTRACTOR:

By: Stephanie Baird Wilkerson
(Signature)

Stephanie Baird Wilkerson (Printed Name)

Title: President

PURCHASING AGENCY:

By: [Signature]
(Signature)

Doug Chester
(Printed Name)

Title: Buyer Senior

RFP # MLO-944
Sponsored Programs Evaluation Services
Negotiation Summary for Magnolia Consulting, LLC
March 28, 2019

1. Pricing schedule:

Consultants	Hourly Rate (On-site)*	Hourly Rate (Off-site)
Evaluation Director	\$181.94	\$166.35
Principal Evaluator	\$142.42	\$120.96
Lead Technical Assistance Provider & Evaluator	\$155.70	\$103.27
Senior Evaluator	\$93.7	\$73.77
Project Manager	\$81.89	\$57.99
Research Assistant	\$76.47	\$52.71
Budget and Contract Manager	Not Applicable	\$45.94
Finance Manager	Not Applicable	\$50.91
Executive Assistant	Not Applicable	\$38.72

* Travel estimates include an overnight stay in Harrisonburg and therefore, hourly rates are based on two work days that account for onsite meeting/workshops and travel time.


Consulting Evaluation Services and Pricing Structure*	
Infographic development	\$2,500 - \$6,500
Collaborate with clients to design and develop infographics to communicate evaluation information and findings to key stakeholder audiences.	
Logic model development	\$3,750 - \$6,500
Collaborate with clients to design and develop a program logic model to depict program inputs, outputs, activities and intended outcomes.	
Short survey and report	\$3,528 - \$11,760
Develop and administer a survey, prepare and analyze data, and develop a final report. Cost varies by survey sample and length.	
Non-experimental descriptive study	\$11,760 - \$41,160
Projects may include but are not limited to the following services: study design, instrument development, logic model development, qualitative and quantitative data collection, data management and analysis, final report. Cost varies by sample size, data collection methods, analyses and reporting specifications.	
Literature review; research synthesis	\$17,640 - \$22,454
Develop inclusion and review criteria for scientific and academic research. Produce white paper or report. Projects include dissemination strategies. Cost varies on extent of literature search and review; meta-analyses would increase costs significantly.	
Non-experimental case study	\$17,640 - \$35,280
Projects may include but are not limited to the following services: study design, instrument and logic model development, project management, qualitative and quantitative data collection, data management and analysis, final report, dissemination strategies. Cost varies by sample size, data collection methods, analyses and reporting specifications.	
Treatment group only efficacy study	\$58,800 - \$176,400
Projects may include but are not limited to the following services: study design, logic model development, project management, recruitment, instrument development, observations, in-depth interviews, pre and posttest data collection, implementation monitoring, database management and analysis, final report, dissemination strategies. Cost varies by sample size, number and nature of	

RFP # MLO-944
Sponsored Programs Evaluation Services
Negotiation Summary for Magnolia Consulting, LLC
March 28, 2019

assessments, types of analyses and reporting specifications.	
RCT or matched-group efficacy study	\$147,000 - \$264,600
Projects may include but are not limited to the following services: study design, logic model, project management, recruitment, condition assignments, instrument development, observations, in-depth interviews, pre and posttest data collection, implementation monitoring, database management and analysis, data imputation, final report, dissemination strategies. Cost varies by sample size, number and nature of assessments, types of analyses and reporting specifications. Costs assume teacher-level assignment and could increase with school or district assignment.	

*The above table includes service estimates based on 2018-19 hourly rates that include travel. Evaluators will develop an individual proposal to meet the needs for each project depending on the scope of the work involved. Evaluation estimates typically range from 10-30% of the project budget. Services will not commence until pricing and scope are mutually agreed upon. Consulting Evaluation Services and Pricing Structure pricing shall be based on the hourly rates provided above and reflected on the quote.

2. Price increases at contract renewal will be capped at 2.5%.
3. Should travel be required during the term of this contract, all travel expenses shall be in accordance with the U.S. General Services Administration (GSA) allowance for lodging, meals, and incidentals.
<http://www.gsa.gov/portal/content/104877>
<http://www.gsa.gov/portal/content/101518>
4. Billable hours shall be for actual work hours on authorized projects/tasks rounded to the quarter hour.
5. Contractor shall provide detailed invoicing to include project title, number of hours worked, role of individual(s) performing the work, and specific tasks performed.
6. Contractor has disclosed all potential fees. Additional charges will not be accepted.



James Madison University Sponsored Program Evaluator Services Proposal

RFP# MLO-944

August 8, 2018



cultivating learning and positive change

5135 Blenheim Road
Charlottesville VA 22902

855.984.5540

info@magnoliaconsulting.org
www.magnoliaconsulting.org

REQUEST FOR PROPOSAL
RFP# MLO-944

Issue Date: July 9, 2018
Title: Sponsored Programs Evaluation Services
Issuing Agency: Commonwealth of Virginia
James Madison University
Procurement Services MSC 5720
752 Ott Street, Wine Price Building
First Floor, Suite 1023
Harrisonburg, VA 22807

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

Sealed Proposals Will Be Received Until 2:00 PM on August 14, 2018 for Furnishing The Services Described Herein.

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

All Inquiries For Information And Clarification Should Be Directed To: Matasha Owens, MPA, CUPO, VCO, Buyer Senior, Procurement Services, owensml@jmu.edu; 540-568-3137; (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:

Magnolia Consulting LLC

5135 Blenheim Road

Charlottesville VA 22902

By: 
(Signature in Ink)

Name: Stephanie Baird Wilkerson, Ph.D.
(Please Print)

Date: August 9, 2018

Title: President

Web Address: www.magnoliaconsulting.org

Phone: 434.984.5540

Email: Stephanie@magnoliaconsulting.org

Fax #: 434.984.5541

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

SMALL, WOMAN OR MINORITY OWNED BUSINESS:

☒ YES; ☐ NO; IF YES \Rightarrow ☒ SMALL; ☒ WOMAN; ☐ MINORITY IF MINORITY: ☐ AA; ☐ HA; ☐ AsA; ☐ NW; ☐ Micro

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

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A. Magnolia Consulting Qualifications

RFP pg. 2; Section IV.A. Describe in detail the firm's qualifications and expertise in providing evaluation services to organizations similar in size and scope to James Madison University.

Introduction

Magnolia Consulting, LLC is pleased to respond to the request for proposals to enter into a contract to provide external evaluation services for James Madison University (JMU). We would welcome the opportunity to work collaboratively with JMU to provide them with high quality evaluation services that meet grant specifications and stakeholder information needs. We offer our extensive and diverse evaluation expertise working with varied clients including institutions of higher education. We are prepared to establish the necessary agreements to ensure a sound, clearly defined, and productive collaboration.

Qualifications

Magnolia Consulting, LLC, is a woman-owned small business with headquarters in Charlottesville, Virginia. Because of our collective expertise and nationally-recognized reputation, Magnolia Consulting's educational evaluations have included a wide range of studies in the areas of literacy, writing, science, technology, engineering, mathematics (STEM), Common Core State Standards, English language proficiency, blended learning, systemic reform, and educator professional development. Our studies have included programs across the educational spectrum, from prekindergarten through university graduate degree programs. Magnolia Consulting evaluators share more than 100 combined years of research and evaluation experience and represent an array of fields including preK-20 education, informal education, and education and public outreach. Magnolia Consulting has provided evaluation services for a broad range of projects and an equally broad range of clients. We have experience working with textbook publishing companies, outreach providers for school districts, NASA's Discovery Missions, state departments of education, non-profit and for-profit organizations, and private foundations.

In every evaluation, we collaborate with clients to develop a comprehensive evaluation design and plan that best meets their needs. That means developing the most rigorous design possible within our clients' scope of work and budget. It also entails developing a management plan, with our skilled evaluators who have expertise in managing evaluations from proposal development and design through implementation, analysis and reporting.

Evaluation Clients

Magnolia Consulting has successfully provided evaluation services across a broad range of evaluations and clients. We share decades of evaluation experience working with institutions of higher education, school districts, PreK-16 educators, local and state education agencies, nonprofit and for-profit organizations and community groups, professional development specialists, textbook publishing companies, and private foundations. Our higher education partners on evaluation studies have included Old Dominion University, Virginia Commonwealth University, George Mason University, the University of Virginia, the University of Texas, the University of Maryland, the University of South Florida, the University of Vermont, Princeton University, Northern Arizona University, the University of Wisconsin-Platteville, Purdue University, Coconino Community College, Southwest Virginia Community College, Thomas Nelson Community College, Mountain Empire Community College, John Tyler Community College, Tidewater Community College, and Eastern Shore Community College.

RFP pg. 2; Section IV.A. Describe in detail the firm's qualifications and expertise in providing evaluation services to organizations similar in size and scope to James Madison University.

In addition to institutions of higher education, we have worked with a variety of organizations including the Association for Supervision and Curriculum Development (ASCD), the Louisiana Department of Education, the Colorado Department of Education, the Nebraska Department of Education, the Tennessee Department of Education, Pearson, Houghton Mifflin Harcourt, National Geographic Learning, Edmentum, Renaissance Learning, Rowland Reading Foundation, Achieve3000, Goddard Space Flight Center, Johnson Space Center, Jet Propulsion Laboratory, the National School Board Association, Mid-continent Research for Education and Learning (McREL), CNA, SRI, REL Appalachia, REL Central, REL Pacific, Scripps Research Institute, the Virginia Community Healthcare Association, the Virginia Museum of Natural History, the North Carolina Museum of Natural Sciences, the Notah Begay III Foundation, and the National Center for Educational Achievement ACT. In many of these partnerships, our projects have been funded by the Institute of Education Sciences, the Department of Labor, the Department of Justice, the National Science Foundation, the National Aeronautics and Space Administration, the Arizona Department of Education, and the Bill and Melinda Gates Foundation.

B. Magnolia Consulting Areas of Expertise

RFP pg. 2; Section IV.B. Provide a detailed description of the firm's areas of expertise (i.e. biology, education, human services). Include general and specific evaluation design specialties/expertise.

Magnolia Consulting evaluators have significant experience conducting evaluations and research using a variety of methods (Table 1). For example, we specialize in formative and summative research and evaluation designs, quantitative and qualitative evaluation methods and analysis, logic model development, assessment measurement, instrument and tool development, and disseminating and communicating results. Our evaluators have experience developing and implementing a variety of projects from long-term, national multi-site evaluations to short, single-day events. We have expertise in mixed-method evaluations and our studies range from more than 50 randomized control trials and quasi-experimental designs to case studies. For every study, we develop a tailored approach designed to cultivate learning and positive change. Our reports clearly present evaluation findings in a way that maximize usability of results by our clients.

Table 1. Magnolia staff member methods and content area expertise

Magnolia Staff Member	Methods Expertise							Content Area Expertise								
	Formative & Summative Research & Evaluation Design	Qualitative Methods & Analyses	Quantitative Methods & Analysis	Logic Model Development	Assessment Measurement	Instrument and Tool Development	Disseminating & Communicating Results	Biology	Engineering	Literacy	Early Learning	Career and College Pathways; Workforce Development	STEM & Computer Science	Systemic Reform and Educator Effectiveness	Human Services	Underrepresented Populations
Stephanie Wilkerson	X	X	X	X	X	X	X			X			X	X		
Lisa Shannon	X		X	X	X	X	X			X	X	X	X		X	X
Carol Haden	X	X	X	X	X	X	X	X	X			X	X	X		
Mary Styers	X	X	X		X	X	X		X	X	X	X	X			X

RFP pg. 2; Section IV.B. Provide a detailed description of the firm's areas of expertise (i.e. biology, education, human services). Include general and specific evaluation design specialties/expertise.

Our evaluators also possess years of experience across a wide variety of content areas (Table 1), including science, technology, engineering, mathematics (STEM), and computer science, as evidenced by our evaluations of more than 40 STEM programs. Partnering with universities across the country, we have studied more than 15 programs funded under the following National Science Foundation (NSF) programs: IUSE, ATE, Noyce, ITEST, Climate Change Education Partnership program, Mathematics and Science Partnership program, and TUES. These programs include undergraduate engineering education programs and communities of practice, geospatial technician workforce development, climate change education programs and degrees, STEM pathway programs, STEM teacher recruitment and preparation, and a bioscience course for high school students. In addition to evaluating various NSF-funded programs, we have designed and implemented evaluation studies for a variety of other STEM programs, such as Project Lead the Way, the Arizona Department of Education, and the North Carolina Museum of Natural Sciences.

Magnolia Consulting evaluators are also experienced in researching and evaluating college and career readiness and workforce development programs. Our work in this area has been diverse, ranging from the U.S. Department of Labor's Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant evaluations to studies of non-profit programs designed to foster college and career readiness, as well as educator professional learning programs. Some of our more recent work in this area includes an outcomes study of short duration advanced manufacturing and cybersecurity programs at Thomas Nelson Community College, a quasi-experimental study of advanced manufacturing programs at Southwest Virginia Community College, and a quasi-experimental study of a community college to university transition program at Coconino Community College.

Our content area expertise also includes the design and implementation of multiple evaluations of PreK-12 educational curriculum. Our past experience includes evaluations in the areas of reading, writing, science, technology, engineering, and mathematics (STEM), and social emotional development. We have extensive experience examining program implementation and its impact on teaching and learning. Our studies have involved print, digital, and blended programs as well as tiered reading and mathematics interventions for various preK-12 learners including students with disabilities, English learners, and students performing significantly below grade level. Additionally, we have conducted studies of out-of-school time interventions and professional learning programs designed to improve student academic outcomes. Our recent work in this area includes evaluations of the Renaissance Learning *Achieve3000* program, the Pearson *Investigations 3* program, Houghton Mifflin Harcourt's *Biology* program, and Houghton Mifflin Harcourt's *Splash into PreK* program.

C. Prior Experience Evaluating Externally-funded Projects

RFP pg. 2; Section IV.C. Describe in detail the firm's prior evaluations of externally-funded projects, specifically any evaluations provided for governmental entities and institutions of higher education. Include a list of projects, funding agency, contact information to include name, phone number, and email address, and nature of the project as well as any additional information that would be helpful in evaluating the capacity and complexity of past projects.

Magnolia Consulting has worked with many government agencies, institutes of higher education, state education agencies, education and curriculum providers, and museums. The following paragraphs briefly describe a selected sample of our past and current studies with seven clients.

RFP pg. 2; Section IV.C. Describe in detail the firm's prior evaluations of externally-funded projects, specifically any evaluations provided for governmental entities and institutions of higher education. Include a list of projects, funding agency, contact information to include name, phone number, and email address, and nature of the project as well as any additional information that would be helpful in evaluating the capacity and complexity of past projects.

Virginia Space Grant Consortium, GeoTEd program (2008–2020). With funding from the National Science Foundation, the Virginia Space Grant Consortium at Old Dominion University designed a statewide professional development model to enhance the capacity of Virginia community college faculty to expand and enhance the workforce pool of highly qualified geospatial technicians. The evaluation focuses on three project areas: (a) academic pathway development in nine community colleges; (b) professional development through OVERspace workshops, geospatial summer institutes, distance learning, GTEVCC webportal resources, and ongoing mentoring support; and (c) student participation. The evaluation uses a mixed-method approach with quantitative and qualitative measures of project implementation and impacts. Primary data collection methods include document review, in-depth interviews, and participant pre/post surveys. Contact information: Chris Carter, Deputy Director, Virginia Space Grant Consortium; cxcarter@odu.edu; (757) 766-5210.

Southwest Virginia Community College, PluggedIn and WorkREADY! program (2014–2018). With funding from the Department of Labor's Trade Adjustment Assistance Community College and Career Training (TAACCCT) program (Round IV), Southwest Virginia Community College developed four six-month, high intensity programs in advanced manufacturing (i.e., welding, precision machining, mechatronics, carpentry) for adults in the Appalachia region. The evaluation uses a quasi-experimental design to examine program implementation, as well as academic and employment outcomes and impacts of program participation. Data collection measures include student, staff, and employer surveys; focus groups with students, staff, and employers; semi-annual site visits and observations; and the collection of achievement and completion data and employment and post-program wages data from Southwest Virginia Community College. Contact information: James Dye, Dean of Business, Engineering, and Instructional Technology; james.dye@sw.edu, (276) 964-7278.

Coconino Community College, CCC2NAU program (2012–2016). With funding from the Department of Labor's Trade Adjustment Assistance Community College and Career Training (TAACCCT) program (Round II), Coconino Community College revised a program to help students transition from the community college to Northern Arizona University for successful completion of four-year degree programs. The evaluation used a quasi-experimental design to examine the effectiveness of this transition program. Data collection measures included student surveys; interviews with staff, administrators, and students; and treatment-control comparisons of GPA, retention, time to transition, and graduation among other outcomes. Contact information: Veronica Hipolito, Dean of Student Development; Veronica.Hipolito@COCONINO.edu; (928) 226-4334.

CNA and SRI, REL Appalachia (2013–2021). With funding from the Institute of Education Sciences, REL Appalachia provides technical assistance and research support to educators in four states within the Appalachian region (i.e., Virginia, Tennessee, West Virginia, Kentucky). Magnolia Consulting informed REL Appalachia work by conducting a six-step needs assessment process through 2016. Evaluators analyzed stakeholder survey data, created interview protocols and conducted interviews with educational stakeholders, scanned regional news and publications, supported an internal needs-sensing database, and regularly participated with REL staff to provide ongoing formative and summative feedback. Beginning in 2017, Magnolia Consulting staff provide support for REL Appalachia research studies as part of a quality assurance process and serve as advisors to REL Appalachia technical support activities. Contact information: Deborah Jonas, Director, REL Appalachia; deborah.jonas@sri.com; (703) 247-8772.

RFP pg. 2; Section IV.C. Describe in detail the firm's prior evaluations of externally-funded projects, specifically any evaluations provided for governmental entities and institutions of higher education. Include a list of projects, funding agency, contact information to include name, phone number, and email address, and nature of the project as well as any additional information that would be helpful in evaluating the capacity and complexity of past projects.

Northern Arizona University, NASA PLANETS (2016-2021). With funding from NASA, this project involves creating planetary science curriculum units for use in Out-of-School Time settings and represents a collaborative effort among NAU professional development providers, USGS scientists, and Museum of Science curriculum developers. Evaluation includes formative and summative components. Methods include curriculum review, collaborator interviews and surveys, artifact review, professional development feedback surveys, implementation surveys, student attitude surveys and OST facilitator assessments. Contact information: Joelle Clark, Associate Director of the Center for Science Teaching and Learning; Joelle.Clark@nau.edu; (928) 523-8797.

Eastern Shore Community College, Creating Technical Scholars: A Model for Structured Pathways (2017–2020). With funding from the National Science Foundation, Eastern Shore Community College is expanding on an earlier pathway model and aims to develop a transition pathway from secondary to post-secondary education to employment in the STEM field. Using a mixed-methods approach to address formative and summative questions, Magnolia Consulting is evaluating the project's four objectives: (a) the creation of a Technical Studies Associate's degree in several technical tracks, (b) the development of dual enrollment tracks, (c) the establishment of articulation agreements, and (d) the development of career tracks following program completion. Primary data collection methods include document review and administration of annual personnel, partner, and student surveys. Contact information: John Floyd, Assistant Professor; jfloyd@es.vccs.edu; (757) 789-1779.

Achieve3000, SmartyAnts program (2017-2018). With funding from Achieve3000, this project involves conducting a multi-site randomized trial to examine the impact of SmartyAnts, a foundational literacy program, on kindergarten and first grade literacy skills. Measures include a standardized literacy assessment, monthly teacher implementation logs, classroom observations, and teacher interviews. Analyses include calculation of descriptive statistics, multi-level modeling, calculation of standardized effect sizes, and analytic induction of qualitative data. Contact information: Steve Tardrew, Vice President of Assessment and Research; steve.tardrew@achieve3000.com; (609) 276-7404.

D. Innovative Approaches

RFP pg. 2; Section IV.D. Describe any innovative or creative design approaches or strategies.

We are utilization-focused and results oriented

At Magnolia Consulting, we pride ourselves on our commitment to excellence in providing high-quality, client-focused evaluation services. Using our proven, utilization-focused approach to evaluation, we work collaboratively with our clients throughout every step of the evaluation process. This ensures that we develop a solid understanding of our clients' needs and goals, use methodology that adheres to the highest technical standards while remaining within the specified budget, and communicate findings in a timely and relevant manner. For every project, we strive to help our clients improve their programs, products, and services through data-driven feedback, and provide clients and stakeholders with rigorous evidence of

RFP pg. 2; Section IV.D. Describe any innovative or creative design approaches or strategies.

program impacts. We deliver research and evaluation services that are useful, relevant, and actionable so that clients have the information they need, when they need it.

We adhere to high quality standards

In every study, no matter how large or how small, Magnolia Consulting seeks to uphold the highest standards in research and evaluation. Our studies adhere to The Program Evaluation Standards set forth by the Joint Committee on Standards for Educational Evaluation. We also refer to the quality standards for research espoused by the U.S. Department of Education, Institute of Education Sciences' What Works Clearinghouse (WWC) procedures and standards to guide design and analytical decisions. For example, best practices show that study designs incorporating random assignment are the gold standard, providing the most rigorous methodology and evidence of causality. Therefore, when possible and feasible, Magnolia Consulting uses random assignment to study conditions. When randomization is not appropriate or feasible, we use other rigorous approaches, such as quasi-experimental designs with group equating, regression discontinuity designs, or interrupted time series designs.

We stay abreast of innovative practices

To ensure all of our work meets the highest standards, Magnolia Consulting evaluators make a conscious effort to stay abreast of innovative and cutting-edge evaluation designs, analysis, strategies, and technology. Our evaluators participate in professional development organizations, attend conferences regularly, and subscribe to journals in the field. Additionally, we participate in workshops with leading methodologists in the field and hold internal professional development training seminars with our staff. Staying informed about new approaches in research and evaluation ensures that we are able to implement the most current and innovative research and evaluation designs and analysis strategies. Examples of our innovative and rigorous strategies include, choosing the most rigorous designs for our studies (such as RCTs, interrupted time series designs, and regression discontinuity designs), conducting progressive analyses (such as hierarchical and cross-classified value-added modeling when appropriate), ensuring we address missing data (often by using multiple imputation), running sensitivity analyses, and calculating and interpreting effect sizes.

We respond to clients' needs

In addition to our commitment to excellence in providing high-quality evaluation services and standards, we prioritize the provision of exceptional customer service to our clients and study participants. Magnolia Consulting has networking capabilities that permit easy and frequent contact with clients and study participants to support communication regarding all aspects of a project. Thus, not only are our evaluators accessible for in-person meetings and on-site data collection efforts, but we are also accessible through webinars, video conferencing, and email correspondence. We respond to clients in a timely manner, usually within 24 hours or less, and are always open to input from clients and their stakeholders. We can respond quickly to proposal requests—no more than five business days—and work collaboratively with our clients to ensure targeted and useful evaluation services.

We build our clients' capacity in evaluation

We believe that the more clients know about evaluation the better consumers of evaluation they will be. When clients invest time in understanding how evaluation works, the decisions made during the design and

planning phase, and how to interpret results, the results are more relevant and purposeful. Clients who understand the evaluation process are also more likely to use the results of evaluation for improvement. To build the capacity of clients, we engage them in evaluation activities such as developing evaluation questions, program logic models, implementation assessment tools, recommendations, and reports.

We promote knowledge utilization through infographics

As evaluators, we generate information that increases clients' knowledge and understanding of their programs, products, and services. Our goal is to convey evaluation information in a way that promotes understanding and knowledge utilization, and we believe infographics are an effective tool for accomplishing that goal. An infographic communicates a clear and compelling visual story that engages readers through data visualization, images, illustrations, and text. Using infographics we condense large amounts of complex information into digestible chunks that readers will understand and remember. Infographics are portable, accessible, and tailored to the information needs of specific stakeholder audiences. Our expertise is evidenced through our experience offering workshops for national and international audiences in creating powerful infographics.

On the next page, we invite you to review our infographic on Magnolia Consulting's core values. We developed these core values with deep reflection and intention for what matters to us and drives our work. These values are more than a descriptive infographic, they are what we live each day to bring our clients the highest quality and most innovative services possible based on their needs.



Values that Cultivate Learning and Positive Change

With **mindful practice and courage** we manifest these core values...



Abundance

We embrace the limitless possibilities for manifesting prosperity and joy by working with gratitude, trust, dedication, and positivity.

Service

We provide responsive, caring, and mindful service to each other and our partners and stakeholders. We deliver our best – always.



Excellence

We deliver value through proven performance.

Heart-Centered

We lead with our hearts and create harmonious relationships that honor unique perspectives and harness collective strengths.



Cultivation

We create an environment where new ideas, opportunities, and innovation thrive for cultivating learning and positive change for ourselves and those we serve.

Integrity

We conduct our work with trustworthiness and in accordance with high ethical standards in the research and evaluation field.



Utilization-Focused, Results Oriented

We deliver research and evaluation results that are useful, relevant, and actionable.

Our core values help us achieve our mission to provide innovative and customized evaluation and research services that improve individual and organizational capacity for positive change.

