



State of West Virginia
 Department of Administration
 Purchasing Division
 2019 Washington Street East
 Post Office Box 50130
 Charleston, WV 25305-0130

Request for Quotation

RFQ NUMBER:
EDD294370

PAGE:
1

ADDRESS CORRESPONDENCE TO ATTENTION OF:
**SHELLY MURRAY
 304-558-8801**

University of Memphis Research Foundation
 308 Administration Building
 Memphis, TN 38152

DEPARTMENT OF EDUCATION
 BUILDING 6
 1900 KANAWHA BOULEVARD, EAST
 CHARLESTON, WV
 25305-0330

DATE PRINTED	TERMS OF SALE	SHIP VIA	F.O.B.	FREIGHT TERMS
05/27/2008				

BID OPENING DATE: **07/02/2008** BID OPENING TIME **01:30PM**

LINE	QUANTITY	UOP	CAT NO.	ITEM NUMBER	UNIT PRICE	AMOUNT
0001		EA		924-10		
<p align="center">REQUEST FOR QUOTATION</p> <p>THE WEST VIRGINIA PURCHASING DIVISION, FOR THE AGENCY, THE WV DEPARTMENT OF EDUCATION, IS SOLICITING BIDS FOR A CONTRACT TO CONDUCT A STATE EVALUATION OF THE EFFECTIVENESS OF THE SERVICE PROVIDERS OF SUPPLEMENTAL EDUCATIONAL SERVICES (SES).</p> <p>INQUIRES: WRITTEN QUESTIONS SHALL BE ACCEPTED THROUGH CLOSE OF BUSINESS ON 6/18/2008. QUESTIONS MAY BE SENT VIA USPS, FAX, COURIER, OR EMAIL. IN ORDER TO ASSURE NO VENDOR RECEIVES AN UNFAIR ADVANTAGE, NO SUBSTANTIVE QUESTIONS WILL BE ANSWERED ORALLY. IF POSSIBLE, EMAIL QUESTIONS ARE PREFERRED. ADDRESS INQUIRES TO:</p> <p align="center">SHELLY MURRAY DEPARTMENT OF ADMINISTRATION PURCHASING DIVISION 2019 WASHINGTON STREET, EAST CHARLESTON, WV 25311 FAX: 304-558-4115 EMAIL: SHELLY.L.MURRAY@WV.GOV</p> <p>ATTACHMENTS: SPECIFICATIONS PURCHASING AFFIDAVIT</p> <p align="center">I EVALUATION, EDUCATIONAL</p>						

SEE REVERSE SIDE FOR TERMS AND CONDITIONS

SIGNATURE	TELEPHONE	DATE
TITLE	FEIN	ADDRESS CHANGES TO BE NOTED ABOVE

WHEN RESPONDING TO RFQ, INSERT NAME AND ADDRESS IN SPACE ABOVE LABELED 'VENDOR'



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2

ADDRESS CORRESPONDENCE TO ATTENTION OF
**SHELLY MURRAY
 304-558-8801**

UNIVERSITY OF MEMPHIS RESEARCH FOUNDATION
 308 Administration Building
 Memphis, TN 38152

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<p>EXHIBIT 3</p> <p>LIFE OF CONTRACT: THIS CONTRACT BECOMES EFFECTIVE UPON AWARD AND EXTENDS UNTIL 11/30/2008 OR UNTIL SUCH "REASONABLE TIME" THEREAFTER AS IS NECESSARY TO OBTAIN