Let us be of service

info@magnoliaconsulting.org | <https://magnoliaconsulting.org/>

E. Evaluation Planning and Implementation

RFP pg. 2; Section IV.E. Describe in detail the firm's evaluation planning and implementation methodology to include the following: 1) Allocation of staff, 2) Management methods, 3) Systems to ensure maintenance of complete and accurate records, 4) Processes in place to protect personally identifiable information, 5) Potential use of subcontractors, 6) Commitment to project completion within time and budget constraints

Through our extensive experience in conducting a variety of evaluation and research projects, Magnolia Consulting evaluators have developed and streamlined specific steps for launching and implementing projects. The first step generally involves responding to initial communications from clients. Magnolia Consulting evaluators typically respond to requests for new work or proposals within 24 hours. Generally, we like to set up an initial design and planning meeting, which can occur in person, by webinar, or telephone to identify and discuss clients' and stakeholders' needs, priorities, and goals. Next, we develop a proposal or scope of work, which outlines the evaluation questions and goals, as well as the proposed methods, with justification for why they are appropriate for the particular project—often this involves developing or reviewing a program logic model. Once clients have reviewed the proposal or scope of work, we often set up another meeting to discuss the project further, finalize the scope of work, and develop the project timeline.

Throughout the duration of each project, the utilization-focused approach we espouse at Magnolia Consulting allows us to respond effectively to the requirements of each project's scope of work because we are clear on our clients' needs and expectations. We understand the importance of keeping projects within a target budget, and throughout our proven, streamlined methods, we provide the most rigorous design possible within the designated budget for evaluation. Additionally, we take all deadlines, from study start-up tasks to final reports, very seriously, and meet agreed upon timelines for all projects. By carefully attending to every detail of our projects, Magnolia Consulting evaluators offer a highly responsive, well managed, and utilization-focused approach to evaluation.

E.1. Allocation of Staff

For each evaluation study, we use a strengths-based approach wherein we assemble the strongest team possible based on the nature of the project and our staff members' areas of expertise. All Magnolia staff have completed a StrengthsFinder assessment for the purpose of understanding their strengths so as to maximize their roles on projects. A typical project team includes a principal level evaluator who oversees all aspects of the study from design through reporting; a senior level evaluator who leads implementation and day-to-day management of the study; a research assistant/associate who conducts literature reviews and manages and prepares data for analyses and assists with online survey development; and a budgets and contracts manager and fiscal manager who conduct fiscal monitoring and invoicing for our studies. In addition, we maintain organization-wide staffing capacity spreadsheets that allow us to manage staffing on projects so that team members are ensured adequate time across all projects to complete their work.

When appropriate, Magnolia hires highly qualified subcontractors from our network of collaborators to provide specific expertise as needed. When working with subcontractors we expect them to adhere both to their own internal quality assurance process as well as the quality assurance process of Magnolia Consulting to ensure that their work is rigorous, timely, relevant, and useful.

RFP pg. 2; Section IV.E. Describe in detail the firm's evaluation planning and implementation methodology to include the following: 1) Allocation of staff, 2) Management methods, 3) Systems to ensure maintenance of complete and accurate records, 4) Processes in place to protect personally identifiable information, 5) Potential use of subcontractors, 6) Commitment to project completion within time and budget constraints

E.2. Management Methods

Magnolia Consulting utilizes multiple methods to ensure efficient management of our studies. After assembling the project team for a new study, we begin by creating a task and timeline document within Google Sheets wherein we begin with reporting deadlines and work backward to create a timeline for evaluation development, data collection and data analysis. Each task is assigned to appropriate project team members with due dates for specific project deliverables. The study lead monitors the tasks and timeline spreadsheet to ensure that all deadlines are met. Project teams will set regular weekly or bi-weekly project calls to discuss progress on tasks and troubleshoot any potential issues or concerns.

At the organizational level, Magnolia's Budgets and Contracts Manager monitors time on all projects and provides project leads with a monthly report of budgeted versus actual time expended on specific projects for each staff member on that project. Study leads use the information to make adjustments that ensure the project is on time and on budget. Individual project team members also receive a budgeted time versus actual sheet for their role on the project so that they might monitor their project time and any issues related to allocated time for completion of deliverables.

E.3. Systems to Ensure Maintenance of Complete and Accurate Records

Magnolia Consulting uses a variety of processes to ensure maintenance of complete and accurate records. As we work closely with our clients and study participants, team members continuously update all study records (e.g. participant demographic forms, consent forms, paper and electronic versions of instruments). Research assistants closely monitor our participant files for missing information. This allows us to reach out to clients or site study coordinators to collect the missing information when possible.

Electronic files are organized by project within Magnolia's Google Drive for access by our project teams. As new versions of files are created, they are dated and include version numbers so that team members can access the most current and complete version of the records while still having access to past versions for quality control.

As we analyze data for our final reports, lead evaluators create a methodological log that captures all steps in the data cleaning and analysis process. This ensures our ability to go back to verify study findings or conduct additional analyses should we need to, and have an accurate record of decisions made during the data preparation and analysis phase of the project.

E.4. Protection of Identifiable Information

Magnolia Consulting strongly believes in the importance of the protection of human subjects, and as a result, evaluators have participated in various training opportunities. Dr. Haden holds current certifications through the Collaborative Institutional Training Initiative (CITI program) including the following courses: Research Involving Human Subjects, Data Management, Financial Responsibility, and Research Misconduct. The human subjects course included modules on privacy and confidentiality, assessing risk, research with children, international research, ethical principles, federal regulations for

RFP pg. 2; Section IV.E. Describe in detail the firm's evaluation planning and implementation methodology to include the following: 1) Allocation of staff, 2) Management methods, 3) Systems to ensure maintenance of complete and accurate records, 4) Processes in place to protect personally identifiable information, 5) Potential use of subcontractors, 6) Commitment to project completion within time and budget constraints

protecting research subjects, and informed consent. Dr. Wilkerson participated in National Institutes of Health training in "Protecting Human Research Participants" in 2012. Additionally, Magnolia Consulting

staff has experience working with regulatory environments and compliance related to the Health Insurance Portability and Accountability Act (HIPAA). Our knowledge of the HIPAA Privacy Rule and the HIPAA Security Rule demonstrates our ability to protect personal health information (PHI).

Magnolia evaluators have a commitment to protection of human subjects and we have aligned our standards for high quality research with those set forth by the U.S. Department of Education's What Works Clearinghouse. Additionally, all data collection and analyses adhere to Family Education Rights and Privacy Act (FERPA) guidelines. Evaluators use specific procedures to protect the identity of participants. In any report Magnolia Consulting publishes, we do not include any information that would make it possible to identify a participant. Participants' names and identity will always remain anonymous. Any information gathered is strictly used for the stated purposes of the research.

To further maintain confidentiality, evaluators utilize specific data collection and analysis procedures. First, when appropriate, data collection and analysis procedures prevent information from being traced to, or identified with, study participants. Individually-identifiable data pertaining to students might include test scores, demographics, and attendance records. In those instances where student data are collected, evaluators adopt procedures to preclude the identification of individual students from the resulting dataset. Evaluators replace participants' names with a numeric code for all analyses. Participants' names are not associated with any analyses evaluators conduct. Evaluators analyze and report data in aggregate form. Next, evaluation records are stored securely in Google Drive or in a locked file cabinet in one of our Charlottesville, Virginia offices. Only Magnolia Consulting evaluators have access to the records. Finally, evaluators destroy the file linking participant names to code numbers at the end of each study. Hard copies of participant records are stored for five years in a locked cabinet and then shredded.

Magnolia Consulting recognizes the trust that our clients place in us when sharing personally identifiable information and has taken extra steps to ensure a high level of security at all levels of our organization. First, all staff use G Suite for e-mail hosting and Google Drive cloud storage. G Suite is designed to meet stringent privacy and security standards based on industry best practices. All Magnolia Consulting emails, Google Drive files, and other data housed on the G Suite platform is encrypted for data security purposes. Additionally, our staff use 2-step verification for all G Suite accounts to prevent unauthorized access. Second, we have implemented several computer security measures, including full disk encryption through Bitlocker and FileVault, which prevents unauthorized users from logging into a Magnolia Consulting computer. Additionally, we use remote device monitoring through Prey and Find My Mac, which allows for device tracking and complete erasure of hard drives in the event a Magnolia Consulting device is lost or stolen. Finally, our evaluators have been trained on Internet safety and effective device security measures.

E.5. Potential Use of Subcontractors

Based on our past experience and the projects we have been awarded, we are usually able to fulfill the scope of work for our studies through the capabilities of our staff. Should a project require a specific

RFP pg. 2; Section IV.E. Describe in detail the firm's evaluation planning and implementation methodology to include the following: 1) Allocation of staff, 2) Management methods, 3) Systems to ensure maintenance of complete and accurate records, 4) Processes in place to protect personally identifiable information, 5) Potential use of subcontractors, 6) Commitment to project completion within time and budget constraints

analytical skill set or content expert in addition to our in-house expertise, we have a pool of potential contractors we may bring on to our studies.

E.6. Commitment to Project Completion Time and Budget Constraints

As a small business, our reputation is everything. We recognize that clients depend on us to meet deadlines for our studies so they can have data-driven information to inform their practice in a timely manner. We stand by the quality of our work and do not miss deadlines that we have control over. We set deadlines and study timelines in collaboration with the client's need for deliverables. Having a budgets and contracts manager who collects and tracks data in collaboration with project leads supports our ability to stay on time and within budget (see section E.3). We do our best to anticipate any challenges when we set deadlines so that the timeline is feasible. Deadlines are communicated internally to the project team and externally with our clients so that they can be planned for and no one is taken by surprise.

F. Quality Control Process

RFP pg. 2; Section IV.F. Describe your firm's quality control process, including mechanisms to detect and reduce fraud and errors in data collection.

For all projects, Magnolia Consulting follows specific quality control processes. For example, each project typically includes multiple staff members, including a principal evaluator/researcher who oversees the entire project from the beginning to end. All of Magnolia Consulting's principal evaluators have experience leading a variety of studies, managing staff, and implementing best practices for quality control. By including multiple staff members, we are able to implement a series of checks throughout the project to identify potential issues early on and to ensure high quality work from project planning to data collection and analyses to reporting.

Because fraud and errors in the data would undermine a study's validity, we follow specific protocols for entering, checking, cleaning, and preparing data. For example, when Magnolia Consulting conducts data entry, multiple staff members perform veracity checks to ensure data accuracy. Likewise, when we collect or receive extant data, multiple staff members check the data to identify potential concerns. When concerns arise (such as missing data or concerns about data validity), we document the concerns in a methodological log and determine the potential causes. This might involve communicating with study sites or assessment developers to verify data, identifying the causes of potential errors, and determining appropriate procedures for addressing errors. Additionally, when we prepare quantitative data for analyses, we examine and address missing data (often using multiple imputation procedures when appropriate), calculate and examine descriptive statistics, determine data ranges, address outliers, and examine data for normality and homogeneity of variance. Lastly, all data procedures and decisions regarding the data are carefully documented in our methodological log. By following these precise practices, we ensure data accuracy, and our clients can have confidence in the study's findings.

Our quality control process for the production of evaluation deliverables, such as final reports, includes internal expert review, editorial review, and external expert review, when appropriate. We are also

RFP pg. 2; Section IV.F. Describe your firm's quality control process, including mechanisms to detect and reduce fraud and errors in data collection.

currently assembling an external advisory board as part of a company-wide effort to ensure the high quality of our products.

G. Software

RFP pg. 2; Section IV.G. Describe your firm's software used for statistical analysis of data.

Magnolia Consulting, LLC uses Excel, SurveyGizmo, SPSS 24, and HLM7 for quantitative data analyses such as hierarchical linear modeling, analysis of variance, analysis of covariance, logistic regression, multiple regression, non-parametric statistics, and descriptive statistics. Our evaluators also use Excel to develop data dashboards for our clients, allowing them to input data into Excel and then view automatically populated data in a dashboard format. We also provide SurveyGizmo data reports to our clients as one source of informal reporting. For qualitative analyses, evaluators use Atlas.ti, which allows for coding of data segments. All staff use Microsoft Office daily.

H. Key Management Personnel

RFP pg. 2; Section IV.H. Provide the names, titles, and resumes of key management personnel that may be assigned to perform work for James Madison University.

Magnolia Consulting includes a team of highly qualified management personnel and individuals who may be assigned to perform work for James Madison University. Each of the following team members possesses extensive experience in higher education research:

- Dr. Stephanie Wilkerson, President of Magnolia Consulting
- Dr. Carol Haden, Vice President of Operations
- Dr. Lisa Shannon, Director of Research and Evaluation
- Dr. Mary Styers, Senior Researcher and Evaluator

Their resumes are attached on subsequent pages.



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EDUCATION

Ph.D. Educational Evaluation, the University of Virginia, Charlottesville, 1999

M.A. Education, Social Foundations of Education, the University of Virginia, Charlottesville, 1996

B.A. Psychology, the University of Texas, Austin, 1993

EXPERIENCE

2002 – present **President, Magnolia Consulting, LLC**, Charlottesville, Virginia

2007 – 2012 **Adjunct Faculty, Program Evaluation, University of Virginia**

2003 – 2005 **Principal Evaluator, McREL**, Aurora, Colorado

2000 – 2002 **Senior Evaluator, McREL**, Aurora, Colorado

1998 – 1999 **Evaluator, McREL**, Aurora, Colorado

1996 – 2002 **Independent Evaluation Consultant**, Charlottesville, Virginia

1993 – 1994 **Lead Teacher, Early Childhood Program**, Austin, Texas.

1991 – 1992 **Research Assistant, University of Texas**, Austin, Texas.

AREAS OF EXPERTISE

Evaluation capacity building

Organizational leadership

Needs assessment

National and state evaluations

Mixed-method research designs

Quantitative & qualitative data

Multi-site efficacy studies

Instrument development

Formative and summative reporting

Logic modeling

Proposal development

Infographics

SKILLS

Nationally recognized reputation for designing, implementing and managing successful evaluation studies. Advisor for research studies and technical support. Strong organizational leadership skills that cultivate learning and positive change for clients, study participants, and employees. Collaborates well with different organizations and establishes effective working relationships with clients. Proven ability to meet deadlines with reader-friendly deliverables that reflect the information needs of target audiences. Mastery of statistical software (SPSS and HLM), Microsoft Office and project management software.

SAMPLE OF STEM-RELATED EVALUATION PROJECTS

Principal Evaluator – Geospatial Technician Education Through Virginia’s Community Colleges (GeoTED). Sponsored by the Virginia Space Grant Consortium with funding from NSF. 6 years (2009 – 2015). \$120,000. The evaluation measures program implementation and impacts of a statewide systemic model for building the capacity of community colleges to expand and enhance the workforce pool of highly qualified geospatial technicians. Data collection methods include longitudinal surveys, document review, interviews, observations, and system data.

Principal Evaluator – An Efficacy Study of an Elementary Science Program. Sponsored by National Geographic Learning. 2 years (2009- 2010). \$89,000. This study measured the effects of an elementary science program on second- grade students’ science content and reading skills as well as their inquiry skills and motivation. The study employed a randomized controlled trial with student assessments, online surveys, interviews and observations to measure both student outcomes and implementation fidelity.

Co-Lead Evaluator – Cosmic Chemistry. Sponsored by Mid-continent Research for Education and Learning with funding from the Institute for Education Sciences. 3 years (2009-2012). \$125,000. This evaluation supported the development of a chemistry module for at-risk summer school students. Methods included student and educator surveys as well as observations and focus groups.

Principal Evaluator – Evaluation of NASA’s Dawn Mission Education and Public Outreach initiative. Sponsored by the University of California, Los Angeles. 13 years (2002 – 2013). \$90,000. This was a comprehensive evaluation of Web- and field-based education and public outreach efforts. It employed a mixed-method design that includes rigorous pilot- and field-testing of science curriculum materials as well as online user surveys, interviews, focus groups, professional development feedback forms, and Web statistics.

Co-Principal Evaluator – Evaluation of PRELStar distance learning project. Sponsored by Pacific Resources for Education and Learning. 8 years (1997- 2006). \$700,000. Project examined the delivery, support and outcomes associated with distance learning provided for adults, educators, and students in ten Pacific region entities under a Star Schools grant from the U.S. Department of Education. This project consisted of several evaluation studies and involved a variety of data collection methods including print and online surveys, site visits, observations, interviews, focus groups, pre-post test student assessments, and document review. An in-depth case study depicting the context, implementation process, and outcomes of distance learning in American Samoa, Hawaii, and the Republic of Palau was completed along with summative, annual evaluation reports.

SCHOOL IMPROVEMENT AND EDUCATOR EFFECTIVENESS STUDIES

Principal Investigator and Project Lead – REL Central, Marzano Research Associates. Sponsored by the Institute for Education Sciences. 5 years (2017 – 2021). Leads multiple coaching and consultation projects for a research partnership with the Nebraska Department of Education focused on developing a system of support and needs assessment tool that align with the state’s accountability system and goals for continuous school improvement. Leads a research study on teacher data use practices as part of a statewide balanced assessment system.

Principal Investigator and Task Lead – REL Appalachia, CNA. Sponsored by the Institute for Education Sciences. 4 years (2013 – 2016). \$2,052,000. Designed and led a comprehensive and systematic six-step process for collecting and analyzing regional needs data. Lead analytic technical assistance and research through a research alliance with a large school district focusing on collaborative data use practices to improve adolescent literacy instruction. Lead development of a survey of teacher data use practices and administration manual.

Principal Evaluator – University of Virginia East Asian Studies Program. Funded by the University of Virginia. 9 months (2011). \$4,775. Using multiple stakeholder surveys, evaluators provided formative feedback to guide improvement of the East Asian studies workshop offerings and summative information about the extent to which the program realized its goals. Designed a data report database to build the internal capacity of program staff for future use of workshop survey data.

Principal Investigator – A Study of the Effectiveness of a School Improvement Intervention. Sponsored by the Institute for Education Sciences. 18 months (2010-2011). \$553,000. During the final year of a five-year study, researchers collected teacher survey (n = 1,600) and student assessment data (n = 16,200) from 52 elementary schools randomly assigned to implement a systemic school improvement intervention or

RFP pg. 2; Section IV.H. Provide the names, titles, and resumes of key management personnel that may be assigned to perform work for James Madison University.

conduct business-as-usual. Measures included interviews and an online survey of teachers, specialists, and administrators as well as state assessments. Statistical methods included multi-level modeling and meta-analyses to assess the effect of the intervention on student performance and teacher school improvement practices.

SAMPLE OF LARGE-SCALE EXPERIMENTAL STUDIES

Principal Evaluator – An Efficacy Study of a Comprehensive Reading Program. Sponsored by National Geographic Learning. 2 years (2012-2013). \$125,000. Through a randomized control design, this study measured the impact of a comprehensive reading program on student reading vocabulary and comprehension. Data collection methods included pre- and post-test student achievement measures as well as online teacher surveys, interviews, and observations.

Principal Evaluator – An Efficacy Study of an English as Second Language Program. Sponsored by National Geographic School Publishing. 2 years (2010- 2011). \$86,000. This study measured the impact of an ESL program on the language proficiency and reading achievement of English language learners. The study is a randomized controlled trial with school-level assignment to treatment and control conditions. Data collection methods include pre- and post- administrations of student reading and language proficiency assessments as well as online logs, classroom observations, and teacher interviews.

Principal Evaluator – Evaluation of a K-5 intervention reading program. Funded by Pearson Education, Inc., Scott Foresman. 30 months (2006-2008, 2009-2010). \$610,000. This was a multi-year efficacy study of an intervention reading program specifically designed to address the needs of struggling readers in lower elementary grades (sample size, 880 students). The study included an experimental design with randomly assigned students to treatment and control groups. Data collection methods included classroom observations, in-depth interviews, student pre/post criterion- and norm- referenced assessments, focus groups, and teacher weekly online implementation logs.

RESEARCH AND EVALUATION SUPPORT

Task Lead – REL Appalachia, SRI, International. Sponsored by the Institute for Education Sciences. 5 years (2017 – 2021). Provides support for REL research studies as part of a quality assurance process. Serves as an advisor to REL technical support activities.

SAMPLE OF PUBLICATIONS & TECHNICAL REPORTS

Wilkerson, S.B. & Johnson, M. (2017). Partners in a common cause: External evaluators team with practitioners to build data use practices. *The Learning Professional*, (38)2.

Wilkerson, S. & Haden, C. (2017). After-school Standards. In K. Peppler (Ed.), *The SAGE Encyclopedia of out-of-school learning*, First Ed. (Vol. 1), 22-27. Thousand Oaks, CA: SAGE.

Wayman, J. C., Wilkerson, S. B., Cho, V., Mandinach, E. B., & Supovitz, J. A. (2016). Guide to using the Teacher Data Use Survey (REL 2017–166). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Appalachia. Retrieved from <http://ies.ed.gov/ncee/edlabs>.

Wilkerson, S. & Peery, B. (2016, July 6). Articulating intended outcomes using logic models: The roles evaluators play. [Blog post] <http://www.evaluate.org/blog/wilkersonpeery-july2016/>.

Shannon, L.C., Styers, M.K., Wilkerson, S.B., & Peery, E. (2015). Computer-Assisted Learning in Elementary Reading: A Randomized Control Trial. *Computers in the Schools*, February 2015.

RFP pg. 2; Section IV.H. Provide the names, titles, and resumes of key management personnel that may be assigned to perform work for James Madison University.

- Wilkerson, S.B. & Haden, C. (2014). Effective Practices for Evaluating STEM Out-of-School Time Programs. *Afterschool Matters*, spring 2014.
- Wilkerson, S.B. (2013). *REL Appalachia's Annual Assessment of Analytic Needs, Year 2*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Wilkerson, S.B. & Savoy M. (2013) *An Efficacy Study of National Geographic Learning's Reach for Reading program*. Charlottesville, VA: Magnolia Consulting, LLC.
- Wilkerson, S. B., Shannon, L. C., Styers, M. K., & Grant, B. (2012). A study of the effectiveness of a school improvement program: Success in Sight. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.
- Wilkerson, S.B. & Savoy M. (2011) *An Efficacy Study of National Geographic School Publishing's Reach program*. Charlottesville, VA: Magnolia Consulting, LLC.
- Wilkerson, S.B. (2010). *An Efficacy Study of Pearson's My Sidewalks Program: Final report*. Charlottesville, VA: Magnolia Consulting, LLC.
- Wilkerson, S.B., Haden, C. & Styers, M. (2010) *An Efficacy Study of National Geographic School Publishing's Science program*. Charlottesville, VA: Magnolia Consulting, LLC.
- Wilkerson, S.B., Watts, J., & Styers, M. (2009). *An Evaluation of the Just for the Kids School Services Training and Tools: Final Evaluation Report*. Charlottesville, VA: Magnolia Consulting, LLC.
- Wilkerson, S.B. (2008). *NASA Dawn Mission Education and Public Outreach Fourth-Year Evaluation Report*. Charlottesville, VA: Magnolia Consulting, LLC.
- Wilkerson, S.B., Shannon, L. & Herman, T.L. (2007). *An Efficacy Study of Scott Foresman's Reading Street Program: Year two report*. Louisa, VA: Magnolia Consulting, LLC.
- Lauer, P. A., Akiba, M., Wilkerson, S. B., Aphthorp, H. A., Snow, D., Martin-Glenn, M. L. (2006). Out-of-school-time programs: A meta-analysis of effects for at-risk students. *Review of Educational Research*, 76(2), 275–313.
- Wilkerson, S.B. (2003, November). *A Monograph on Organizational Change Using a Living-Systems Approach*. Aurora, CO: Mid-continent Research for Education and Learning.

SAMPLE OF PRESENTATIONS AND WORKSHOPS

- Wilkerson, S.B., & Cosby, A. (2017 & 2018). *Introduction to infographics & strategies for use in evaluation*. Workshop presented at the American Evaluation Association Summer Institute. Atlanta, GA.
- Wilkerson, S.B., & Cosby, A. (2018, February). *Introduction to infographics & strategies for use in evaluation*. Workshop presented at the Children's Trust of South Carolina. Columbia, SC.
- Wilkerson, S.B., & Cosby, A. (2017, November). *Introduction to infographics & strategies for use in evaluation*. Workshop presented at the American Evaluation Association Conference. Washington, DC.
- Johnson, M. & Wilkerson, S. (2017, July). *A district's journey of implementing effective data use practices*. Presentation at the NCES STATS–DC Data Conference, Washington, D.C.
- Wilkerson, S.B. (2016, December). *A National Perspective on Collaborative Data Use*. Presentation at the Learning Forward annual conference, Vancouver, BC.

RFP pg. 2; Section IV.H. Provide the names, titles, and resumes of key management personnel that may be assigned to perform work for James Madison University.

Wilkerson, S.B. (2016, November). *Introduction to infographics & strategies for use in evaluation*. Workshop presented at the American Evaluation Association Conference. Washington, DC.

Johnson, M. & Wilkerson, S. (2016, July). *Best practices for enhancing collaborative data use in schools*. Presentation at the NCES STATS–DC Data Conference, Washington, D.C.

Wilkerson, S.B. (2015, December). *Evaluating a geospatial workforce development initiative in community colleges*. Presentation at the American Geophysics Union conference, San Francisco, CA.

Wilkerson, S.B. (2014, December). *Developing a Shared Understanding for Adolescent Literacy Data Use*. Presentation at the Learning Forward annual conference, Nashville, TN.

Wilkerson, S.B. (2014, October). *The Challenges Confronting Evaluators in Conducting Needs Assessments of Vulnerable Populations in Education Settings*. Presentation at the meeting of the American Evaluation Association, Denver, CO.

Wilkerson, S.B. (2013, December). *Effective Practices for Evaluating Education and Public Outreach Programs*. Poster presentation at the American Geophysics Union conference, San Francisco, CA.

Wilkerson, S.B. (2013, October). *A Framework for Assessing Needs across Multiple States, Stakeholders, and Topic Areas*. Paper presentation at the meeting of the American Evaluation Association, Washington, D.C.

Wilkerson, S.B. (2008, September). *Evaluation Planning and Logic Model Development for the NSF Materials Science Research and Engineering Centers Education Outreach*. Presentation and meeting facilitation of the NSF MRSEC Director's Meeting, Princeton, NJ.

Wilkerson, S.B. (2008, May). *Best Practices in STEM Professional Development*. Study findings presented to the NASA Administration Education Department, Washington, D.C.



Carol M. Haden, Ed.D.

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EDUCATION

Ed.D. Curriculum and Instruction, Northern Arizona University, Flagstaff, Arizona, 2006

M.S. Quaternary Sciences, Northern Arizona University, Flagstaff, Arizona, 1994

B.S. Biology, Northern Arizona University, Flagstaff, Arizona, 1983

EXPERIENCE

2018–present **Vice President of Operations, Magnolia Consulting, LLC**, Charlottesville, Virginia

2013–2017 **Principal Evaluator, Magnolia Consulting, LLC**, Charlottesville, Virginia

2007–2013 **Senior Evaluator, Magnolia Consulting, LLC**, Charlottesville, Virginia

2000–2007 **Evaluation Coordinator, Center for Science Teaching and Learning**, Northern Arizona University, Flagstaff, Arizona

1995–2000 **Lecturer**, Center for Environmental Sciences and Education, Northern Arizona University, Flagstaff, Arizona

1993–1994 **Teaching Assistant**, Department of Biology, Northern Arizona University, Flagstaff, Arizona.

AREAS OF EXPERTISE

STEM program evaluation	Logic modeling	Mixed-methods approaches
Teacher professional development	Evaluation design	Instrument development
Engineering education	Project management	Quantitative and qualitative data analysis
Proposal development	Utilization-focused evaluation	Reporting

SKILLS

Successfully designs, implements, and manages a wide array of evaluation studies primarily in science and engineering formal and informal education. Special interest in supporting exemplary and equitable science education for traditionally underserved populations. Extensive experience in evaluation capacity building for nonprofit organizations. Other areas of expertise include teacher professional development, mathematics curricula, and higher education. Through a collaborative, utilization-focused approach, designs studies to meet the information needs of clients. Leads study teams that ensure timely, high-quality, and usable deliverables. Possesses strong written and verbal communication skills and a known history of developing positive and productive relationships with clients. Expertise includes mastery of statistical software (SPSS), qualitative software (Atlas.ti), Microsoft Office, and project management software (Basecamp).

SELECTED STEM EVALUATION EXPERIENCE

Principal Evaluator—Project Lead The Way Launch. Sponsored by Project Lead the Way, 18 months (2018–2019), \$326,000. This study examines the effectiveness of the Launch program for K–5 students. The study focuses on understanding teachers' and schools' implementation of the program, the effectiveness of professional development in supporting program implementation, impacts on teachers' instruction and self-efficacy for science teaching, and impacts on students' STEM understanding and

RFP pg. 2; Section IV.H. Provide the names, titles, and resumes of key management personnel that may be assigned to perform work for James Madison University.

twenty-first century skills attainment. Methods include teacher and student attitude surveys, classroom observations, teacher and administrator interviews, teacher implementation logs, and student assessments.

Principal Evaluator—PLANETS. Sponsored by Northern Arizona University with funding from NASA, 5 years (2016–2021), \$159,844. This project represents a collaborative effort among NAU professional development providers, USGS scientists and Museum of Science curriculum developers. The project will create planetary science curriculum units for use in Out-of-School Time settings. Evaluation includes formative and summative components. Methods include curriculum review, collaborator interviews and surveys, artifact review, professional development feedback surveys, implementation surveys, student attitude surveys, and Out-of-School Time facilitator assessments.

Principal Evaluator—Citizen CATE. Sponsored by the National Solar Observatory with funding from NASA, 2 years (2016–2017), \$52,000. This study examined a collaborative project involving the NSO, four universities, amateur astronomy clubs, and corporations. The intent of the project was to provide a research experience for undergraduate students and to build their capacity to train citizen scientists to collect solar corona data. Methods included student interviews, REU site visits, mentor interviews, retrospective student survey, training surveys and observations, and citizen scientist surveys.

Principal Evaluator—iCREATE. Sponsored by Northern Arizona University with funding from the National Science Foundation, 3 years (2015–2018). \$28,375. This evaluation study examined a model of community engagement in STEM learning through the design and implementation of a high-school-level bioscience course. Methods included implementation surveys, classroom observations, interviews, and review of research design.

Principal Evaluator—Engineers to Teachers (E2Teach). Sponsored by University of Wisconsin—Platteville with funding from the National Science Foundation Noyce program, 1 year (2017–2018). \$7,650. This study involved externally benchmarking progress of a capacity building grant to explore the potential to create a pathway for engineering students into secondary teaching.

Principal Evaluator—Alliance for Investigating Motion, Force and Energy. Sponsored by Peoria Unified School District with funding from the Arizona Department of Education Mathematics and Science Partnership program, 16 months (2016–2017), \$42,000. Using a quasi-experimental design with matching, this study examined a teacher professional development program designed to increase teachers' physical science content knowledge and effective science pedagogy. Data collection included teacher content knowledge assessments, teacher focus group interviews, professional development observation, implementation surveys, and classroom observations and artifacts.

Principal Evaluator—Science in the Summer. Sponsored by the American Association for the Advancement of Science, 2 years (2015–2016), \$22,000. This study examined the implementation of GSK's Science in the Summer Chemistry course in 2015, and Physical Science course in 2016 for elementary students in 12–20 sites across the U.S. Data collection included a host delivery survey, parent survey, teacher feedback surveys, and site coordinator interviews.

Principal Evaluator—Infrastructure Community of Practice Project. Sponsored by the University of Wisconsin-Platteville with funding from the NSF TUES program, 4 years (2013–2017), \$63,460. This evaluation examined a multi-university community of practice intended to enhance infrastructure literacy among undergraduate students in civil engineering courses. Data collection includes faculty surveys, faculty interviews, a student attitude survey, and a student concept mapping assessment.

Principal Evaluator—Collaborative Research: A Systems-Centric Foundation for Electrical and Computer Engineering Education. Sponsored by the University of Vermont with funding from the NSF TUES program, 2 years (2012–2014), \$23,140. This evaluation study examined the quality, utility, and efficacy of online learning modules developed for introductory circuits courses for undergraduates. The study examined changes in student interest in electrical engineering and understanding of key course concepts. It also examined the impact of the learning modules on students’ understanding of systems thinking in the context of the course concepts. Data collection included student module feedback surveys, a student attitude survey, and an assessment of systems thinking skills.

Principal Evaluator—Climate Change Science and Solutions program. Sponsored by Northern Arizona University with funding from the NSF Climate Change Education Partnership Program, 2 years (2010–2012), \$75,000. This study involved evaluating efforts of a Phase I project intended to lay the foundation for further work at Northern Arizona University to develop a Climate Change Education Center and the evaluation of a climate change curriculum for high school students. Evaluation activities included collecting data to examine the capacity of the partnership to conduct Phase II work, and examining the efficacy of the Climate Change Science and Solutions curriculum module through student and teacher measures.

Principal Evaluator—Global Climate Change Undergraduate Research Experience. Sponsored by Northern Arizona University with funding from NASA, 3 years (2010–2013), \$26,000. This study involved evaluating courses and internship activities for undergraduate students to increase their understanding of climate change and their interest in pursuing climate studies in the workforce or in graduate degree programs. Data collection included student questionnaires, student and faculty interviews, pre/post assessment of climate change knowledge, and observations of student presentations.

Principal Evaluator—Professional Science Masters in Climate Science and Solutions program. Sponsored by Northern Arizona University with funding from the NSF Science Master’s Program, 3 years (2010–2013) \$27,000. This evaluation study provided formative and summative findings related to courses and internships offered through a newly created graduate degree program in climate sciences and solutions. Data collection included student surveys and interviews and tracking of institutional data.

External Evaluator—NAU Noyce Fellowship Program. Sponsored by Northern Arizona University with funding from the NSF Noyce Fellows Program, 3 years (2010–2013), \$12,200. The goal of the Noyce program was to increase the number and diversity of secondary science and mathematics teachers by creating a pre-service scholarship program, internship programs, and an induction program to support new teachers at all phases of their teacher preparation. External evaluation involved working with the internal evaluator in reviewing instruments, data analyses, and evaluation reports to provide feedback and quality control.

Principal Evaluator—Multi-University Systems Engineering (MUSE) project. Sponsored by Northern Arizona University with funding from the NSF, CCLI program, 3 years (2008–2011), \$26,875. This study involved formative and summative evaluation activities related to the development and implementation of online modules for teaching wireless sensor networks. Data collection activities included administration of student surveys, student focus groups, faculty interviews, and classroom observations.

SELECTED NON-STEM EVALUATION STUDIES

Principal Evaluator—CCC2NAU program. Sponsored by Coconino Community College with funding from the Department of Labor TAACCCT program, 4 years (2012–2016), \$249,440. This evaluation study used a quasi-experimental design with rigorous matching, employing a mixed methods approach to examine the effectiveness of a program that helps students to transition from Coconino Community College to Northern Arizona University. Data collection included student surveys, staff and administrator interviews, student interviews, and comparisons of participating and nonparticipating students on outcomes including GPA, retention, time to transition, and time to graduation.

Principal Evaluator—Evaluation of National Geographic Learning’s Inside and Edge Common Core editions. Sponsored by National Geographic Learning, 18 months (2013–2014), \$95,252. This study examined middle and high school teachers’ and students’ use of the Inside and Edge programs for struggling readers and English language learners. The focus was on understanding how well the programs supported the Common Core State Standards (CCSS) for English language among participating students. Data collection included a pre/post assessment of CCSS knowledge and skills, weekly teacher implementation logs, classroom observations, and teacher and student interviews.

TECHNICAL SUPPORT AND EVALUATION CAPACITY BUILDING

Senior Technical Assistance Provider—REL Appalachia, SRI, International. Sponsored by the Institute for Education Sciences, (2017–2021). This project provides support to the Tennessee Department of Education in developing a tool to monitor implementation of their Response to Instruction and Intervention framework in districts across the state. Work will also involve supporting TDOE to design and conduct a pilot study of the tool.

Senior Technical Assistance Provider—Notah Begay III Foundation (NB3F), (2017–2018). Worked with NB3F, a nonprofit organization dedicated to reducing childhood obesity and type 2 diabetes for children in Native American communities. Activities included articulation of the foundation’s goals and outcomes, development of program logic models, administration of workshops to build capacity within the organization to evaluate their grantees, and identification of grantees’ successes and challenges in their efforts to reduce sugar-sweetened beverage consumption in their communities.

SAMPLE PUBLICATIONS AND TECHNICAL REPORTS

Haden, C. (2018). *Evaluation of Northern Arizona University’s iCREATE project.* Final report. Charlottesville, VA: Magnolia Consulting, LLC.

Haden, C. (2018). *University of Wisconsin-Platteville Engineers to Teachers program evaluation.* Final report. Charlottesville, VA: Magnolia Consulting, LLC.

Haden, C., & Cosby, A. (2017). *An evaluation of the Alliance for Investigating Motion, Force, and Energy Mathematics and Science Partnership project.* Final report. Charlottesville, VA: Magnolia Consulting, LLC.

Wilkerson, S.B., & Haden, C. (2017). *After-school standards.* In *SAGE encyclopedia of out-of-school learning.* Thousand Oaks, CA: Sage.

Wilkerson, S., & Haden, C. (2014). Effective practices for evaluating STEM out-of-school time programs. *After-school Matters*, Spring 2014.

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- Frolik, J., Flikkema, P., Weller, T., Haden, C., Shiroma, W., & Franklin, R. (2013). Leveraging multi university collaboration to develop portable and adaptable online course content. *ASEE Advances in Engineering Education*, 3(3), 1–18.
- Clark, J., Marks, J., Haden, C., Bell, M., & Hungate, B. (2012). The carbon cycle game: A regionally relevant activity to introduce climate change. *The Earth Scientist*, 28(3), 9–13.
- Frolik, J., Weller, T., Flikkema, P., & Haden, C. (2010) Implementing an inverted classroom using Tablet PCs for content development. In *The Impact of Tablet PCs and Pen-based Technology on Education: Going Mainstream*, Purdue University Press.

SAMPLE PRESENTATIONS

- Haden, C., & Roberts, M. (2018). *Civil Engineering Students' Views on Infrastructure in the U.S.* Proceedings of the 125th ASEE Annual Conference and Exposition, Salt Lake City, UT.
- Haden, C. (2017). Evaluating for Success. Series of three evaluation capacity building workshops for the Notah Begay II Foundation.
- Haden, C., Parker, P. J., Thompson, M. K., Penn, M. R., Hart, S. D., & Roberts, M. W. (2016, June). *Implementation of infrastructure education courses across multiple institutions.* Proceedings of the 123rd ASEE Annual Conference and Exposition, New Orleans, LA.
- Roberts, M. W., & Haden, C. (2016, June). *Assessing student learning of civil engineering infrastructure.* Proceedings of the 123rd American Society for Engineering Education Annual Conference and Exposition, New Orleans, LA.
- Flikkema, P. G., Franklin, R. R., Frolik, J., Haden, C., Ohta, A. T., Shiroma, W. A., Thomas, S. W., & Weller, T. (2015, June) *ENFUSE: Engaging fundamentals and systems engineering in introductory circuits.* Proceedings of 122nd American Society for Engineering Education Annual Conference and Exposition, Seattle, Washington.
- Laessig, J., & Haden, C. (2016, February). *Strategies to Support Student Success Through Mentoring and Peer Advising.* 2016 TAACCCT Convening, Washington, D.C.
- Long, R., & Haden, C. (2015, April). *CCC2NAU: Promising Practices in Student Transition.* AZTransfer Summit, Phoenix, AZ.
- Haden, C. (2014, October). *Evaluation of a culturally and geographically relevant climate change education project.* Paper presented at the American Evaluation Association Conference, Denver, CO.
- Parker, P. J., Haden, C., Hart, S. D., Thompson, M. K., & Roberts, M. W. (2014, June). *Creating an infrastructure education community of practice.* Proceedings of the 121st American Society for Engineering Education Annual Conference and Exposition, Indianapolis, IN.
- Haden, C., & Kirkley, J. (2010, November). *Applying Guskey's model for evaluating professional development to a Mathematics and Science Partnership Program: Successes and challenges in collecting data across schools and grade levels.* Paper presented at the American Evaluation Association annual conference, San Antonio, TX.



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EDUCATION

Ph.D. Developmental Psychology and Program Design, Administration, and Evaluation

North Carolina State University, Raleigh, North Carolina, 2002

M.S. Developmental Psychology, North Carolina State University, Raleigh, North Carolina, 1999

B.S. Psychology, James Madison University, Harrisonburg, Virginia, 1996

EXPERIENCE

2018 – present **Director of Research and Evaluation, Magnolia Consulting, LLC**

2011 – 2018 **Principal Researcher and Evaluator, Magnolia Consulting, LLC**

2006 – 2011 **Senior Researcher and Evaluator, Magnolia Consulting, LLC**

2004 – 2006 **Extension Specialist, North Carolina State University, Raleigh, NC**

2000 – 2004 **Extension Associate, North Carolina State University, Raleigh, NC**

1999 – 2000 **Evaluation Assistant, North Carolina State University, Raleigh, NC**

1998 – 1999 **After-School Program Instructor & Intern, Wake County Public Schools, NC**

1997 – 2001 **Adjunct Faculty, North Carolina State University, Raleigh, NC**

AREAS OF EXPERTISE

Randomized control trials

Project management

Curriculum efficacy and preK-20 studies

Quasi-experimental studies

Instrument development

College readiness and success

Mixed-method research design

Data analysis & reporting

Community-based and nonprofit programs

Information dissemination

Informal learning

SKILLS

Expertise in designing and leading regional, state, and national research and evaluation studies in the following content areas: reading, math, science, and preschool curricula; informal learning; programs serving at-risk youth, families, and communities; nonprofit programs supporting Hispanic youth; child abuse prevention and parent education programs; and college readiness and success, among others. Skilled in conducting complex statistical analyses, including multilevel modeling and models for cross-classified random effects. Experienced in developing user-friendly reports, disseminating findings, and conducting presentations for diverse audiences. Proven history of establishing collaborative and productive professional relationships with individuals and organizations.

SELECTED RANDOMIZED CONTROLLED TRIALS AND QUASI-EXPERIMENTAL STUDIES

Principal Evaluator – A Randomized Control Trial Evaluation of the *Smarty Ants* Program. Funded by Achieve3000, 20 months (2017-2018). \$200,419. Designed and is currently directing a multi-site randomized control trial to examine the impact of *Smarty Ants*, a foundational literacy program, on kindergarten and first-grade literacy skills. Measures include a standardized literacy assessment, monthly teacher implementation logs, classroom observations, and teacher interviews. Analyses include calculation of descriptive statistics, multi-level modeling, calculation of standardized effect sizes, and analytic induction of qualitative data.

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Co-Principal Evaluator – An Evaluation of Thomas Nelson Community College’s RE-AIM Round 4 TAACCCT Grant. Funded by the U.S. Department of Labor, 48 months (2015-2018). \$206,431. Co-leading a quasi-experimental study that is evaluating Thomas Nelson Community College’s Rapid Employment in Advanced Integrated Manufacturing (RE-AIM) program. Data collection methods include semi-annual meetings, focus groups, interviews, program artifacts, surveys, institutional datasets, and collection of statewide longitudinal. Analyses include various parametric and non-parametric tests, as well as analytic induction of qualitative data.

Principal Evaluator – A Quasi-Experimental Study of *Math Expressions Common Core*. Funded by Houghton Mifflin Harcourt, 12 months (2017-2018). \$138,527. Designed and led a multi-state quasi-experimental study that used existing state assessment data to compare math outcomes among schools that used *Math Expressions Common Core* and schools that did not use the program. Analyses included multi-level modeling and calculation of standardized effect sizes.

Principal Evaluator and Senior Data Analyst – A Randomized Control Trial Evaluation of the *Achieve3000* Program. Funded by Achieve3000, 22 months (2014-2015). \$118,000. Designed and led a large-scale, multi-site randomized control trial that measured the efficacy of *Achieve3000* at improving literacy skills among elementary, middle school and high school students. Measures included multiple student literacy assessments, weekly teacher implementation logs, classroom observations, and teacher interviews. Analyses included multi-level modeling, calculation of standardized effect sizes, and analytic induction of qualitative data.

Principal Evaluator and Senior Data Analyst – An Evaluation of the Esperanza Programs. Sponsored by Cleveland State University and Esperanza, Inc. 6 months (2014). \$40,000. Designed and implemented a quasi-experimental study that examined the efficacy of three programs at improving a variety of academic outcomes for Hispanic youth. The study used a quasi-experimental design in which propensity score matching was used to match treatment and control-group students. Analyses included multi-level modeling and calculation of effect sizes.

Principal Evaluator and Senior Data Analyst – An Efficacy Study of the *Splash into PreK* Program. Funded by Houghton Mifflin Harcourt, Inc. 20 months (2012-2013). \$224,000. Designed and led a multi-site randomized control trial that determined the impact of a preschool curriculum on young learners’ early literacy, math, and social skills. Measures included classroom observations, teacher interviews, standardized student assessments, student interest surveys, and weekly teacher implementation logs. Analyses included multi-level modeling, calculation of standardized effect sizes, and analytic induction of qualitative data.

Principal Evaluator and Senior Data Analyst – A Study of Pearson’s *iLit* Program. Funded by Pearson Education, Inc., Scott Foresman. 30 months (2012-2013). \$210,000. Designed and managed a randomized control design to examine the impacts of a digital program on student learning and attitudes toward reading. Data collection methods included standardized student assessments, a student survey, classroom observations, weekly teacher implementation logs, and a teacher survey. Analyses included multi-level modeling, calculation of standardized effect sizes, and analytic induction of qualitative data.

Principal Evaluator and Senior Data Analyst – A Longitudinal Efficacy Study of the *Waterford Early Learning* Program. Funded by Pearson Education, Inc., Scott Foresman. 30 months (2010-2012). \$400,000. Designed and led a longitudinal randomized control trial that examined the impacts of a computer-based program on reading and mathematics achievement among students in grades K-2. Data collection methods included classroom observations, in-depth interviews, standardized student assessments, student interest

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surveys, and weekly teacher implementation logs. Analyses included multi-level modeling, calculation of standardized effect sizes, and analytic induction of qualitative data.

Principal Evaluator and Senior Data Analyst – An Efficacy Study of Houghton Mifflin Harcourt’s Holt McDougal Biology Program. Funded by Houghton Mifflin Harcourt. 20 months (2011-2012). \$277,000. Designed and ran a randomized control trial that determined the impacts of a high school biology program on student learning and interest in biology. Measures included standardized student assessments, a student attitude and interest survey, online teacher implementation logs, classroom observations, and teacher interviews. Analyses included multi-level modeling, calculation of standardized effect sizes, and analytic induction of qualitative data.

Co-Principal Researcher – A Study of the Effectiveness of a School Improvement Intervention. Sponsored by the U.S. Department of Education. 18 months (2010-2011). \$553,000. Collected and analyzed teacher survey and student assessment data from 52 elementary schools randomly assigned to implement a school improvement intervention or conduct business as usual. Statistical methods included multi-level modeling and meta-analyses to assess the effect of the intervention on student performance and teacher school improvement practices. Developed a technical report for the U.S. Department of Education.

Principal Evaluator – Evaluation of Accelerated Reader. Funded by Renaissance Learning. 20 months (2009-2010). \$70,000. Designed and implemented a randomized control trial that examined the effectiveness of a digital program designed to improve vocabulary and reading comprehension. Data collection methods included a student assessment, classroom observations, teacher surveys and implementation logs, and teacher interviews. Analyses included multi-level modeling, calculation of standardized effect sizes, and analytic induction of qualitative data.

Co-Principal Evaluator – Evaluation of a K-8 math intervention program. Funded by Northpoint Horizons. 8 months (2008). \$28,500. Designed and ran a quasi-experimental study that evaluated a supplemental program for students performing significantly below grade level in math. Measures included embedded assessments within the program (a diagnostic and end-of-unit assessment for each unit implemented), online teacher surveys, classroom observations, and teacher interviews. Analyses included parametric and non-parametric statistical tests, calculation of standardized effect sizes, and analytic induction of qualitative data.

SAMPLE OF OTHER STUDIES

Principal Evaluator – Creating Technical Scholars: A Model for Structured Pathways. Funded by the National Science Foundation (2017 – 2020). \$30,308. Leading a multi-year formative and summative evaluation of Eastern Shore Community College’s NSF-ATE project that seeks to create a transition pathway for students to enter technical and STEM field studies, complete programs, and transition to employment or further STEM field studies. The evaluation tasks include administration of annual surveys, ongoing analysis of program implementation and survey data, and reporting.

Principal Investigator – REL Pacific Task 6 Studies. Funded by the U.S. Department of Education. 5 years (2017- 2021). \$736,583. Designing and leading three original empirical research projects that will examine college readiness and success in Guam and the Republic of the Marshall Islands, as well as teacher performance on the National Standardized Test for Teachers in the Federated States of Micronesia. Analyses will include calculation of descriptive statistics, chi-squares, and logistic regression. Each study

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will culminate in the development of a technical report and a user-friendly report designed for dissemination to a broad range of audiences.

Co-Principal Evaluator – A Field Test of Pearson’s *Investigations, 3rd Edition*. Funded by Pearson, 15 months (2017-2018). \$106,778. Providing oversight to a multi-site study that is examining implementations and outcomes associated with a core math program. Measures include a standardized math assessment, a student survey, weekly teacher implementation logs, a teacher survey, classroom observations, focus groups, and teacher interviews. Analyses include multi-level modeling, calculation of standardized effect sizes, and analytic induction of qualitative data.

Co-Principal Evaluator– A Study of the Houghton Mifflin Harcourt and St. Lucie Public Schools Partnership. Sponsored by Houghton Mifflin Harcourt. 42 months (2013-2016). \$250,000. Designed and led an evaluation of a five-year a Race-to-the-Top partnership between Houghton Mifflin Harcourt and St. Lucie Public Schools. The partnership focused on four work streams: 1) Parent Academy, 2) Early Childhood Initiative, 3) STEM (science, technology, engineering, and mathematics), and 4) Technology. The evaluation examined how the initiative’s activities were implemented, as well as the degree to which the initiative met its major goals and objectives. The scope of work for this project included developing, administering, and analyzing data from administrator, teacher, and parent surveys; analyzing student assessment data; conducting focus groups with district staff; and developing interim and final reports.

Principal Evaluator – Evaluation of the Increased Staffing Initiative. Funded by the Institute of Museum and Library Services. 24 months (2013-2014). \$27,927. Designed and led a formative and summative evaluation project that examined the impacts of increased NC Museum staffing on three laboratories within the museum. The project included survey development and administration, observations, data analysis, production of progress reports, and development of a final report.

Principal Evaluator – Evaluation of the NC Museum of Natural Sciences Nature Research Center Education and Outreach Activities. Funded by the National Aeronautics and Space Administration (NASA). 40 months (2010-2014). \$91,100. Designed and managed an evaluation of NASA-sponsored events and educator workshops. This project’s scope of work involved survey development and administration, observations, data analysis, production of interim reports, and development of a final report.

State Project Director and Evaluator – North Carolina Children, Youth, and Families at-Risk (CYFAR) Project. Funded by the USDA Cooperative State Research, Education, and Extension Service. 12 months (2005 - 2006). \$200,000. Directed and evaluated a project that created and evaluated exemplar programs serving at-risk children, youth, and families in North Carolina. Responsibilities involved grant writing and budgeting; program development, administration and evaluation; and provision of technical assistance to program leaders across North Carolina.

Coordinator – Evaluation of The Parenting Institute of North Carolina’s Community-Based Child Abuse Prevention Program. Funded by the Duke Endowment. 36 months (2001-2004). \$150,000. Managed an evaluation of a community-based, child-abuse prevention program. The scope of work included development and administration of surveys, interviews with parents who were mandated to participate in the program, quantitative and qualitative data analysis, production of interim reports, and development and presentation of a comprehensive final report.

SELECTED PUBLICATIONS AND TECHNICAL REPORTS

- Shannon, L., Henschel, M. M., & Cosby, A. (2017). *Houghton Mifflin Harcourt Math Expressions Year 2 Evaluation: Washington*. Charlottesville, VA: Magnolia Consulting, LLC.
- Shannon, L.C., Grant, B.E., & Peery, E., (2017). *A Randomized Control Trial of the Achieve3000 Digital Learning Program*. Journal of Research on Educational Effectiveness. Manuscript submitted for publication
- Styers, M., Shannon, L., Cosby, A., & Peery, B. (2017). *RE-AIM at Thomas Nelson Community College: 2017 Interim Report*. Charlottesville, VA: Magnolia Consulting, LLC.
- Perry, J.C, and Shannon, L.C. (2016). *Changing Current Problems in K-12 Education: How Vocational Psychologists Can Make a Difference*. International Journal for Educational and Vocational Guidance, December 2016.
- Shannon, L.C., Styers, M.K., Wilkerson, S.B., & Peery, E. (2015). *Computer-Assisted Learning in Elementary Reading: A Randomized Control Trial*. Computers in the Schools, February 2015.
- Shannon, L.C. & Grant, B.E. (2015). *A Final Report for the Evaluation of the Achieve3000 Programs*. Charlottesville, VA: Magnolia Consulting, LLC.
- Styers, M.K., Shannon, L.C., & Cosby, A.C. (2015). *What do Microbiology and Veterinary Medicine have in Common? An Evaluation of an Increased Staffing Initiative at the North Carolina Museum of Natural Sciences*. Charlottesville, VA: Magnolia Consulting, LLC.
- Shannon, L.C. & Grant, B.E. (2012). *A Final Report for the Evaluation of Pearson's Waterford Early Learning Program: Year 2*. Charlottesville, VA: Magnolia Consulting, LLC.
- Shannon, L.C. & Grant, B.E. (2012). *A Final Evaluation of Houghton Mifflin Harcourt's Holt McDougal Biology Program*. Charlottesville, VA: Magnolia Consulting, LLC.
- DeBord, K. & Shannon, L. C. (2004). *Secrets of Parenting: Parental stress can spill over to the kids*. North Carolina Cooperative Extension publication, FCS 518-06.
- Shannon, L. C. (2003). *Best Practices for Parent Education Programs Seeking to Prevent Child Abuse*. Raleigh, NC: National Parenting Education Network.

SELECTED PRESENTATIONS AND WORKSHOPS

- Shannon, L.C., & Styers, M.K. (2018, May). *Evaluation in Informal Learning Contexts*. Invited presentation at the annual North Carolina Department of Natural and Cultural Resources professional development day in Raleigh, NC.
- Shannon, L.C., & Cosby, A. (2017, November). *Encouraging Participation among Reluctant Stakeholders*. Roundtable presented at the annual meeting of the American Evaluation Association conference in Washington, DC.
- Grant, B.E., & Shannon, L.C. (2016, October). *The Challenges of Evaluating Digital Learning Programs*. Roundtable presented at the annual meeting of the American Evaluation Association conference in Atlanta, GA.
- Shannon, L.C., & Grant, B.E. (2016, October). *A Randomized Control Trial Evaluation of the Achieve3000 Digital Learning Program*. Poster session presented at the annual meeting of the American Evaluation Association conference in Atlanta, GA.

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Shannon, L.C, Styers, M.K., & Cosby, A. (2015, July). *Out of this World! NASA Educator Workshops & Astronomy Days at the North Carolina Museum of Natural Sciences*. Poster session presented at the annual meeting of the Visitor Studies Association in Indianapolis, IN.

Shannon, L.C. & Styers, M.K. (2015, April). *Collaboration and Insight: How Evaluation Supports the North Carolina Museum of Natural Sciences in Improving Visitor Experiences*. Poster session presented at the annual meeting of the American Alliance of Museums in Atlanta, GA.

Shannon, L.C. (2014, October). *Strategies for Education Evaluators Seeking to Ensure Equity of All Student Voices*. Paper presented at the American Evaluation Association conference in Denver, CO.



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EDUCATION

Ph.D. Psychology, Lifespan Development, North Carolina State University, Raleigh, 2009

M.A. Psychology, Lifespan Development, North Carolina State University, Raleigh, 2007

B.A. Psychology, North Carolina State University, Raleigh, 2004

EXPERIENCE

2015 – present **Senior Researcher and Evaluator, Magnolia Consulting, LLC**, Charlottesville, Virginia

2009 – 2015 **Researcher and Evaluator, Magnolia Consulting, LLC**, Charlottesville, Virginia

2007 – 2009 **Lead Research Assistant, Magnolia Consulting, LLC**, Charlottesville, Virginia

2005 – 2009 **Adjunct Faculty, North Carolina State University**, Raleigh, North Carolina

2002 – 2009 **Lab Member, Memory and Narrative Development Lab, North Carolina State University**, Raleigh, North Carolina

2004 **Interviewer, Survey Research Unit, University of North Carolina**, Chapel Hill, North Carolina

2004 **Research Assistant, HERMES, LLC**, Research Triangle Park, North Carolina

2001 – 2002 **Summer Intern, Cognitive Neuroscience Section, National Institute of Neurological Disorders and Stroke**, Bethesda, Maryland

AREAS OF EXPERTISE

Literature reviews	Instrument development	Interviews and focus groups
Effect sizes	Client relations	Website editing
Multi-site curriculum studies	Quantitative /qualitative data analysis	Technical support
Mixed-method research designs	Formative and summative reporting	Photo design and editing

SKILLS

Successfully manages a wide array of evaluation studies in literacy, mathematics, science, and early childhood. Collaborates well with a wide variety of clients and study participants across projects. Possesses 13 years of experience conducting interviews and focus groups with prekindergarten children to adults from her work at North Carolina State University, the Survey Research Unit, and Magnolia Consulting, LLC. Extensive experience providing detailed, coherent, and informative literature reviews in literacy, mathematics, test preparation, and character development. Mastery of various statistical software and analysis programs including HLM, SPSS, Atlas.ti, and LIWC. Proficiency with Microsoft Office, iWork, Pixelmator, Fotor, Inspiration, GoToMeeting, Cyberduck, Prezi, and HTML code.

SELECTED LARGE-SCALE RANDOMIZED CONTROLLED TRIALS AND QUASI-EXPERIMENTAL STUDIES

Co-Principal Evaluator – Evaluation of *PluggedInVA*. Sponsored by Southwest Virginia Community College with funding from the Department of Labor TAACCCT program. 4 years (2015-2018), \$231,000.

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This summative and formative evaluation study utilizes a quasi-experimental design to examine the effectiveness of a 6-month career-building program for adults without a high school degree. Participants receive a career certificate, credits toward a GED, and college credit for their participation. Data collection includes student and program personnel surveys; staff, employer, and student focus groups; student artifact collection; and comparisons of treatment to control students on several program outcomes, including academic achievement, career readiness, and academic and career interests.

Co-Principal Evaluator – Evaluation of TNCC RE-AIM. Sponsored by Thomas Nelson Community College with funding from the Department of Labor TAACCCT program. 4 years (2015-2018), \$206,000. This summative and formative evaluation study utilizes a treatment-only design to examine outcomes associated with participation in six weeks to twelve months of training in advanced integrated manufacturing. Data collection includes student and program personnel surveys; staff, employer, and student focus groups; student artifact collection; and comparisons of treatment to control students on several program outcomes, including academic achievement, career readiness, and academic and career interests.

Co-Principal Evaluator– Evaluation of Investigations 3. Funded by Pearson, Inc. 15 months (2017-2018). \$107,000. This is a treatment-only field test of a K-5 mathematics program in grades 1 and 4 (sample size, 7 schools, 26 teachers, 578 students). Data collection activities include administration, management, and facilitation of: student mathematics assessments and interest surveys, weekly teacher implementation logs, virtual focus groups with teachers, and a teacher attitude survey. Responsible for overall project design and management, developing the weekly teacher implementation log, analyzing results using HLM and paired *t*-tests, and writing the final report and final report infographic.

Co-Principal Evaluator – Evaluation of Interactive Science. Funded by Pearson Education, Inc., Scott Foresman. 18 months (2011-2012). \$222,000. This was an effectiveness RCT of a science program designed to meet the needs of K-8 students (sample size, 61 classrooms, 1,133 students). Successfully managed assessment, survey, and study logistic data across sites. Conducted webinar site orientations. Analyzed and reported study implementation data and student impact data (using HLM). Developed and wrote final report.

Co-Principal Evaluator – Evaluation of focusMATH. Funded by Pearson Education, Inc., Scott Foresman. 18 months (2010-2011). \$225,000. This was an efficacy RCT of an intervention mathematics program designed to meet the needs of students struggling in mathematics in the late elementary grades (sample size, 22 facilitators, 357 students). Successfully managed data collection activities across seven nationwide sites. Conducted site orientations, observations, and interviews. Analyzed and reported study implementation data and student impact data (using HLM). Developed and wrote final report.

Researcher – A Study of the Effectiveness of a School Improvement Intervention (*Success in Sight*). Funded by the U.S. Department of Education. 24 months (2010-2011). \$753,000. During the final year of a five-year study, collected teacher survey (*n* = 1,600) and managed student assessment data (*n* = 16,200) from 52 elementary schools randomly assigned to implement a school improvement intervention or conduct business-as-usual. Conducted descriptive analyses and supported report writing.

SELECTED STEM-RELATED EVALUATION PROJECTS

Lead Evaluator – Teen Science Café (2017-2018). Sponsored by the North Carolina Museum of Natural Sciences (NCMNS) and funded by the Burroughs Wellcome Fund. 18 months (2017-2018). \$5,000. This

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project involves supporting the NCMNS by providing survey revisions and conducting focus groups with local groups who do not typically visit the museum.

Principal Evaluator- Evaluation of NASA's *Space School Musical*. Funded by NASA. 1 year (2013-2014). \$17,250. This was a formative and summative evaluation of NASA's *Space School Musical* training, materials, and resources. Conducted interviews, developed student and facilitator surveys, and wrote the final report.

Evaluation Consultant- Evaluation of NASA's *Stardust-NEXT* Mission Education and Public Outreach. Sponsored by McREL. 3 years (2009-2011). \$15,000. This was an evaluation of the Stardust-NEXT website and outreach activities for students. Analyzed website and student survey data, wrote interim reports and a final report.

OTHER SELECTED STUDIES

Project Manager for Applied Research for REL Appalachia at SRI. Funded by the U.S. Department of Education. 5 years (2017-2021). \$1,371,933. This project involves conducting applied, needs-based research for teachers, principals, superintendents, and other educational stakeholders in the REL Appalachia region. Project responsibilities include managing and scheduling applied research deliverable tasks (Task 6) and compiling and summarizing Technical Working Group (TWG) reviewer feedback for principal investigators.

Researcher – State Teacher Fellow Focus Group Training. Funded by Hope Street Group. 4 months (2017). \$4,960. This project involved revising focus group training materials and resources and presenting the revised materials at a workshop for state teacher fellow trainers.

Co-Lead Researcher- Hope Street Group Teacher Fellows Program. Funded by Hope Street Group. 3 years (2015-2019). \$522,106. This project involves creating annual state-specific and national data reports using teacher fellows' data from surveys and focus groups. The data reports use best practices in qualitative and quantitative data visualization and include recommendations to the U.S. Department of Education and state departments of education in Kentucky, Tennessee, North Carolina, Hawaii, Utah, and Arizona based on survey and focus group findings. Annual project responsibilities include coding focus group data from over 8,000 teachers, overseeing focus group data collection and analysis, writing up focus group findings, reviewing final reports, collaborating with Hope Street Group to write recommendations for state education agencies, and final report writing.

Researcher and Evaluator- Task 1: Needs Assessment for REL Appalachia at CNA. Funded by the U.S. Department of Education. 4 years (2013-2016). \$175,000. This project involved conducting a needs assessment for the REL Appalachia states (i.e., Kentucky, Tennessee, Virginia, West Virginia). Project responsibilities included reviewing and reporting stakeholder data (e.g., services data, surveys, interviews), interviewing regional educational stakeholders (i.e., policymakers, advocacy groups, state education agency staff, higher education faculty, principals, superintendents, teachers), and writing reports.

Principal Evaluator- Learning for Life Anti-Bullying Program: Foundational Research. Funded by Learning for Life. 1 year (2013). \$18,982. This study involved creating a foundational research base for the Learning for Life anti-bullying program by connecting key features of the program with scientific and academic research. Developed and wrote the foundational report.

Principal Evaluator- Study Island- White Paper Series. Funded by Renaissance Learning. 6 months (2012). \$16,677. This project involved developing three separate white papers on, technology cost savings, needs

RFP pg. 2; Section IV.H. Provide the names, titles, and resumes of key management personnel that may be assigned to perform work for James Madison University.

of a diverse classroom, and differentiated instruction. Each white paper explained best practices in these key areas and connected key features of Renaissance Learning products to these best practices. Developed and wrote all three white papers.

Principal Evaluator – The AcademyWomen eMentor Leadership Program Evaluation. Sponsored by AcademyWomen. 24 months (2010-2011). \$20,000. This was a formative and summative evaluation that measured the quality, utility and impact of the eMentor Leadership program on mentee and mentor personal and professional life experiences. Administered online surveys, analyzed data, and wrote the final report.

SAMPLE PUBLICATIONS, WHITE PAPERS, & TECHNICAL REPORTS

Styers, M., Haden, C., Cosby, A., & Peery, B. (2017). *PluggedIn and WorkREADY! at Southwest Virginia Community College: 2017 Interim Report.* Charlottesville, VA: Magnolia Consulting, LLC.

Styers, M., Shannon, L., Cosby, A., & Peery, B. (2017). *RE-AIM at Thomas Nelson Community College: 2017 Interim Report.* Charlottesville, VA: Magnolia Consulting, LLC.

Styers, M., Haden, C., Cosby, A., & Peery, B. (2016). *PluggedIn and WorkREADY! at Southwest Virginia Community College: 2016 Interim Formative Report.* Charlottesville, VA: Magnolia Consulting, LLC.

Styers, M., Shannon, L., Cosby, A., & Peery, B. (2016). *Mechatronics and Manufacturing Technology at Thomas Nelson Community College: 2016 Interim Formative Report.* Charlottesville, VA: Magnolia Consulting, LLC.

Wilkerson, S.B., Styers, M., & Kannapel, P. (2016). *Annual Report on Communities Served.* Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Shannon, L.C., Styers, M.K., Wilkerson, S.B. & Peery, B. (2015). Computer-Assisted Learning in Elementary Reading: A Randomized Control Trial. *Computers in the Schools*, 32(1), 20-34. doi: 10.1080/07380569.2014.969159

Styers, M.K., Shannon, L.C., & Cosby, A.C. (2015). *What do Microbiology and Veterinary Medicine have in Common? An Evaluation of an Increased Staffing Initiative at the North Carolina Museum of Natural Sciences.* Charlottesville, VA: Magnolia Consulting, LLC.

Styers, M.K. & Shannon, L.C. (2014). *A 3-year Evaluation of NASA Astronomy Days and Educator Workshops at the North Carolina Museum of Natural Sciences.* Charlottesville, VA: Magnolia Consulting, LLC.

Styers, M.K. & Haden, C. (2014). *Big Bang! An Evaluation of NASA's Space School Musical.* Charlottesville, VA: Magnolia Consulting, LLC.

Styers, M.K. (2014). *Building Character: The Learning for Life K-12 Integrated Academic and Character Development Program Foundational Research Base.* Charlottesville, VA: Magnolia Consulting, LLC.

Styers, M.K. (2013). *Let's get hands-on! An evaluation of the Natural World Investigate Lab at the North Carolina Museum of Natural Sciences.* Charlottesville, VA: Magnolia Consulting, LLC.

Styers, M.K. (2013). *United against Bullying: The Learning for Life Anti-Bullying and Cyber-Intimidation Training Program.* Charlottesville, VA: Magnolia Consulting, LLC.

Styers, M.K. & Baker-Ward, L. (2013). Finding the light at the end of the tunnel: Age differences in the relation between internal states language and coping with potential threats to self. *Memory*, 21(1), 27-43. doi: 10.1080/09658211.2012.705849

RFP pg. 2; Section IV.H. Provide the names, titles, and resumes of key management personnel that may be assigned to perform work for James Madison University.

Styers, M.K., Wilkerson, S.B., Haden, C., & Peery, E. (2013). *A Final Evaluation Report of Pearson's Interactive Science Program*. Charlottesville, VA: Magnolia Consulting, LLC.

Styers, M.K. (2012). *Advance Student Achievement while Lowering Costs through Digital Learning*. Charlottesville, VA: Magnolia Consulting, LLC.

Styers, M.K. & Pelton, D. (2012). *A Clearinghouse of Information for Supplemental and Intervention Products for Grades PreK-12*. Charlottesville, VA: Magnolia Consulting, LLC.

Styers, M.K. (2012). *Developing Student Mathematics Skills: How Study Island Aligns with Best Practice*. Charlottesville, VA: Magnolia Consulting, LLC.

Styers, M.K. (2012). *Using Digital Learning Data to Drive Instruction*. Charlottesville, VA: Magnolia Consulting, LLC.

Wilkerson, S.B., Shannon, L.C., Styers, M.K., & Grant, B. (2012). *A study of the effectiveness of a school improvement intervention (Success in Sight)*. (NCEE 2012-4014). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Styers, M.K. & Wilkerson, S.B. (2011). *A Final Report for the Evaluation of Pearson's focusMATH Program*. Charlottesville, VA: Magnolia Consulting, LLC.

PRESENTATIONS AND WORKSHOPS

Styers, M. K. (2018, July). *It Takes a Village: A Cohort-Based Model for Recruiting, Retaining, and Employing Students in Advanced Manufacturing*. Paper presented at the annual meeting of the High Impact Technology Exchange Conference in Miami, Florida.

Styers, M.K. (2017, April). *Focus Group Training*. Workshop conducted for Hope Street Group State Teacher Fellows in Durham, NC.

Styers, M.K., Dye, J., Peery, E., Cosby, A., & Haden, C. (2017, April). *Promoting Positive Academic and Career Outcomes through a Cohort-Based Model at Southwest Virginia Community College*. Paper presented at the annual meeting of the Council for the Study of Community Colleges in Fort Worth, TX.

Styers, M.K., Pelton, D., & Cosby, A. (2016, October). *Qualitative Analysis with Atlas.ti: Strategies, Tips, and Cross-Platform Techniques*. Demonstration presented at the annual meeting of the American Evaluation Association in Atlanta, GA.

Shannon, L. & Styers, M. (2015, April). *Collaboration and Insight: How Evaluation Supports the North Carolina Museum of Natural Sciences in Improving Visitor Experiences*. Poster session presented at the annual meeting of the American Alliance of Museums in Atlanta, GA.

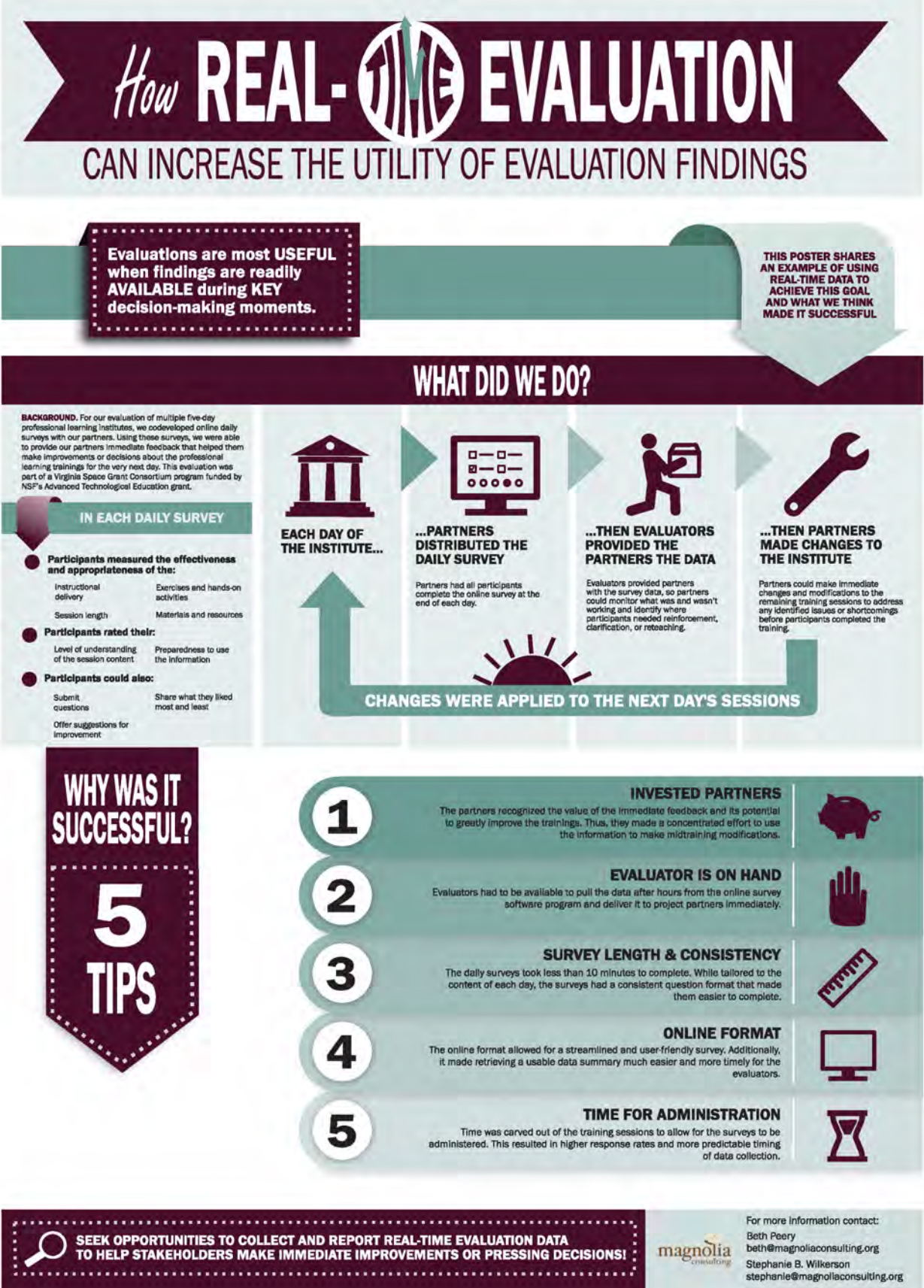
Morris, G., Styers, M., & Baker-Ward, L. (2015, June). *Making a Sad Song Better: Positive Reappraisal in Autobiographical Memory from Ages 6 to 60*. In A. Vredeveltdt (Chair) Collaborative Remembering. Paper symposium presented at the biennial meeting of the Society for Applied Research in Memory and Cognition XI in Victoria, BC.

Styers, M. (2011, November). Does what we Value Make a Difference in our Assessment of Implementation Fidelity? In J. Basta (Chair) *Issues in Measurement of Adoption and Implementation*. Multipaper session conducted at the annual meeting of the American Evaluation Association in

I. Sample Evaluation Report

RFP pg. 2; Section IV.I. Provide a sample evaluation plan, evaluation report, or executive summary for a recent project for which the firm provided evaluation services.

Magnolia Consulting evaluators are pleased to attach an infographic and evaluation report from our work with the Virginia Space Grant Consortium on the GeoTed Project.



The Geospatial Technician Education– Unmanned Aircraft Systems (GeoTEd- UAS) Project Evaluation Data Report

August 31, 2017



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EXECUTIVE SUMMARY

The Geospatial Technician Education–Unmanned Aircraft Systems (GeoTEd-UAS) project aims to address growing employer demand in Virginia and the surrounding regions for a highly qualified and diverse workforce in small unmanned aircraft systems (sUAS). To achieve this long-term outcome, the project takes a multipronged approach to developing the capacity of community colleges and their faculty members to provide sUAS academic pathways.

This interim report provides formative information from the Year 1 evaluation and offers recommendations to GeoTEd-UAS partners to guide project implementation and improvements. The evaluation objectives align with the overarching project goals. The three evaluation objectives are:

1

Building sUAS Academic Pathways

To develop and implement new academic-to-workforce pathways in sUAS in two community colleges.

Building Educator Capacity

To deliver and sustain intensive professional development and mentoring for college and high school teachers to support the development of sUAS courses, programs, and pathways.

2

3

Reaching Students

To recruit students (including underrepresented students) into sUAS courses and pathways.

The evaluation design takes a mixed-method approach using qualitative and quantitative data. Primary data collection methods include surveys, interviews, and document review. For this interim report, evaluators conducted baseline interviews with community college partners in November 2016 and then collected Partner Implementation Surveys from these partners in June 2017. Data collection for the professional development objective occurred primarily through surveys before and after the first of two GeoTEd-UAS Institutes, held during the summer of 2017. Evaluators analyzed data from interviews and surveys using the techniques of analytic induction and conducted descriptive and inferential analyses on quantitative data from the surveys.

The evaluation included two different samples. The first sample included the two community college partners—Thomas Nelson (TNCC) and Mountain Empire (MECC)—who will work collaboratively toward building sUAS academic pathways within their colleges, providing instruction at the Institute, and mentoring Institute participants. Institute participants comprised the second sample, which included 21 educators who participated in the 2017 GeoTEd-UAS Institute.

This section summarizes the findings from the first year of project implementation and provides recommendations for the project moving forward.

1 BUILDING ACADEMIC PATHWAYS

RECOMMENDATIONS FOR GEOTED-UAS PARTNERS

- Prioritize demonstrating regional employer demand near one partnering community college.
- Help add UMS courses as approved technical electives to other official programs at one partnering community college.
- Ensure academic pathway alignment by:
 - Continuing to monitor changes to FAA regulations.
 - Continuing to meet and partner with local businesses, community groups, and industry experts.
 - Conducting the workforce needs survey planned for Year 2.



KEY FINDINGS

1. GeoTed-UAS partners made progress on key activities that will make sUAS offerings available at two community colleges in Year 2.
2. The academic pathways at the two community colleges are well aligned with UAS operations technicians (UASOT) Developing a Curriculum (DACUM) duties and tasks, Federal Aviation Administration (FAA) regulations, and workforce needs.
3. The implementation of sUAS academic pathways still faces challenges that could impede its development in Year 2.

The GeoTed-UAS project made great strides during the first year of implementation, with notable progress on several key activities, including:

- Approval of an unmanned systems prefix (UMS),
- Approval of four UMS courses,
- Approval of a Career Studies Certificate (CSC) in sUAS at one community college, and
- Alignment of academic pathways to UASOT DACUM duties and tasks, FAA regulations, and workforce needs.

These activities paved the way for the two partnering community colleges to offer official courses in sUAS in the summer and/or fall 2017 semesters. However, several challenges could impede implementation of the academic pathways. Most notably, one community college lacks a large employer in its region that could hire substantial numbers of sUAS program graduates. Without sufficient regional demand, the community college cannot offer an official sUAS program approved by VCCS. This means the college cannot offer either a CSC in sUAS or financial aid for approved UMS courses.

2 BUILDING EDUCATOR CAPACITY

RECOMMENDATIONS FOR GEOTED-UAS PARTNERS:

- Encourage mentors to provide or redistribute practice tests or other resources to help participants prepare for the exam.
- Encourage mentors to reach out to participants to provide mentoring support in areas noted as not sufficiently covered and ensure participants have the



KEY FINDINGS

1. Participants acquired the intended knowledge and skills delivered in the 2017 GeoTed-UAS Institute.
2. Although participants are often prepared to apply key learnings from the Institute, additional support is still needed in some areas.
3. The Institute was a high-quality training that drew positive reactions from participants.
4. As a primary support to Institute participants, community college partners and participants are prepared to engage in a mentoring relationship in Year 2.
5. Participants understand what is expected of them in Year 2 and have varying plans for integrating sUAS at their institutions.

knowledge and skills needed to facilitate implementation in Year 2.

– Consider insufficiently covered areas as topics for the 2018 Institute.

– Remind all mentees who their mentors are.

– Encourage mentors to reach out to their participants to ensure all participants understand project expectations.

– As mentoring commences, provide participants with multiple avenues of communication and prompt assistance to improve implementation and solidify trust.

– Provide additional institutional support to participants who need it (e.g., through funding and assistance with planning and communication about sUAS academic pathway goals).

In an effort to build educator capacity to integrate sUAS into coursework and offer sUAS programs, the GeoTEd-UAS Institute provides intensive professional development to community college and high school educators throughout the region.

Following the 2017 GeoTEd-UAS Institute, participants' knowledge and skills in sUAS significantly increased in all four major areas—planning an sUAS flight, performing flight operations, processing data, and integrating coursework. Moreover, in a survey following the Institute, 95% of participants agreed that they understood the skills, knowledge, and study requirements and resources needed to pass the FAA's sUAS Airman Certificate Exam, 81% felt prepared to pass this exam, and 76% of participants felt prepared to teach an sUAS course. Participants identified three challenges or areas not sufficiently covered by the Institute, including 1) the FAA's sUAS Airman Certificate Exam, 2) practice or time flying drones, and 3) more specific content areas.

Seventy-four percent of participants felt their institution was supporting their work with the project to much extent or to a great extent. Eighty-one percent of participants indicated that they understood what is expected of them during the 2017–2018 academic year and all participants plan to integrate or possibly integrate sUAS into at least one cross-disciplinary course. For the remainder of the project, participants will be further supported through mentoring by the partners, primarily with course and program development, and through general support.

3 REACHING STUDENTS

RECOMMENDATIONS FOR GEOTED-UAS PARTNERS:

Support community college partners' recruitment efforts by:

– Ensuring scholarships for sUAS students will be provided in Year 2.

– Helping develop better recruitment materials and access ad space on the colleges' websites and campus TV stations.

– Continuing to offer events and other opportunities to reach students to increase their awareness of sUAS academic pathways, course offerings, and financial support opportunities.



KEY FINDINGS

1. The GeoTEd-UAS project is in the early stages of implementation and will primarily reach community college students in Year 2.
2. Efforts to recruit students to sUAS academic pathways at the partnering community colleges have been somewhat effective in Year 1.
3. Community college partners will reach an estimated 120 high school students and 150 parents through high school sUAS events in summer 2017.

As expected, the GeoTEd-UAS project did not reach many students in Year 1. This will change in the summer of 2017, when high school sUAS events will reach approximately 120 students and 150 parents. Additionally, in Year 2, sUAS courses, a CSC in sUAS, and scholarships will be offered to students at both partnering community colleges. GeoTEd-UAS Institute participants will also begin to integrate sUAS into their own community colleges and high schools. Thus, the extent to which the project will reach students will be included in subsequent reports.

Acknowledgments

We would like to acknowledge the many project partners and participants who contributed to the evaluation. Thanks to Chris Carter at the Virginia Space Grant Consortium for his support and coordination of evaluation activities. We greatly appreciate the time and input provided by the community college partners from TNCC and MECC. Special thanks to John McGee for his involvement in instrument development and distribution. We would like to extend much appreciation to the Institute participants who completed project surveys and provided valuable feedback. Finally, we are grateful for members of the Magnolia team who supported this work.

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PROJECT BACKGROUND

With funding from the National Science Foundation's (NSF) Advanced Technologies in Education (ATE) program, the Virginia Space Grant Consortium (VSGC) developed the Geospatial Technician Education–Unmanned Aircraft Systems (GeoTEd-UAS) project along with four partners: Virginia Polytechnic Institute and State University (Virginia Tech), Thomas Nelson Community College (TNCC), Mountain Empire Community College (MECC), and the Virginia Community College System (VCCS).

This project recognizes that "UAS is a rapidly emerging technology with predicted explosive growth. Community colleges must begin preparing workforce development programs to meet the anticipated huge demand of the future" (GeoTEd-UAS NSF-ATE proposal, p. 1). Thus, the GeoTEd-UAS project's mission is:

“To provide employers with well-trained and prepared [small unmanned aircraft systems operations technicians (UASOT)] to meet workforce demand.” (VSGC, p. 7)

To achieve this outcome, project partners will collaborate from August 2016 to September 2019 to accomplish four major goals:

Goal 1. Research and document the required competencies of a UASOT and the workforce demand for these technicians.

Goal 2. Two partnering community colleges will develop and offer courses and pathways that align with workforce demand and will serve as models.

Goal 3. Train and mentor community college faculty and dual enrollment high school faculty in sUAS operational technologies that align with the UASOT Developing a Curriculum (DACUM), workforce demand, and the Federal Aviation Administration (FAA) regulations.

Goal 4. Motivate, encourage, and incentivize students to enter the UASOT pipeline.

As depicted in the GeoTEd-UAS logic model (Figure 1), the project activities are intended to produce several outcomes that include increasing educators' understanding of the UASOT and their capacity to integrate sUAS and offer sUAS pathways. GeoTEd-UAS aims to increase the number and diversity of community college students in sUAS pathways and high school students exposed to sUAS. Lastly, GeoTEd-UAS intends to increase access to sUAS pathways and options for continued education.

MAIN PROJECT ACTIVITIES



Academic Pathways. The community college partners will focus on expanding sUAS academic pathways at their colleges. Their implementation will serve as a model for other community colleges.



GeoTEd-UAS Institute. The Institute provides two intensive, week-long professional development opportunities in sUAS technologies and its integration into institutions.



Mentoring. The partners provide structured mentoring support for Institute participants throughout the project.



Student Recruitment. Community college partners will recruit students to the sUAS academic pathways, particularly through scholarships. Recruitment will also be targeted at underrepresented populations.



High school UAS Events. Each partnering community college will provide an annual sUAS event for high school students.

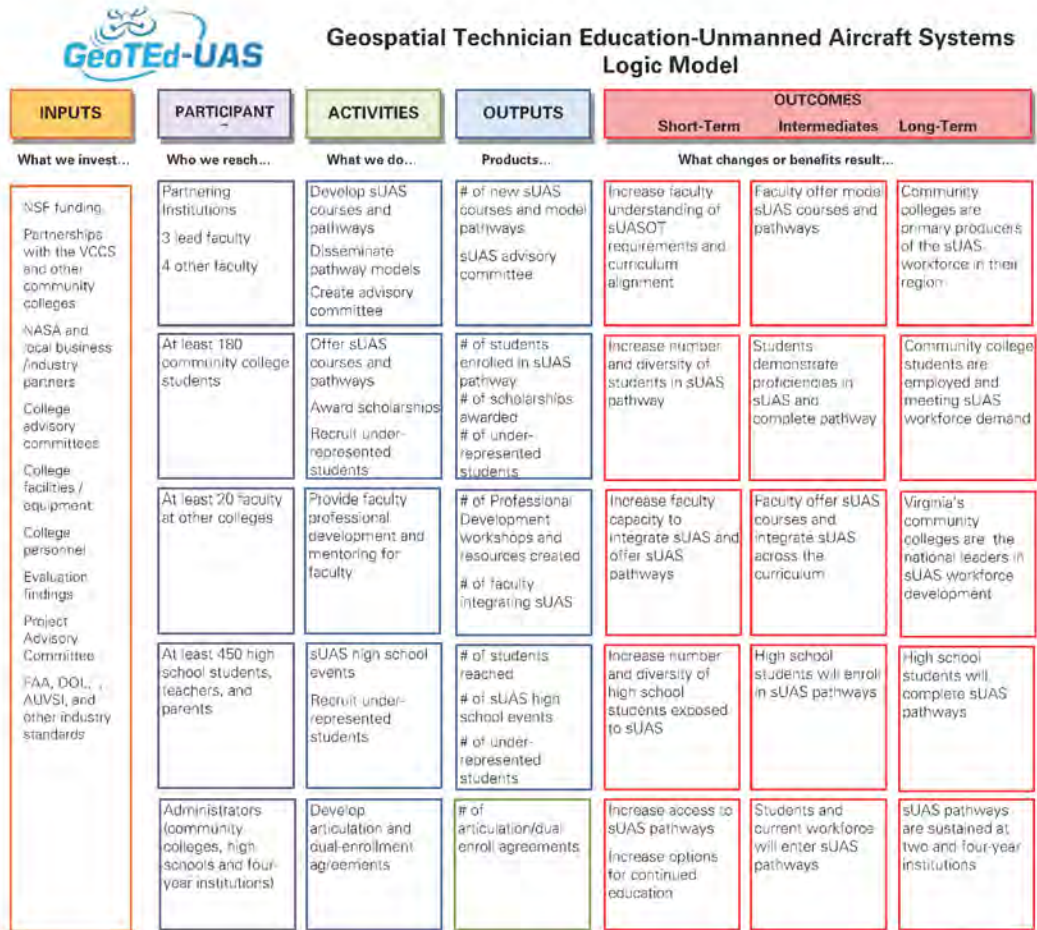


Figure 1. Project logic model.

2

EVALUATION BACKGROUND

This interim report details findings from the formative evaluation of the GeoTED-UAS project. It documents the early phases of project planning and development and provides recommendations to guide project implementation and improvements. Additionally, evaluation activities focus on the identification of best practices and lessons learned in the development of sUAS academic-to-workforce pathways. To this end, the evaluation objectives align with three of the four project's overarching goals.¹ The three evaluation objectives and their corresponding evaluation questions² are:

1

Building sUAS Academic Pathways

To develop and implement new academic-to-workforce pathways in sUAS in two community colleges.

What factors strengthen or impede the development and implementation of courses and pathways?

Building Educator Capacity

To deliver and sustain intensive professional development and mentoring for college and high school teachers to support the development of sUAS courses, programs, and pathways.

How can professional development offerings improve to better meet the needs of participants, including supporting their integration of sUAS in their education settings?

2

3

Reaching Students

To recruit students (including underrepresented students) into sUAS courses and pathways.

To what extent do colleges reach target students?




The GeoTED-UAS team partnered with Magnolia Consulting evaluators to conduct this evaluation and collaborated on logic models, instrument design and distribution, and data collection. The evaluation period for this report extended from September 2016 to July 2017.

¹ Goal 1, which is focused on background research, is not included in the scope of this evaluation.

² See Appendix A for all evaluation questions.

METHODS

The GeoTED-UAS project evaluation includes a mixed-method formative and summative design with qualitative and quantitative data collection methods. Primary data collection methods for this interim report include:

Partner Interviews		Evaluators conducted in-depth interviews with the two community college partners in November 2016. Questions focused on project collaboration, academic pathways, and professional development.
Partner Implementation Survey		The two community college partners completed a survey in spring 2017 regarding their progress on key project activities and student participation.
Pre-Institute Survey Post-Institute Survey		All 21 participants in the 2017 Institute completed a pre- and post- survey to measure their knowledge and skills in sUAS. The Post-Institute Survey also asked about the quality of the training.
Document Review		Evaluators reviewed project documents throughout Year 1, including press releases, community college websites, course catalogs, and the GeoTED-UAS website.

See Appendix A for more detailed discussion of methods and data analyses.

The timeline below illustrates the evaluation activities leading up to this report.



PARTICIPANT DEMOGRAPHICS

The GeoTEd-UAS project evaluation collected data from two samples:

- 1) The two community college partners who will develop academic pathways at their institutions, provide instruction at the GeoTEd-UAS Institute, and provide mentoring support to Institute participants, and
- 2) The 21 participants who attended the 2017 GeoTEd-UAS Institute and will integrate sUAS at their institutions.

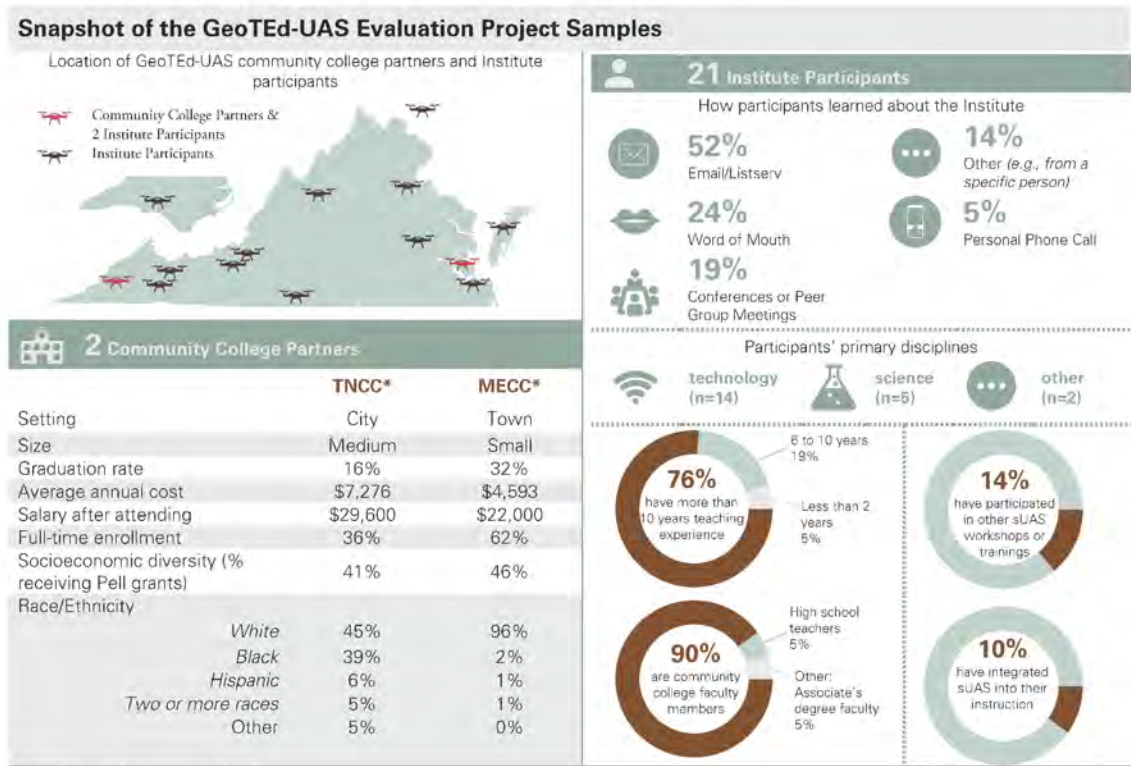
Community College Partners. The two community college partners—Mountain Empire Community College (MECC) and Thomas Nelson Community College (TNCC)—are at the opposite ends of the state of Virginia and serve very different populations. TNCC is a medium-sized community college in an urban setting; MECC is a small college in a town setting. TNCC's average annual cost is higher than MECC's and TNCC students, on average, earn higher salaries after attending. MECC has a higher graduation rate, more full-time students, and slightly more students who receive federal need-based aid than TNCC. At MECC, 96% of students are white, while at TNCC, 45% of students are white and 39% are black (Figure 2).

GeoTEd-UAS Institute Participants. The first of two GeoTEd-UAS Institutes occurred in 2017. The 2017 Institute had 21 participants³ from across Virginia and the surrounding region. Participants came from 12 community colleges, one 2-year program at a university, and one high school. They teach in a variety of disciplines, with technology (e.g., information technology, electronics, engineering) and science (e.g., biology, chemistry, geography) programs most heavily represented, and they teach a wide variety of courses. Participants learned about the GeoTEd-UAS Institute through various avenues, primarily through an email/listserv (52%), word of mouth (24%), or conference or peer group meetings (19%). Ninety percent of Institute participants were community college faculty members; 76% have been teaching for more than 10 years.

Few participants indicated that they have had any sUAS training or experience integrating sUAS into courses prior to the project. Only 14% of participants reported that they had participated in other sUAS workshops or training opportunities (e.g., workshops and conferences by AUVSI, and courses); 10% reported that they had integrated sUAS into their instruction in the past (e.g., coursework within an EDT program and a two-year professional pilot degree).

See Appendix B for more details about participants.

³ Two of the 23 faculty members who completed the Pre-Institute Survey did not attend the Institute and are not included in this sample. One of these faculty members will be attending the 2018 Institute.



*Source: <https://collegescorecard.ed.gov/>

Figure 2. Snapshot of project samples.

1

BUILDING SUAS ACADEMIC PATHWAYS

One goal of the GeoTED-UAS project is for the partnering community colleges—TNCC and MECC—to build sUAS courses and academic pathways. These pathways will target the development of UASOTs, defined as individuals who are:

“...knowledgeable in the safe and legal operation and flight of a UAS which includes mission planning, flight operation, data collection, and data post-processing and analysis using GIS, remote sensing image processing software, and other processing tools and techniques.” (VSGC, p. 7)

After Year 1, the community college partners are still in the early stages of building academic pathways, but they have made progress on key activities. This section describes these activities and the overall development of sUAS academic pathways during the first year of implementation. It also discusses alignment with key guidelines and workforce needs and identifies strengths and challenges of project implementation.

This section uses findings from the November 2016 interviews and the June 2017 Partner Implementation Surveys (see Appendix C for more details).



KEY FINDINGS

1. The GeoTED-UAS partners made progress on key activities that will make sUAS offerings available at two community colleges in Year 2.
2. The academic pathways at the two community colleges are well aligned with UASOT DACUM duties and tasks, FAA regulations, and workforce needs.
3. The implementation of sUAS academic pathways still faces challenges that could impede its development in Year 2.



THE GEOTED-UAS PARTNERS MADE PROGRESS ON KEY ACTIVITIES THAT WILL MAKE sUAS OFFERINGS AVAILABLE AT TWO COMMUNITY COLLEGES IN YEAR 2.

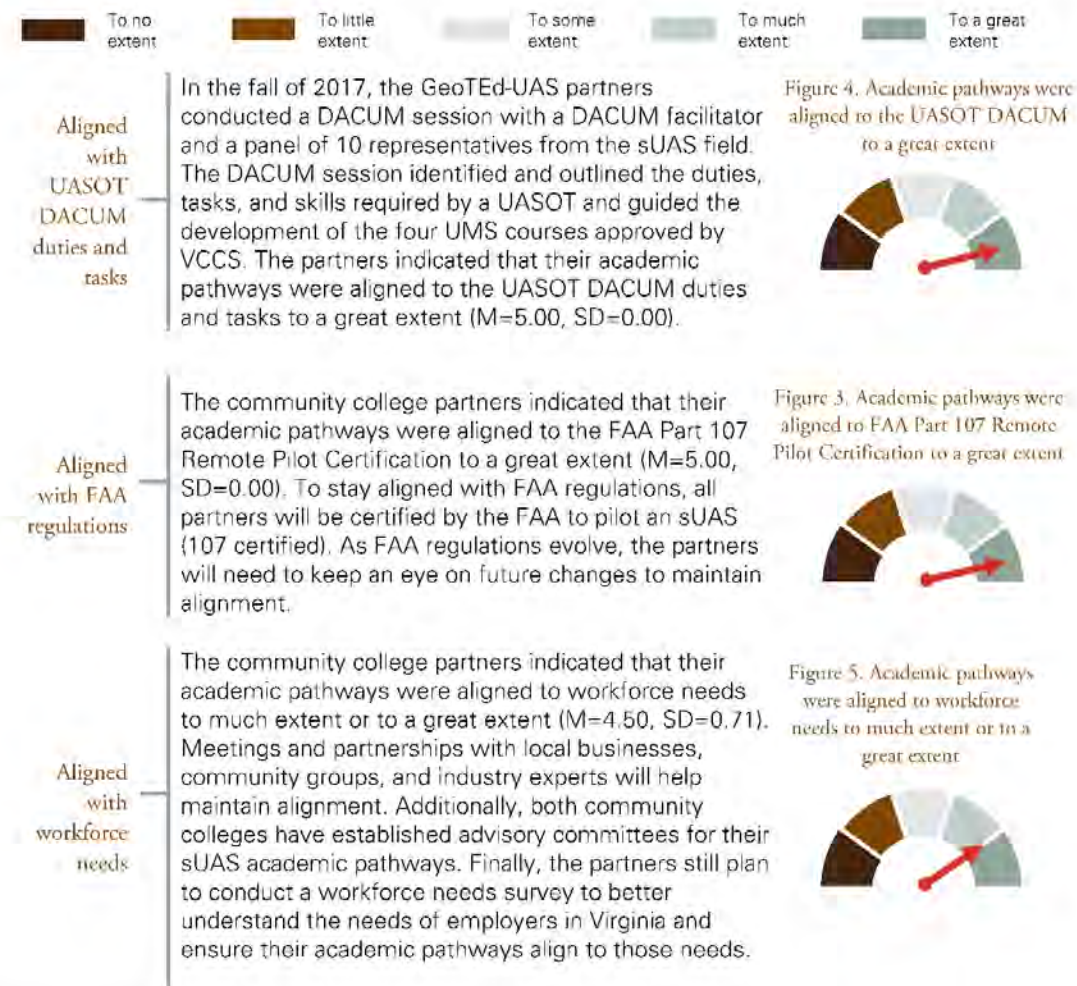
Evaluators are interested in the development of sUAS academic pathways at the two partnering community colleges. Prior to the GeoTED-UAS project, one of the colleges offered approximately five sUAS special topic courses, but neither college had an official sUAS academic pathway. After the first year of the project, the partners are still in the early stages of developing academic pathways, but they have made progress on key activities that laid the groundwork for sUAS offerings in Year 2.

UMS prefix approved	One major challenge facing GeoTED-UAS partners was that the VCCS lacked an sUAS prefix (the three-letter grouping used to identify a course or program). This prevented the creation of official sUAS programs at Virginia community colleges. The GeoTED-UAS partners applied to VCCS for a prefix, choosing UMS (for "unmanned systems") because it is broader than sUAS. The UMS prefix was approved by VCCS in January 2017, opening the way for the creation of sUAS programs in Virginia.
Four UMS courses approved	With the approval of the UMS prefix, the GeoTED-UAS partners developed and received VCCS approval for four UMS courses: sUAS Remote Pilot Ground School (UMS 107), sUAS I (UMS 111), sUAS Components and Maintenance (UMS 177), and sUAS II (UMS 211); course descriptions are included in Appendix E. The partnering colleges will begin offering these UMS courses in the 2017 summer or fall semesters. Additionally, one college has integrated sUAS into two cross-disciplinary courses, Geographic Information Systems and Mechanical Engineering. Neither college integrated a service learning sUAS mission into coursework during the first year of implementation.
One CSC approved	A goal of the project was to develop a UASOT Career Studies Certificate (CSC) at both community colleges. The CSC will provide competencies and skills in sUAS that will complement various two-year associate's programs. In April 2017, one college had its CSC approved, which will be available starting in fall 2017. The other college also planned to have a CSC available in the 2017–2018 academic year, but as of June, it has not been approved by VCCS because the college still needs to demonstrate regional employer demand. The project partner is currently in the process of collecting letters from employers to provide evidence of employer support for the program.
No dual enrollment or articulation agreements	At the end of the spring 2017 semester, the sUAS academic pathways at the partnering colleges did not include dual enrollment with local high schools or articulation agreements with universities. Both college partners did note that there is potential for the programs to be extended to a two-year academic pathway that could then be transferable to a four-year institution in the future. Additionally, the college partners plan to expand the pathway to local high schools, primarily through annual sUAS high school events.



THE ACADEMIC PATHWAYS AT THE TWO COMMUNITY COLLEGES ARE WELL ALIGNED WITH UASOT DACUM DUTIES AND TASKS, FAA REGULATIONS, AND WORKFORCE NEEDS.

Evaluators examined how well the sUAS courses and pathways aligned with the UASOT DACUM duties and tasks, FAA Part 107 Remote Pilot Certification, and workforce needs.⁴ Partners spent the first year aligning the sUAS academic courses and pathways to each criterion. The following section describes this process and assesses the extent to which the academic pathways are aligned.



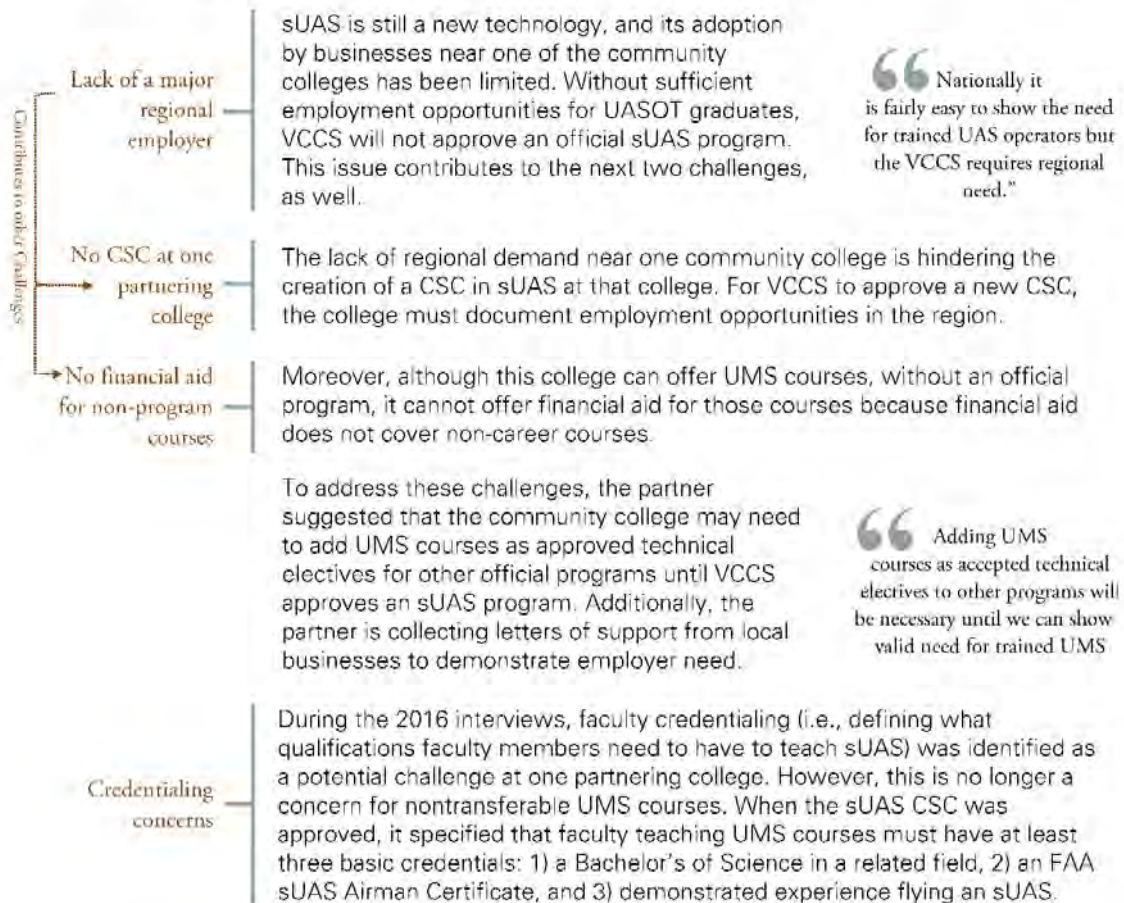
⁴ As the sUAS sector has evolved in a different direction, alignment with the American Society for Photogrammetry and Remote Sensing (ASPRS) UAS certification guidelines is no longer a goal of the project.



THE IMPLEMENTATION OF sUAS ACADEMIC PATHWAYS STILL FACES CHALLENGES THAT COULD IMPEDE ITS DEVELOPMENT IN YEAR 2.

Evaluators are interested in factors that strengthen or impede the implementation of sUAS academic pathways at partnering community colleges and seek ways to address impediments. During the interviews, the community college partners noted several strengths: the creation of the UMS prefix, the approved UMS courses, the creation of a CSC, broad local support, and local faculty members who are available to teach sUAS courses. Moreover, the college partners indicated that, during the spring 2017 semester, their institutions supported the work on the project to much extent or to a great extent.

However, despite these strengths, some challenges remain. Factors that may impede the implementation of sUAS academic pathways are described below, along with strategies to address these challenges.



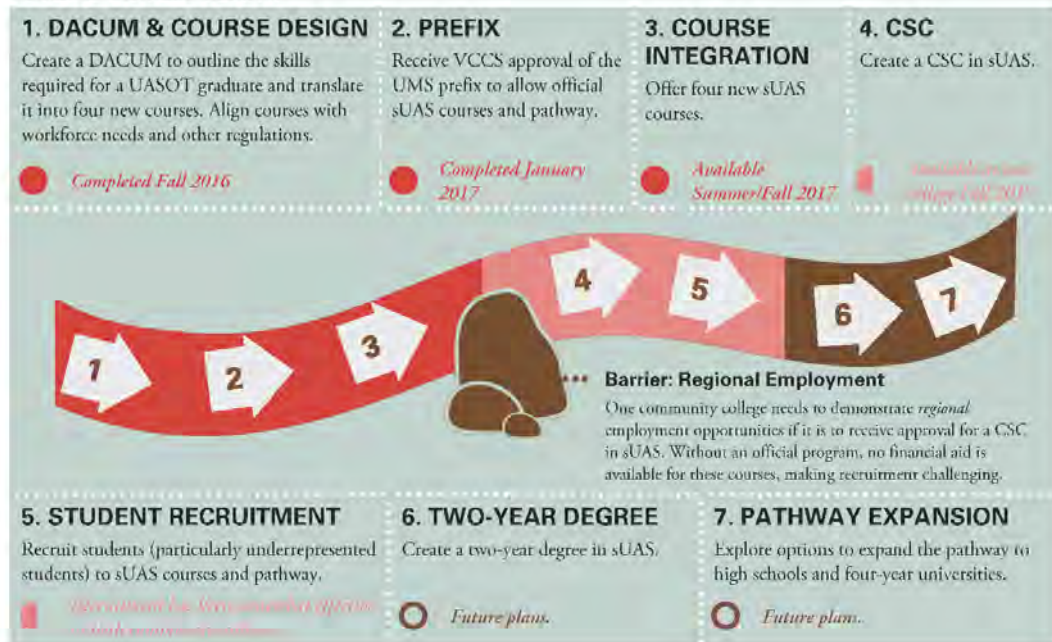
1

Building Academic Pathways

10

The work of the community college partners can serve as a model for other institutions that want to develop sUAS academic pathways. Using the 2016 interviews, Figure 6 outlines the process of developing sUAS academic pathways at the partnering community colleges and their progress during Year 1.

FIGURE 6. THE GEOTED-UAS MODEL FOR CREATING A UASOT ACADEMIC PATHWAY STEP BY STEP: YEAR 1



Summary. A major goal of the GeoTEd-UAS project is for the two partnering community colleges to build academic pathways in sUAS. Although the project is still in the early stages of building these pathways, the partners have made progress on key activities, including:

- Approval of a UMS prefix,
- Approval of four UMS courses,
- Approval of a CSC in sUAS at one partnering college, and
- Alignment of sUAS academic pathways to the UASOT DACUM duties and tasks, FAA regulations, and workforce needs.

These activities have allowed the colleges to go from having no official sUAS offerings at the start of the project to offering four official courses and one CSC in sUAS by the 2017-2018 academic year. As the college partners continue to work toward developing the academic pathways, they face several challenges in Year 2, including:

- Lack of documented regional employer demand for one college,
- Lack of financial aid for sUAS courses at one college, and
- Lack of a CSC in sUAS at one college.

2

BUILDING EDUCATOR CAPACITY

Another goal of the GeoTEd-UAS project is to train and mentor educators in sUAS technologies and the integration of sUAS into their institutions. To achieve this goal, the GeoTEd-UAS Institute provides intensive professional development to community college and high school educators throughout the region.

sUAS is a new technology and few institutions in the region offer sUAS programs or have faculty trained in sUAS. Prior to the 2017 Institute, half of the participants described their institution's sUAS academic pathways as nonexistent, and another fifth depicted their institutions' pathways as being in the early stages. The remaining participants had some offerings in sUAS⁵ (Figure 7).

The first of two GeoTEd-UAS Institutes was held May 21–25, 2017, on the campus of Virginia Tech. The second Institute will be held in 2018. During the 2017 Institute, instructors presented information, resources, and hands-on applications about FAA regulations, sUAS construction, flight preparation, flight operations and safety, and image and video processing. This section discusses findings from surveys of participants in the 2017 GeoTEd-UAS Institute, including measures of participants' sUAS knowledge and skills and preparedness to apply key learnings from the Institute, the quality of the training, support for participants, and participants' expectations and intentions for Year 2. It uses data from the Pre-Institute and Post-Institute Surveys, which were completed by the 21 participants who attended the 2017 Institute (see Appendix D).

It does not exist (n=11)

Other (n=4) (e.g., in the design phase)

At least one sUAS course (n=3)

A CSC in sUAS (n=2)

sUAS is integrated into cross-disciplinary courses (n=1)

A two-year degree in sUAS (n=1)

Figure 7. Participants' descriptions of academic pathways at their institutions prior to the 2017 Institute (N=21).

KEY FINDINGS

1. Participants acquired the intended knowledge and skills delivered in the 2017 GeoTEd-UAS Institute.
2. Although participants are often prepared to apply key learnings from the Institute, additional support is still needed in some areas.
3. The Institute was a high-quality training that drew positive reactions from participants.
4. As a primary support to Institute participants, community college partners and participants are prepared to engage in a mentoring relationship in Year 2.
5. Participants understand what is expected of them in Year 2 and have varying plans for integrating sUAS at their institutions.



⁵ A review of the institutions' websites could not confirm the availability of CSCs in sUAS at two institutions and could confirm that only one institution offered sUAS courses in the 2017–2018 academic year.



PARTICIPANTS ACQUIRED THE INTENDED KNOWLEDGE AND SKILLS DELIVERED IN THE 2017 GEOTED-UAS INSTITUTE.

Evaluators assessed whether participants increased their knowledge and skills in sUAS technologies as a result of attending the Institute. On the Pre- and Post-Institute Surveys, participants rated their own knowledge and skills associated with sUAS technologies on a 5-point Likert scale (1=*strongly disagree*, 2=*disagree*, 3=*neither agree nor disagree*, 4=*agree*, and 5=*strongly agree*). Evaluators compared participants' ratings of knowledge and skills before and after the Institute to measure change and used Wilcoxon Signed Rank tests to determine whether changes were statistically significant (McCrum-Gardner, 2008). This section discusses participants' knowledge and skills in four areas: planning an sUAS flight, performing flight operations, processing data, and integrating sUAS into coursework (Figure 8). The analyses include all 21 participants in the Institute.

Overall, Institute participants' knowledge and skills in four areas of sUAS technologies significantly increased from the Pre-Institute Survey to the Post-Institute Survey.

Knowledge and skills in planning sUAS flights increased	Prior to the Institute, participants reported, on average, having a greater understanding of general concepts—that is, an overall understanding of sUAS and the physics of flight—than of technical concepts for planning sUAS flights. After the Institute, participants' ratings of their knowledge and skills increased significantly in all areas related to sUAS flight planning, most notably in technical concepts (for instance, FAA regulations, steps associated with sUAS preflight planning, technical skills associated with flight planning, and advantages and disadvantages of different sUAS platforms).
Knowledge and skills in performing flight operations increased	Participants' ratings of their knowledge and skills in performing flight operations showed statistically significant increases in all areas from the Pre-Institute Survey to the Post-Institute Survey. Most notably, participants' understanding of how to safely and professionally operate an sUAS increased the most, on average, compared to participants' ratings of other items in this category.
Knowledge and skills in processing data increased	Participants' ratings of their understanding of processing data increased significantly on all items from the Pre-Institute Survey to the Post-Institute Survey. At both time points, participants rated their knowledge for items regarding sensors higher than items asking about their understanding of processing imagery and digital videography. Participants rated their understanding of the real-world applications that can be supported with data derived from an sUAS the highest in this category on the Post-Institute Survey.
Knowledge and skills in coursework integration increased	Prior to the Institute, participants indicated that they did not have the knowledge and skills to implement sUAS in the classroom, nor did they understand the types of tasks that would be performed by a marketable, entry-level UASOT or the future employment and technical trends associated with this technology. Participants' ratings of their knowledge and skills in these areas increased significantly following the Institute.

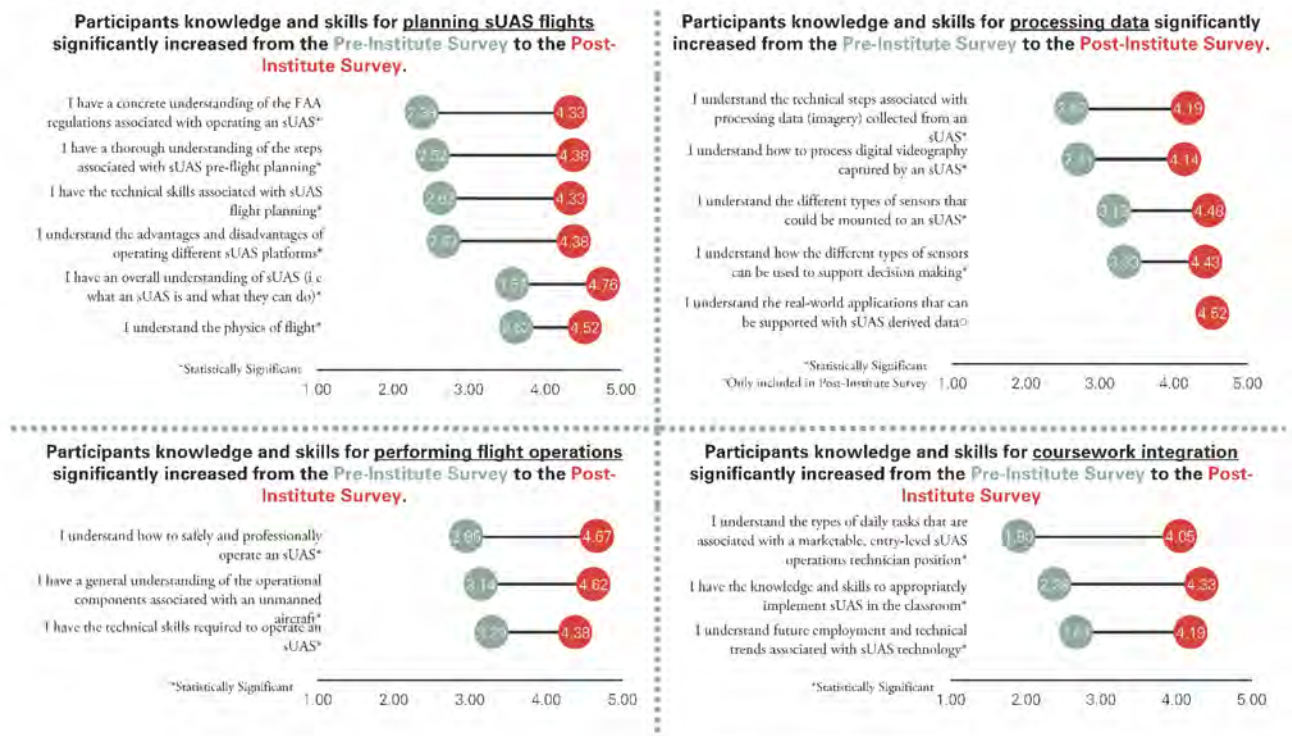


Figure 8. Participants' average ratings of their sUAS knowledge and skills (N=21).



ALTHOUGH PARTICIPANTS ARE OFTEN PREPARED TO APPLY KEY LEARNINGS FROM THE INSTITUTE, ADDITIONAL SUPPORT IS STILL NEEDED IN SOME AREAS.

Evaluators are interested in whether participants felt prepared to apply what they have learned from the 2017 GeoTEd-UAS Institute at their home institutions. This section discusses participants' ratings of their preparedness to pass the FAA's sUAS Airman exam and to teach sUAS courses. Additionally, this section explores areas where participants noted information not sufficiently covered or identified as challenges that may impede the integration of sUAS at their institutions (see Appendix D for more details).

The majority of participants felt prepared for the FAA's sUAS Airman Exam

In responding to questions about the FAA's sUAS Airman Certificate Exam, 95% of participants agreed or strongly agreed that they understood the skills, knowledge, and study requirements and resources needed to pass the exam; 81% agreed or strongly agreed that they felt prepared for the exam. Just 14% of participants disagreed or strongly disagreed that they felt prepared to pass the exam.

76% of participants felt prepared to teach sUAS courses

Seventy-six percent of the participants felt the Institute adequately prepared them to teach sUAS courses, and the remaining 24% felt it somewhat prepared them.

More than half of participants identified challenges or information not sufficiently covered

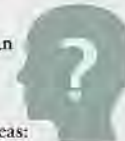
Less than half of the participants did not identify any information needs not sufficiently covered at the Institute or challenges to implementation (e.g., N/A or none). Of those who did note gaps in information, five participants indicated they wanted more information about the FAA's sUAS Airman Certificate Exam, two participants wanted or needed more time to practice flying the drones, and six participants identified specific content areas.

“ I need more instruction on processing imagery and use of various sensors and their application in real world data acquisition and application.”

Participants wanted additional support for:

1. FAA's sUAS Airman Certificate Exam
2. Flying drones
3. Specific content areas:

- Image processing
- Rasters in ArcGIS and integration in the spectroscopy unit
- Sensors and real-world data collection and application
- Software
- Data collection and use
- Evolving FAA regulations and its impact on sUAS in the classroom





THE INSTITUTE WAS A HIGH-QUALITY TRAINING THAT DREW POSITIVE REACTIONS FROM PARTICIPANTS.

Evaluators examined the quality of the 2017 GeoTED-UAS Institute by asking for participants’ reactions to the training. In the Post-Institute Survey, participants rated the quality of several different components of the training (materials, format, and pace) on a 5-point scale, from 1=poor to 5=excellent. Participants also indicated their reactions to the amount of information, learning goals, and length of the Institute. These findings are discussed below.

Participants most often rated components of the Institute as excellent and good

Participants almost invariably rated the quality of Institute components as either excellent or good, with occasional average ratings (Figure 9). Participants rated the materials and overall Institute experience as excellent more often than the other components. Compared to other components, participants’ ratings of the software demonstrations were more evenly split between excellent and good.

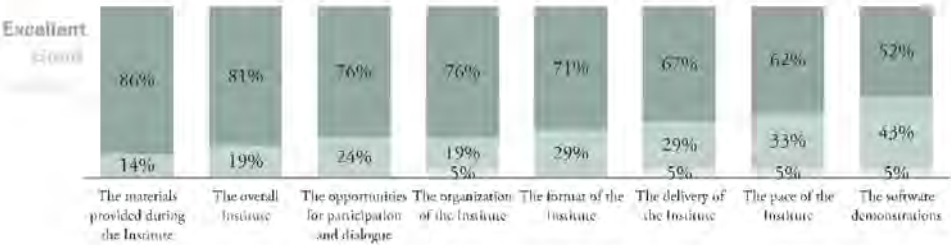


Figure 9. Participants’ ratings of the quality of the Institute’s training (N=21).

Participants had positive reactions to the 2017 Institute

Almost all participants affirmed that their professional development needs were met by the Institute, the amount of information provided was appropriate, the learning goals were explicit and attainable, and the length of the Institute was appropriate (Figure 10).

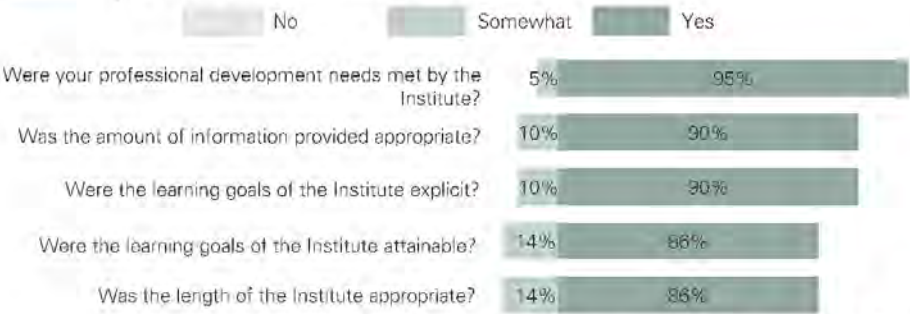


Figure 10. Participants’ reactions to the 2017 GeoTED-UAS Institute (N=21).



AS A PRIMARY SUPPORT TO INSTITUTE PARTICIPANTS, COMMUNITY COLLEGE PARTNERS AND PARTICIPANTS ARE PREPARED TO ENGAGE IN A MENTORING RELATIONSHIP IN YEAR 2.

Evaluators examined two areas of support provided to participants as they work to integrate sUAS into their institutions: 1) mentoring support provided by GeoTED-UAS partners and 2) institutional support.

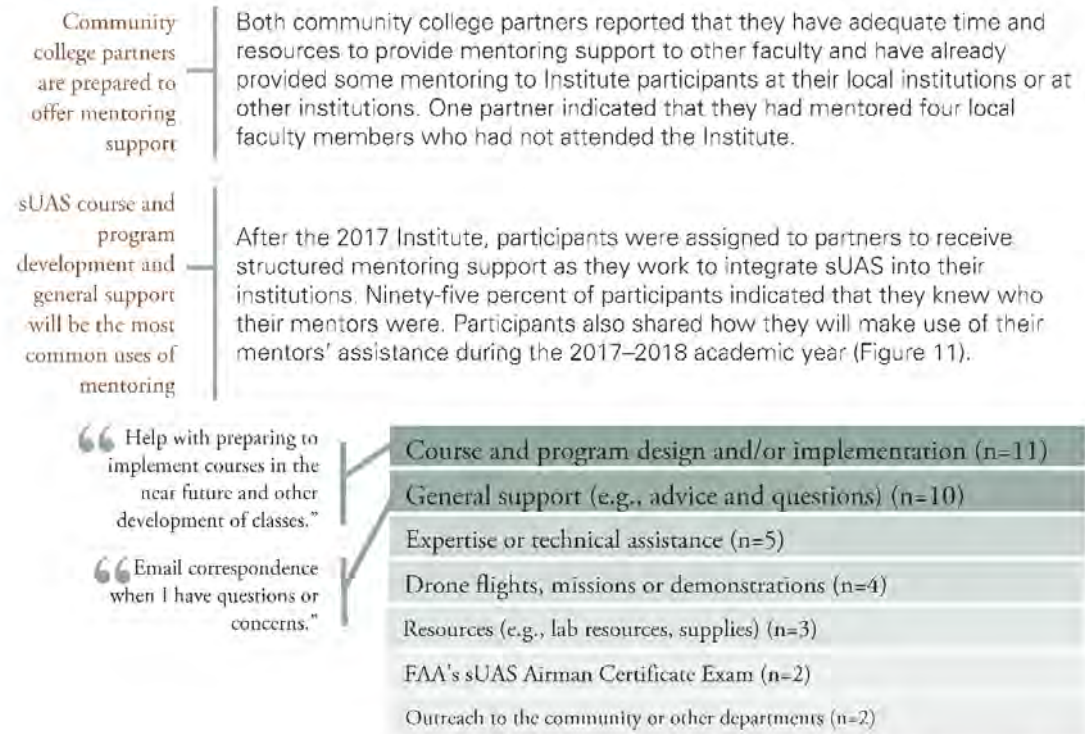
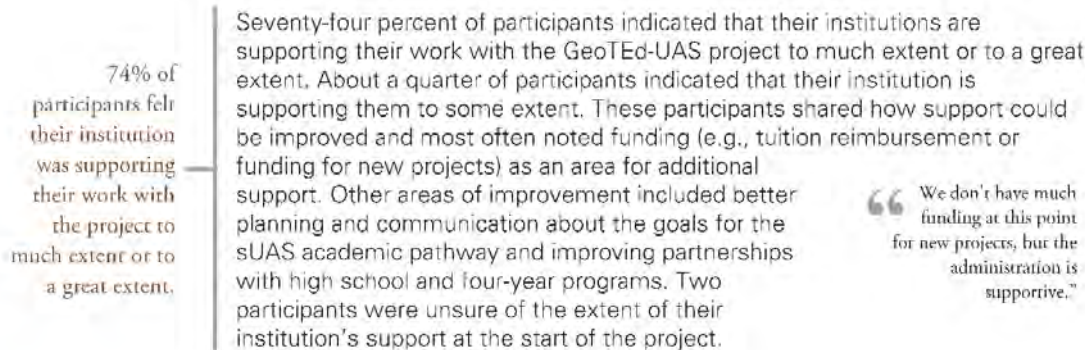


Figure 11. How participants intend to use mentors' assistance (N=21).





PARTICIPANTS UNDERSTAND WHAT IS EXPECTED OF THEM IN YEAR 2 AND HAVE VARYING PLANS FOR INTEGRATING sUAS AT THEIR INSTITUTIONS.

Following the 2017 GeoTEd-UAS Institute, participants discussed what is expected of them during the 2017–2018 academic year. Participants also shared their intentions for integrating sUAS at their institutions.

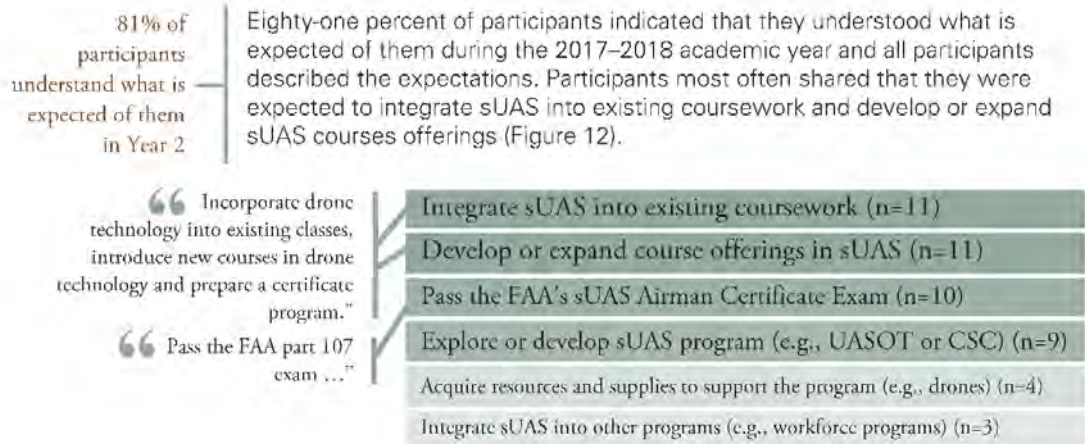


Figure 12. Participants' expectations for the 2017–2018 academic year (N=17).

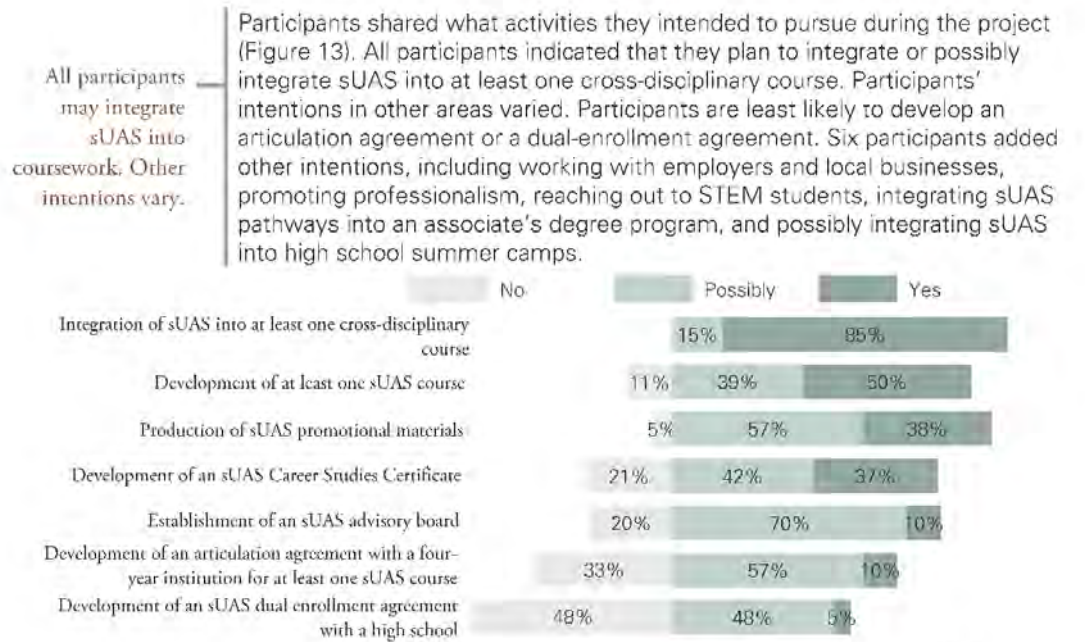


Figure 13. Participants' intentions for integrating sUAS at their institutions (N=21)

Participant Final Remarks

Sixteen participants took the opportunity to provide additional comments or testimonials about the 2017 GeoTed-UAS Institute. Nearly all responses (n=14) were positive, and participants provided many reasons for the positivity of the experience, including the GeoTed-UAS partners (e.g., knowledgeable, helpful), the content, and the materials and activities. Three participants noted that the Institute was very useful in helping prepare them for the academic year. Two participants appreciated the networking and social aspects of the Institute experience. Two participants suggested a FAA's sUAS Airman Certificate practice test be added.

“The Institute was awesome! Every part of it was informative and exciting. It definitely prepared me to come back to my college and begin working toward incorporating information about sUAS into my current classes and begin to plan to offer courses in UMS! It was a wonderful experience all around. And the instructors were all knowledgeable, friendly, helpful. Awesome! Awesome! Awesome!”

Summary: In an effort to build educator capacity to integrate sUAS into coursework and offer sUAS programs, the GeoTed-UAS Institute provides intensive professional development to community college and high school educators throughout the region.

Overall, the participants who attended the 2017 Institute rated the quality of the training highly. Participants identified three areas in which information needs were not sufficiently covered at the Institute, or that presented challenges, including more information about the FAA's sUAS Airman Certificate Exam, more time to practice flying the drones, and more work in specific content areas.

Participants indicated that their knowledge and skills in sUAS significantly increased in all areas—planning an sUAS flight, performing flight operations, processing data, and integrating into coursework—following the Institute. Ninety-five percent of participants agreed that they understood the skills, knowledge, and study requirements and resources needed to pass the FAA's sUAS Airman Certificate Exam, and 81% felt prepared to pass the exam.

Seventy-six percent of participants felt prepared to teach an sUAS course.

Community college partners are prepared to provide mentoring support to Institute participants. Almost all participants indicated that they know who their mentors are and discussed how they will use mentoring support; primarily, they identified course and program development and general support and advice as key areas for mentoring. Seventy-four percent of participants felt their institution was supporting their work with the project to much extent or to a great extent.

As part of the project, 81% of participants indicated that they understood what is expected of them during the 2017–2018 academic year and described these expectations, most often noting that they are expected to integrate sUAS into existing coursework, develop or expand course offerings in sUAS, pass the FAA's sUAS Airman Certificate Exam, and explore or develop an sUAS program. Additionally, all participants may integrate sUAS into at least one cross-disciplinary course. Other plans to integrate sUAS vary by institution and participant.

3

REACHING STUDENTS

The final goal of the GeoTEd-UAS project is to increase the number of students in the UASOT pipeline. The project aims to prepare these students to be successful UASOTs who can succeed in various occupations and ultimately meet workforce demand. Evaluators are interested in the extent to which the GeoTEd-UAS project reaches students (including underrepresented students), avenues to improve recruitment efforts, and the benefits the project offers to students. However, because the project is currently in the early stages of implementation, it has, as expected, had limited impact on students thus far.

Although limited, the project has reached some community college and high school students in Year 1. For example, sUAS has been integrated into several courses at one partnering community college in the spring 2017 semester, and 21 underprivileged youth participated in an all-day sUAS career workshop at the other college. Recruitment for sUAS coursework began in Year 1 and both college partners indicated that student recruitment into the sUAS academic pathway was somewhat effective in spring 2017. Community college partners suggested some ways to improve recruitment: 1) adding an official CSC program, 2) gaining approval of sUAS as technical electives in other programs so that financial aid could be used for UMS courses, removing a financial burden for students, and 3) creating better recruitment materials, and 4) gaining ad space on the college website and campus TVs.

In Year 2, the project will begin to reach more students as both partnering colleges will offer sUAS courses, one will offer a CSC in sUAS, and both will provide scholarships for sUAS coursework. Additionally, Institute participants will begin implementing the project at their own institutions, thus reaching students across the state.

Finally, the project will reach high school students through high school sUAS events held annually at each of the partner community colleges. Both colleges will hold their first high school sUAS events in the summer of 2017. These first events will be integrated into existing high school events (two days of an existing STEM summer camp will focus on sUAS and two other events designed to allow high school students to explore new career pathways will include sUAS). Combined, community college partners estimate they will reach 120 students in summer 2017. One partner indicated that their event will also reach an estimated 150 parents of high school students.



KEY FINDINGS

1. The GeoTed-UAS project is in the early stages of implementation and will primarily reach community college students in Year 2.
2. Efforts to recruit students to sUAS academic pathways at the partnering community colleges have been somewhat effective in Year 1.
3. Community college partners will reach an estimated 120 high school students and 150 parents through high school sUAS events in summer 2017.

Summary. As expected the GeoTed-UAS project focused its first year on planning events and opportunities to reach students in Year 2 when sUAS courses, a CSC in sUAS, and scholarships will be offered to students at the partnering community colleges. Additionally, Institute participants will begin to integrate sUAS into their own institutions.

High school students will be reached in the summer of 2017 as partnering community colleges will host high school sUAS events that will reach approximately 120 students and 150 parents.

Data related to the extent to which the project reaches students will be included in subsequent evaluation reports.

RECOMMENDATIONS

The GeoTEd-UAS project takes a multipronged approach to develop the capacity of community colleges and their faculty to provide sUAS academic pathways. That approach involves building sUAS academic pathways, building educator capacity in sUAS, and reaching students. This section provides recommendations to guide project implementation and improvements.

Building Academic Pathways

One major goal of the project is for the two partnering community colleges to build academic pathways in sUAS. Evaluators have several recommendations for GeoTEd-UAS partners to help achieve this goal:

- Prioritize demonstrating regional employer demand near one partnering community college, as this is the major barrier to developing an academic pathway at that college. Currently, the community college partner is collecting letters to demonstrate employer need.
- Help this community college partner add UMS courses as approved technical electives in other official programs to enable students to receive financial aid for UMS courses until the official sUAS program is approved.
- sUAS is a new field and regulations are still evolving; project partners will need to continue monitoring changes to FAA regulations to ensure the academic pathway is properly aligned to these regulations.
- To build alignment with workforce needs, continue meeting and building partnerships with local businesses, community groups, and industry experts. Additionally, conduct the planned workforce needs survey in Year 2 to better understand the needs of employers in Virginia and ensure that academic pathways align to those needs.

Building Educator Capacity

Another goal of the GeoTEd-UAS project is to build educator capacity in sUAS technologies and in integrating sUAS at their institutions. To achieve this goal, the GeoTEd-UAS Institute provides intensive professional development to community college and high school educators. The GeoTEd-UAS project will also provide mentoring to Institute participants. After one year of implementation, evaluators have several recommendations for GeoTEd-UAS partners:

- Some participants expressed that they needed more study time, basic information, and better preparation to pass the FAA's sUAS Airman Certificate Exam; mentors could provide additional assistance in this regard. The GeoTEd-UAS partners could also provide practice tests (there is a practice test available on the GeoTEd-UAS website that mentors could

distribute more widely to participants) and other resources to help participants prepare for the exam.

- Mentors could provide support to participants around areas that were noted in the survey as challenges or as areas not sufficiently covered at the Institute. This will ensure participants have the knowledge and skills needed to facilitate implementation. These might also be areas to consider for the 2018 Institute.
- One participant indicated that he or she does not know who the assigned mentor is. Reminding all mentees of their assigned mentors will address this gap.
- Four participants were not sure what is expected of them during the 2017–2018 academic year. Mentors could reach out to assigned participants to ensure all participants understand the expectations.
- Participants indicated that they will look to mentors primarily for assistance with course and program design and implementation, as well as general support and advice. As mentoring commences, evaluators suggest providing participants with multiple avenues of communication and prompt assistance to improve implementation and solidify trust.
- Provide additional support to participants who need more institutional support. Mentors could help participants obtain additional funding (e.g., tuition reimbursement), assist with planning and communication about sUAS academic pathway goals, and aid the development of partnerships with high schools and four-year programs.

Reaching Students

The final goal of the GeoTEd-UAS project is to increase the number of students in the UASOT pipeline. The project aims to prepare these students to be successful UASOTs who can succeed in various occupations and ultimately meet workforce demand. Following the Year 1 evaluation, evaluators have several recommendations for GeoTEd-UAS partners:

- Student recruitment was only somewhat effective in the spring 2017 semester. Since student enrollment is important for the continued development of the sUAS academic pathways, support the community college partners' recruitment efforts.
- Scholarships will be especially important in Year 2 because financial aid does not cover UMS courses at one community college.
- Partners can help community colleges develop better recruitment materials and access ad space on the colleges' websites and campus TV stations.
- Community college partners could continue to offer events and opportunities to reach students, especially underprivileged students, to increase their awareness of sUAS academic pathways, course offerings, and financial support opportunities.

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Attachment A. 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 15 Months 10

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 #
Virginia Space Grant Consortium at Old Dominion University <u>Project:</u> GeoTED and GeoTED sUAS	2008-2020, across multiple contracts	600 Butler Farm Road, Suite 2200 Hampton, VA 2366	Chris Carter (757) 766-5210
Southwest Virginia Community College <u>Project:</u> PluggedIn and WorkREADY!	2014 – 2018	724 Community College Rd Cedar Bluff, VA 24609	James Dye (276) 964-7278
Eastern Shore Community College <u>Project:</u> Creating Technical Scholars: A Model for Structured Pathways	2017 – 2020	29300 Lankford Highway Melfa, VA 23410	John Floyd, Ph.D. (757) 789-1779
Coconino Community College <u>Project:</u> CCC2NAU	2012 – 2016	2800 S. Lone Tree Rd. Flagstaff, AZ 86005	Veronica Hipolito (928) 226-4334
SRI International <u>Project:</u> REL Appalachia	2017 – 2021	1100 Wilson Boulevard Arlington, VA 22209	Deborah Jonas (703) 247-8772
Northern Arizona University <u>Project:</u> NASA PLANETS	2016 – 2021	700 S. Osborne PO Box 5697 Flagstaff, AZ 86011-5697	Joelle Clark (928) 523-8797
Achieve3000 <u>Project:</u> SmartyAnts	2017 – 2018	1985 Cedar Bridge Avenue, Suite 3 Lakewood, NJ 08701	Steve Tardrew (609) 276-7404

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

Magnolia Consulting LLC 5135 Blenheim Road Charlottesville VA 22902

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

[] YES [X] NO

IF YES, EXPLAIN:_____

Attachment B. Small Business Subcontracting Plan

ATTACHMENT B

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

Offeror Name: Magnolia Consulting LLC **Preparer**
Name: Stephanie Baird Wilkerson

Date: 8/9/18

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: 665082 Certification date: July 28, 2018

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: 665082 Certification date: July 28, 2018

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

If yes, certification number: Certification date:

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

If yes, certification number: Certification date:

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

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

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

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

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

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

RETURN OF THIS PAGE IS REQUIRED

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

Procurement Name and Number: ___RFP# MLO-944_____

Date Form Completed:___August 9, 2018_____

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

Offeror / Proposer:

Magnolia Consulting, LLC
434.984.5540

5135 Blenheim Road, Charlottesville, VA 22901

Stephanie Baird Wilkerson,

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)
Magnolia Consulting is a WOSB; we are not partnering with subcontractors for this proposal.	Stephanie Baird Wilkerson	665082	Evaluation and research services from design to reporting and dissemination.		

Attachment C. Company Sales and Pricing Structure

RFP pg. 5, section V.B.6. Identify the amount of sales your company had during the last twelve months with each VASCUPP Member Institution. VASCUPP Members can be found at: www.VASCUPP.org.

As a woman-owned small business, Magnolia Consulting has a history of partnering with VASCUPP member institutions for evaluation studies and proposals, including Old Dominion University, Virginia Tech, the University of Virginia, Virginia Commonwealth University. Magnolia Consulting also was selected for the pool of evaluation vendors for William and Mary in 2013. We have also been an active evaluation service provider in the pool of evaluation vendors for the Virginia Community College System since 2014. In the past twelve months, Magnolia Consulting has received \$14,000 for evaluation services under our current contract with Old Dominion University. We have contracts with Old Dominion University since 2008. We will be contracting with Virginia Commonwealth University for evaluation services starting in September 2018. The total amount for the Virginia Commonwealth University five-year contract is \$29,634.

RFP pg. 5, section V.B.7 and p. 17, section X. The offeror shall provide a pricing structure based on hourly rates for all services included in the proposal.

The following table includes service estimates based on 2018-19 loaded hourly rates. Rates escalate at a rate of 3% each year. Evaluators will develop an individual proposal to meet the needs for each project depending on the scope of the work involved. Evaluation estimates typically range from 10-30% of the project budget.

<i>Magnolia Consulting Evaluation Services and Pricing Structure</i>	
Infographic development Collaborate with clients to design and develop infographics to communicate evaluation information and findings to key stakeholder audiences.	\$2,500 - \$6,500
Logic model development Collaborate with clients to design and develop a program logic model to depict program inputs, outputs, activities and intended outcomes.	\$3,750 - \$6,500
Short survey and report Develop and administer a survey, prepare and analyze data, and develop a final report. Cost varies by survey sample and length.	\$3,528 - \$11,760
Non-experimental descriptive study Projects may include but are not limited to the following services: study design, instrument development, logic model development, qualitative and quantitative data collection, data management and analysis, final report. Cost varies by sample size, data collection methods, analyses and reporting specifications.	\$11,760 - \$41,160
Literature review; research synthesis Develop inclusion and review criteria for scientific and academic research. Produce white paper or report. Projects include dissemination strategies. Cost varies on extent of literature search and review; meta-analyses would increase costs significantly.	\$17,640 - \$22,454
Non-experimental case study Projects may include but are not limited to the following services: study design, instrument and logic model development, project management, qualitative and quantitative data collection, data management and analysis, final report, dissemination strategies. Cost varies by sample size, data collection methods, analyses and reporting specifications.	\$17,640 - \$35,280

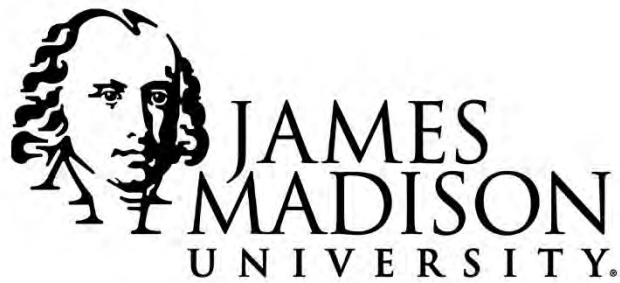
Treatment group only efficacy study Projects may include but are not limited to the following services: study design, logic model development, project management, recruitment, instrument development, observations, in-depth interviews, pre and posttest data collection, implementation monitoring, database management and analysis, final report, dissemination strategies. Cost varies by sample size, number and nature of assessments, types of analyses and reporting specifications.	\$58,800 - \$176,400
RCT or matched-group efficacy study Projects may include but are not limited to the following services: study design, logic model, project management, recruitment, condition assignments, instrument development, observations, in-depth interviews, pre and posttest data collection, implementation monitoring, database management and analysis, data imputation, final report, dissemination strategies. Cost varies by sample size, number and nature of assessments, types of analyses and reporting specifications. Costs assume teacher-level assignment and could increase with school or district assignment.	\$147,000 - \$264,600

The following table presents personnel categories and descriptions with corresponding hourly rates for off-site and on-site (i.e., at JMU) services in the proposal. The average loaded hourly rates for off-site work include fringe, leave, and benefits. The average loaded hourly rate for onsite work include all travel expenses to JMU. Onsite rates may vary by employee based on their point of departure for travel (e.g., Charlottesville or Richmond, Virginia; Raleigh, North Carolina) and duration of travel (e.g. day trip by car, overnight with car travel, overnight with air travel).

<i>PERSONNEL CATEGORIES</i>	<i>Off-site Hourly Rate*</i>	<i>On-site Hourly Rate**</i>
Evaluation Director Doctoral degree required; a minimum of 10 years' experience. Provides oversight and management across projects; Directs evaluation designs and dissemination efforts based on client needs. Reviews and implements quality assurance processes; Serves in advisory role on projects.	\$154.31	\$168.78
Principal Evaluator Doctoral degree required; a minimum of 10 years' experience. Designs, implements, and manages all aspects of evaluation studies. Contributes methodological and statistical expertise, develops instrumentation, and oversees report writing.	\$112.20	\$132.11*
Lead Technical Assistance Provider and Evaluator Doctoral degree required; a minimum of 10 years' experience. Develops evaluation capacity throughout the evaluation process including evaluation planning, logic model development, data collection, data interpretations, and recommendation development. Builds capacity for data use.	\$93.88	\$141.54*
Senior Evaluator Doctoral degree required; a minimum of 5 years' experience. Leads evaluation planning, develops instruments and collects and analyzes data. Leads report writing.	\$67.06	\$86.97*
Project Manager Doctoral degree preferred or master's degree with minimum 3 years relevant experience. Manages day-to-day operations of study implementation. Conducts study orientations and contributes to instrument development. Collects and analyzes data. Contributes to report writing.	\$53.79	\$75.96
Research Assistant Master's degree required and 3 years relevant experience; Supports data collection activities; Cleans and prepares databases; supports analyses and report writing.	\$48.89	\$70.93

<i>PERSONNEL CATEGORIES</i>	<i>Off-site Hourly Rate*</i>	<i>On-site Hourly Rate**</i>
Budget and Contract Manager Requires 4-year degree and a minimum of 3 years of relevant experience. Manages budget and contract performance and manages budget preparation.	\$41.76	N/A
Finance Manager Requires 4-year degree and a minimum of 3 years relevant experience. Provides fiscal management for organization operations, including accounts receivable.	\$47.22	N/A
Executive Assistant Requires 10 years of relevant experience providing administrative support to projects. Prepares study evaluation materials, maintains staff travel and meeting calendars and provides general support.	\$35.92	N/A

* Travel estimates include an overnight stay in Harrisonburg and therefore, hourly rates are based on two work days that account for onsite meetings/workshops and travel time.



Request for Proposal

RFP# MLO-944

Sponsored Programs Evaluation Services

July 9, 2018



REQUEST FOR PROPOSAL

RFP# MLO-944

Issue Date: July 9, 2018
Title: Sponsored Programs Evaluation Services
Issuing Agency: Commonwealth of Virginia
James Madison University
Procurement Services MSC 5720
752 Ott Street, Wine Price Building
First Floor, Suite 1023
Harrisonburg, VA 22807

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

Sealed Proposals Will Be Received Until 2:00 PM on August 14, 2018 for Furnishing The Services Described Herein.

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

All Inquiries For Information And Clarification Should Be Directed To: Matasha Owens, MPA, CUPO, VCO, Buyer Senior, Procurement Services, owensml@jmu.edu; 540-568-3137; (Fax) 540-568-7935 not later than five business days before the proposal closing date.

NOTE: THE SIGNED PROPOSAL AND ALL ATTACHMENTS SHALL BE RETURNED.

In compliance with this Request for Proposal and to all the conditions imposed herein, the undersigned offers and agrees to furnish the goods/services in accordance with the attached signed proposal or as mutually agreed upon by subsequent negotiation.

Name and Address of Firm:

By: _____

(Signature in Ink)

Name: _____

(Please Print)

Date: _____

Title: _____

Web Address: _____

Phone: _____

Email: _____

Fax #: _____

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

SMALL, WOMAN OR MINORITY OWNED BUSINESS:

☐ YES; ☐ NO; IF YES ⇒⇒ ☐ SMALL; ☐ WOMAN; ☐ MINORITY IF MINORITY: ☐ AA; ☐ HA; ☐ AsA; ☐ NW; ☐ Micro

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

REQUEST FOR PROPOSAL

RFP # MLO-944

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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 evaluation services for external funding at James Madison University (JMU), an agency of the Commonwealth of Virginia. Initial contract shall be for one (1) year with an option to renew for four (4) additional one-year periods.

II. BACKGROUND

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

JMU pursues external funding for a variety of programs and special projects that advance the University's mission. External funding is sought from diverse sources, including federal, state, and local agencies, corporate entities, local and national grant making foundations, and private donors. Types of support received at the University includes grants, cooperative agreements, and contracts. In FY2017, 194 individuals at JMU sought or received a total of \$16M in external funding to promote research, instruction, outreach, and other activities. A full-report of FY2017 activity can be found at the following website: https://www.jmu.edu/sponsoredprograms/newsletters-and-reports/FY17-OSPAnnualReport_final.pdf

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

III. SMALL, WOMAN-OWNED AND MINORITY PARTICIPATION

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

IV. STATEMENT OF NEEDS

James Madison University seeks to contract with an experienced Contractor(s) to provide evaluation services on an as-needed basis for the various externally-funded programs at the University. Contractors should have expertise in program evaluation and research design, management of complex, multi-site evaluation projects with multiple stakeholders, and scientific research methodologies including the development of surveys and other data collection instruments as well as sampling, testing, and statistical analysis. Contractors should also have experience related to a regulatory environment and compliance, such as the Health Insurance Portability and Accountability Act (HIPAA), and working with Institutional Review Boards or Institutional

Animal Care and Use Committees. At the request of the University, Offerors shall create logic models, develop evaluation design plans that include formative and summative assessments and both qualitative and quantitative evaluation methods, create and implement data collection and sampling plans, conduct analyses, write reports, and disseminate results. Some programs may require evaluators with specific skills related to a particular field (*i.e. biology, education, human services, engineering*).

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

- A. Describe in detail the firm's qualifications and expertise in providing evaluation services to organizations similar in size and scope to James Madison University.
- B. Provide a detailed description of the firm's areas of expertise (*i.e. biology, education, human services*). Include general and specific evaluation design specialties/expertise.
- C. Describe in detail the firm's prior evaluations of externally-funded projects, specifically any evaluations provided for governmental entities and institutions of higher education. Include a list of projects, funding agency, contact information to include name, phone number, and email address, and nature of the project as well as any additional information that would be helpful in evaluating the capacity and complexity of past projects.
- D. Describe any innovative or creative design approaches or strategies.
- E. Describe in detail the firm's evaluation planning and implementation methodology to include the following:
 - 1. Allocation of staff
 - 2. Management methods
 - 3. Systems to ensure maintenance of complete and accurate records
 - 4. Processes in place to protect personally identifiable information
 - 5. Potential use of subcontractors
 - 6. Commitment to project completion within time and budget constraints
- F. Describe your firm's quality control process, including mechanisms to detect and reduce fraud and errors in data collection.
- G. Describe your firm's software used for statistical analysis of data.
- H. Provide the names, titles, and resumes of key management personnel that may be assigned to perform work for James Madison University.
- I. Provide a sample evaluation plan, evaluation report, or executive summary for a recent project for which the firm provided evaluation services.

V. PROPOSAL PREPARATION AND SUBMISSION

A. GENERAL INSTRUCTIONS

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

1. RFP Response: In order to be considered for selection, the **Offeror shall submit a complete response to this RFP**; and shall submit to the issuing Purchasing Agency:
 - a. **One (1) original and six (6) copies** of the entire proposal, INCLUDING ALL ATTACHMENTS. Any proprietary information should be clearly marked in accordance with 3.f. below.
 - b. **One (1) electronic copy in WORD format or searchable PDF (CD or flash drive)** of the entire proposal, INCLUDING ALL ATTACHMENTS. Any proprietary information should be clearly marked in accordance with 3.f. below.
 - c. Should the proposal contain **proprietary information**, provide **one (1) redacted hard copy** of the proposal and all attachments with **proprietary portions removed or blacked out**. This copy should be clearly marked "*Redacted Copy*" on the front cover. The classification of an entire proposal document, line item prices, and/or total proposal prices as proprietary or trade secrets is not acceptable. JMU shall not be responsible for the Contractor's failure to exclude proprietary information from this redacted copy.

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

2. The version of the solicitation issued by JMU Procurement Services, as amended by an addenda, is the mandatory controlling version of the document. Any modification of, or additions to, the solicitation by the Offeror shall not modify the official version of the solicitation issued by JMU Procurement services unless accepted in writing by the University. Such modifications or additions to the solicitation by the Offeror may be cause for rejection of the proposal; however, JMU reserves the right to decide, on a case-by-case basis in its sole discretion, whether to reject such a proposal. If the modification or additions are not identified until after the award of the contract, the controlling version of the solicitation document shall still be the official state form issued by Procurement Services.
3. Proposal Preparation
 - a. Proposals shall be signed by an authorized representative of the Offeror. All information requested should be submitted. Failure to submit all information requested may result in the purchasing agency requiring prompt submissions of missing information and/or giving a lowered evaluation of the proposal. Proposals which are substantially incomplete or lack key information may be rejected by the purchasing agency. Mandatory requirements are those required by law or regulation or are such that they cannot be waived and are not subject to negotiation.

- b. Proposals shall be prepared simply and economically, providing a straightforward, concise description of capabilities to satisfy the requirements of the RFP. Emphasis should be placed on completeness and clarity of content.
 - c. Proposals should be organized in the order in which the requirements are presented in the RFP. All pages of the proposal should be numbered. Each paragraph in the proposal should reference the paragraph number of the corresponding section of the RFP. It is also helpful to cite the paragraph number, sub letter, and repeat the text of the requirement as it appears in the RFP. If a response covers more than one page, the paragraph number and sub letter should be repeated at the top of the next page. The proposal should contain a table of contents which cross references the RFP requirements. Information which the offeror desires to present that does not fall within any of the requirements of the RFP should be inserted at the appropriate place or be attached at the end of the proposal and designated as additional material. Proposals that are not organized in this manner risk elimination from consideration if the evaluators are unable to find where the RFP requirements are specifically addressed.
 - d. As used in this RFP, the terms “must”, “shall”, “should” and “may” identify the criticality of requirements. “Must” and “shall” identify requirements whose absence will have a major negative impact on the suitability of the proposed solution. Items labeled as “should” or “may” are highly desirable, although their absence will not have a large impact and would be useful, but are not necessary. Depending on the overall response to the RFP, some individual “must” and “shall” items may not be fully satisfied, but it is the intent to satisfy most, if not all, “must” and “shall” requirements. The inability of an offeror to satisfy a “must” or “shall” requirement does not automatically remove that offeror from consideration; however, it may seriously affect the overall rating of the offeror’s proposal.
 - e. Each copy of the proposal should be bound or contained in a single volume where practical. All documentation submitted with the proposal should be contained in that single volume.
 - f. Ownership of all data, materials and documentation originated and prepared for the State pursuant to the RFP shall belong exclusively to the State and be subject to public inspection in accordance with the Virginia Freedom of Information Act. Trade secrets or proprietary information submitted by the offeror shall not be subject to public disclosure under the Virginia Freedom of Information Act; however, the offeror must invoke the protection of Section 2.2-4342F of the Code of Virginia, in writing, either before or at the time the data is submitted. The written notice must specifically identify the data or materials to be protected and state the reasons why protection is necessary. The proprietary or trade secret materials submitted must be identified by some distinct method such as highlighting or underlining and must indicate only the specific words, figures, or paragraphs that constitute trade secret or proprietary information. The classification of an entire proposal document, line item prices and/or total proposal prices as proprietary or trade secrets is not acceptable and will result in rejection and return of the proposal.
4. Oral Presentation: Offerors who submit a proposal in response to this RFP may be required to give an oral presentation of their proposal to James Madison University. This provides an opportunity for the Offeror to clarify or elaborate on the proposal. This is a fact-finding and explanation session only and does not include negotiation. James Madison University will schedule the time and location of these presentations. Oral presentations are an option

of the University and may or may not be conducted. Therefore, proposals should be complete.

B. SPECIFIC PROPOSAL INSTRUCTIONS

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

1. Return RFP cover sheet and all addenda acknowledgements, if any, signed and filled out as required.
2. Plan and methodology for providing the goods/services as described in Section IV. Statement of Needs of this Request for Proposal.
3. A written narrative statement to include, but not be limited to, the expertise, qualifications, and experience of the firm and resumes of specific personnel to be assigned to perform the work.
4. Offeror Data Sheet, included as *Attachment A* to this RFP.
5. Small Business Subcontracting Plan, included as *Attachment B* to this RFP. Offeror shall provide a Small Business Subcontracting plan which summarizes the planned utilization of Department of Small Business and Supplier Diversity (SBSD)-certified small businesses which include businesses owned by women and minorities, when they have received Department of Small Business and Supplier Diversity (SBSD) small business certification, under the contract to be awarded as a result of this solicitation. This is a requirement for all prime contracts in excess of \$100,000 unless no subcontracting opportunities exist.
6. Identify the amount of sales your company had during the last twelve months with each VASCUPP Member Institution. A list of VASCUPP Members can be found at: www.VASCUPP.org.
7. Proposed Cost. See Section X. Pricing Schedule of this Request for Proposal.

VI. EVALUATION AND AWARD CRITERIA

A. EVALUATION CRITERIA

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

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

Allocation of points for evaluation criteria will be published to the eVA solicitation posting prior to the closing date and time.

- 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 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, 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 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 \$50,000, 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, 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 procurement 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.

VIII. SPECIAL TERMS AND CONDITIONS

- A. AUDIT: The Contractor hereby agrees to retain all books, records, systems, and other documents relative to this contract for five (5) years after final payment, or until audited by the Commonwealth of Virginia, whichever is sooner. The Commonwealth of Virginia, its

authorized agents, and/or State auditors shall have full access to and the right to examine any of said materials during said period.

- B. CANCELLATION OF CONTRACT: James Madison University reserves the right to cancel and terminate any resulting contract, in part or in whole, without penalty, upon 60 days written notice to the contractor. In the event the initial contract period is for more than 12 months, the resulting contract may be terminated by either party, without penalty, after the initial 12 months of the contract period upon 60 days written notice to the other party. Any contract cancellation notice shall not relieve the contractor of the obligation to deliver and/or perform on all outstanding orders issued prior to the effective date of cancellation.
- C. IDENTIFICATION OF PROPOSAL ENVELOPE: The signed proposal should be returned in a separate envelope or package, sealed and identified as follows:

From: _____

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

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

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

- D. LATE PROPOSALS: To be considered for selection, proposals must be received by the issuing office by the designated date and hour. The official time used in the receipt of proposals is that time on the automatic time stamp machine in the issuing office. Proposals received in the issuing office after the date and hour designated are automatically non responsive and will not be considered. The University is not responsible for delays in the delivery of mail by the U.S. Postal Service, private couriers, or the intra university mail system. It is the sole responsibility of the Offeror to ensure that its proposal reaches the issuing office by the designated date and hour.
- E. UNDERSTANDING OF REQUIREMENTS: It is the responsibility of each offeror to inquire about and clarify any requirements of this solicitation that is not understood. The University will not be bound by oral explanations as to the meaning of specifications or language contained in this solicitation. Therefore, all inquiries deemed to be substantive in nature must be in writing and submitted to the responsible buyer in the Procurement Services Office. Offerors must ensure that written inquiries reach the buyer at least five (5) days prior to the time set for receipt of offerors proposals. A copy of all queries and the respective response will be provided in the form of an addendum to all offerors who have indicated an interest in responding to this solicitation. Your signature on your Offer certifies that you fully understand all facets of this solicitation. These questions may be sent by Fax to 540/ 568-7936 or 540/568-7935.
- F. RENEWAL OF CONTRACT: This contract may be renewed by the Commonwealth for a period of four (4) successive one year periods under the terms and conditions of the original contract except as stated in 1. and 2. below. Price increases may be negotiated only at the time

of renewal. Written notice of the Commonwealth's intention to renew shall be given approximately 90 days prior to the expiration date of each contract period.

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

- G. SUBMISSION OF INVOICES: All invoices shall be submitted within sixty days of contract term expiration for the initial contract period as well as for each subsequent contract renewal period. Any invoices submitted after the sixty day period will not be processed for payment.
- H. OPERATING VEHICLES ON JAMES MADISON UNIVERSITY CAMPUS: Operating vehicles on sidewalks, plazas, and areas heavily used by pedestrians is prohibited. In the unlikely event a driver should find it necessary to drive on James Madison University sidewalks, plazas, and areas heavily used by pedestrians, the driver must yield to pedestrians. For a complete list of parking regulations, please go to www.jmu.edu/parking; or to acquire a service representative parking permit, contact Parking Services at 540.568.3300. The safety of our students, faculty and staff is of paramount importance to us. Accordingly, violators may be charged.
- I. COOPERATIVE PURCHASING / USE OF AGREEMENT BY THIRD PARTIES: It is the intent of this solicitation and resulting contract(s) to allow for cooperative procurement. Accordingly, any public body, (to include government/state agencies, political subdivisions, etc.), cooperative purchasing organizations, public or private health or educational institutions or any University related foundation and affiliated corporations may access any resulting contract if authorized by the Contractor.

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

The Contractor will notify the University in writing of any such entities accessing this contract. The Contractor will provide semi-annual usage reports for all entities accessing the contract. The University shall not be held liable for any costs or damages incurred by any other participating entity as a result of any authorization by the Contractor to extend the contract. It

is understood and agreed that the University is not responsible for the acts or omissions of any entity and will not be considered in default of the contract no matter the circumstances.

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

J. SMALL BUSINESS SUBCONTRACTING AND EVIDENCE OF COMPLIANCE:

1. It is the goal of the Commonwealth that 42% of its purchases are made from small businesses. This includes discretionary spending in prime contracts and subcontracts. All potential offerors are required to submit a Small Business Subcontracting Plan. Unless the offeror is registered as a Department of Small Business and Supplier Diversity (SBSD)-certified small business and where it is practicable for any portion of the awarded contract to be subcontracted to other suppliers, the contractor is encouraged to offer such subcontracting opportunities to SBSD-certified small businesses. This shall not exclude SBSD-certified women-owned and minority-owned businesses when they have received SBSD small business certification. No offeror or subcontractor shall be considered a Small Business, a Women-Owned Business or a Minority-Owned Business unless certified as such by the Department of Small Business and Supplier Diversity (SBSD) by the due date for receipt of proposals. If small business subcontractors are used, the prime contractor agrees to report the use of small business subcontractors by providing the purchasing office at a minimum the following information: name of small business with the SBSD certification number or FEIN, phone number, total dollar amount subcontracted, category type (small, women-owned, or minority-owned), and type of product/service provided. **This information shall be submitted to: JMU Office of Procurement Services, Attn: SWAM Subcontracting Compliance, MSC 5720, Harrisonburg, VA 22807.**
2. Each prime contractor who wins an award in which provision of a small business subcontracting plan is a condition of the award, shall deliver to the contracting agency or institution with every request for payment, evidence of compliance (subject only to insubstantial shortfalls and to shortfalls arising from subcontractor default) with the small business subcontracting plan. **This information shall be submitted to: JMU Office of Procurement Services, SWAM Subcontracting Compliance, MSC 5720, Harrisonburg, VA 22807.** When such business has been subcontracted to these firms and upon completion of the contract, the contractor agrees to furnish the purchasing office at a minimum the following information: name of firm with the Department of Small Business and Supplier Diversity (SBSD) certification number or FEIN number, phone number, total dollar amount subcontracted, category type (small, women-owned, or minority-owned), and type of product or service provided. Payment(s) may be withheld until compliance with the plan is received and confirmed by the agency or institution. The agency or institution reserves the right to pursue other appropriate remedies to include, but not be limited to, termination for default.
3. Each prime contractor who wins an award valued over \$200,000 shall deliver to the contracting agency or institution with every request for payment, information on use of subcontractors that are not Department of Small Business and Supplier Diversity (SBSD)-certified small businesses. When such business has been subcontracted to these firms and upon completion of the contract, the contractor agrees to furnish the purchasing office at a minimum the following information: name of firm, phone number, FEIN number, total dollar amount subcontracted, and type of product or service provided. **This information shall be submitted to: JMU Office of Procurement Services, Attn: SWAM Subcontracting Compliance, MSC 5720, Harrisonburg, VA 22807.**

- K. AUTHORIZATION TO CONDUCT BUSINESS IN THE COMMONWEALTH: A contractor organized as a stock or nonstock corporation, limited liability company, business trust, or limited partnership or registered as a registered limited liability partnership shall be authorized to transact business in the Commonwealth as a domestic or foreign business entity if so required by Title 13.1 or Title 50 of the Code of Virginia or as otherwise required by law. Any business entity described above that enters into a contract with a public body shall not allow its existence to lapse or its certificate of authority or registration to transact business in the Commonwealth, if so required under Title 13.1 or Title 50, to be revoked or cancelled at any time during the term of the contract. A public body may void any contract with a business entity if the business entity fails to remain in compliance with the provisions of this section.
- L. PUBLIC POSTING OF COOPERATIVE CONTRACTS: James Madison University maintains a web-based contracts database with a public gateway access. Any resulting cooperative contract/s to this solicitation will be posted to the publicly accessible website. Contents identified as proprietary information will not be made public.
- M. CRIMINAL BACKGROUND CHECKS OF PERSONNEL ASSIGNED BY CONTRACTOR TO PERFORM WORK ON JMU PROPERTY: The Contractor shall obtain criminal background checks on all of their contracted employees who will be assigned to perform services on James Madison University property. The results of the background checks will be directed solely to the Contractor. The Contractor bears responsibility for confirming to the University contract administrator that the background checks have been completed prior to work being performed by their employees or subcontractors. The Contractor shall only assign to work on the University campus those individuals whom it deems qualified and permissible based on the results of completed background checks. Notwithstanding any other provision herein, and to ensure the safety of students, faculty, staff and facilities, James Madison University reserves the right to approve or disapprove any contract employee that will work on JMU property. Disapproval by the University will solely apply to JMU property and should have no bearing on the Contractor's employment of an individual outside of James Madison University.
- N. INDEMNIFICATION: Contractor agrees to indemnify, defend and hold harmless the Commonwealth of Virginia, its officers, agents, and employees from any claims, damages and actions of any kind or nature, whether at law or in equity, arising from or caused by the use of any materials, goods, or equipment of any kind or nature furnished by the contractor/any services of any kind or nature furnished by the contractor, provided that such liability is not attributable to the sole negligence of the using agency or to failure of the using agency to use the materials, goods, or equipment in the manner already and permanently described by the contractor on the materials, goods or equipment delivered.
- O. ADDITIONAL GOODS AND SERVICES: The University may acquire other goods or services that the supplier provides than those specifically solicited. The University reserves the right, subject to mutual agreement, for the Contractor to provide additional goods and/or services under the same pricing, terms, and conditions and to make modifications or enhancements to the existing goods and services. Such additional goods and services may include other products, components, accessories, subsystems, or related services that are newly introduced during the term of this Agreement. Such additional goods and services will be provided to the University at favored nations pricing, terms, and conditions.
- P. SUBCONTRACTS: No portion of the work shall be subcontracted without prior written consent of the purchasing agency. In the event that the contractor desires to subcontract some part of the work specified herein, the contractor shall furnish the purchasing agency the names, qualifications and experience of their proposed subcontractors. The contractor shall, however,

remain fully liable and responsible for the work to be done by its subcontractor(s) and shall assure compliance with all requirements of the contract.

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

IX. METHOD OF PAYMENT

The Contractor will be paid on the basis of 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 are asking our vendors and suppliers to enroll in the Wells Fargo Bank single use Commercial Card Number process or electronic deposit (ACH) to your bank account so that future payments are made electronically. Contractors signed up for the Wells Fargo Bank single use Commercial Card Number process will receive the benefit of being paid in Net 15 days. Additional information is available online at:

<http://www.jmu.edu/financeoffice/accounting-operations-disbursements/cash-investments/vendor-payment-methods.shtml>

X. PRICING SCHEDULE

The offeror shall provide a pricing structure based on hourly rates for all services included in the proposal.

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

XI. ATTACHMENTS

Attachment A: Offeror Data Sheet

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

Attachment C: Standard Contract Sample

ATTACHMENT A

OFFEROR DATA SHEET

TO BE COMPLETED BY OFFEROR

1. QUALIFICATIONS OF OFFEROR: Offerors must have the capability and capacity in all respects to fully satisfy the contractual requirements.
2. YEARS IN BUSINESS: Indicate the length of time you have been in business providing these types of goods and services.

Years _____ Months _____

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

CLIENT	LENGTH OF SERVICE	ADDRESS	CONTACT PERSON/PHONE #
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4. List full names and addresses of Offeror and any branch offices which may be responsible for administering the contract.

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

[] YES [] NO

IF YES, EXPLAIN: _____

ATTACHMENT B

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

Offeror Name: _____ **Preparer Name:** _____

Date: _____

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

If yes, certification number: _____ Certification date: _____

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

If yes, certification number: _____ Certification date: _____

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

If yes, certification number: _____ Certification date: _____

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

If yes, certification number: _____ Certification date: _____

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

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

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

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

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

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

RETURN OF THIS PAGE IS REQUIRED

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

Procurement Name and Number: _____

Date Form Completed: _____

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

Offeror / Proposer: _____

Firm

Address

Contact Person/No.

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

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

RETURN OF THIS PAGE IS REQUIRED

ATTACHMENT C



**COMMONWEALTH OF VIRGINIA
STANDARD CONTRACT**

Contract No. _____

This contract entered into this _____ day of _____, 20____, by _____ hereinafter called the "Contractor" and Commonwealth of Virginia, James Madison University called the "Purchasing Agency".

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

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

PERIOD OF PERFORMANCE: From _____ through _____

The contract documents shall consist of:

- (1) This signed form;
- (2) The following portions of the Request for Proposals dated _____:
 - (a) The Statement of Needs,
 - (b) The General Terms and Conditions,
 - (c) The Special Terms and Conditions together with any negotiated modifications of those Special Conditions;
 - (d) List each addendum that may be issued
- (3) The Contractor's Proposal dated _____ and the following negotiated modification to the Proposal, all of which documents are incorporated herein.
 - (a) Negotiations summary dated _____.

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

CONTRACTOR:

PURCHASING AGENCY:

By: _____
(Signature)

By: _____
(Signature)

(Printed Name)

(Printed Name)

Title: _____

Title: _____



July 26, 2018

ADDENDUM NO. ONE

TO ALL OFFERORS:

REFERENCE: Request for Proposal No: **RFP# MLO-944**
Dated: **July 9, 2018**
Commodity: **Sponsored Programs Evaluation Services**
RFP Closing On: **August 14, 2018 at 2:00 p.m. (Eastern)**

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

1. QUESTION: Will past project experience, rather than company references, satisfy Item No. 3 on Attachment A?

ANSWER: **Offerors should provide company references if possible on Attachment A.**

2. QUESTION: Can you explain the pricing structure that should be included in our proposal?

ANSWER: **Offerors should provide an onsite and offsite hourly rate for the range of personnel to provide labor under any resulting contract. Hourly rates should include all travel, incidentals, and miscellaneous expenses.**

3. QUESTION: My firm is currently in the process of becoming SWaM certified. The certification process may not be complete prior to the RFP closing date and time. Will my firm receive points for SWaM participation?

ANSWER: **Offerors that are SWaM certified by Virginia's Small Business and Supplier Diversity (SBSD) department on the day that the solicitation closes will receive the full amount of points allotted for Participation of SWaM Businesses. Offerors that submit a SWaM subcontractor plan (Attachment B) shall receive a percentage of the points allotted based on the submitted SWaM subcontractor spend. Offerors are not required to be SWaM certified in order to submit a proposal.**

4. QUESTION: Is there an incumbent who provides evaluation services for JMU?

ANSWER: **Evaluation services have been provided by various firms and individuals; however, the University has not previously established term contracts for these services.**

5. QUESTION: Are we required to submit Attachment B?

ANSWER: **Regardless of sub-contractor utilization, Offerors should complete and submit Attachment B with their proposals.**

6. QUESTION: What is the weight (point) of each evaluation criteria?

ANSWER: **See Section VI.A.**



7. QUESTION: Will employees' prior program evaluation experience before joining the current firm count toward the firm's program evaluation experience?
- ANSWER: **Offerors should describe in detail relevant prior work experience of both the firm and employees in their response to Item IV.C.**
8. QUESTION: Can the same firm be the prime contractor on one proposal and a subcontractor on another proposal?
- ANSWER: **Yes.**
9. QUESTION: What is the expected level of effort each year during the performance period?
- ANSWER: **This will vary based on the specific needs of each project.**
10. QUESTION: Will the requirement for criminal background checks apply to evaluation project staff attending meetings or conducting interviews on University property?
- ANSWER: **Yes.**
11. QUESTION: If our proposal is successful, will the resulting contract be a subaward, cooperative contract, or a standard professional services contract? What type of agreements do you plan to award under this vehicle (contracts or grants)?
- ANSWER: **Cooperative contract(s).**
12. QUESTION: Reference Section IV. *Statement of Needs* – Item C. requires offerors to “describe in detail the firm's prior evaluations of externally-funded projects” including “funding agency, contact information.” Is there a timeframe to which we should limit these evaluations (i.e. the last 5 years)?
- ANSWER: **No.**
13. QUESTION: Reference Section IV *Statement Needs* – Regarding Item I., can we provide up to three examples of our work to offer a glimpse into the multiple methods/product types we offer?
- ANSWER: **Yes.**
14. QUESTION: Can you provide an estimated annual value to enable us to draft a proposed small business subcontracting plan?
- ANSWER: **Estimated annual value will vary depending on project needs.**

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

Sincerely,

Matasha Owens, MPA, VCO, CUPO
Buyer Senior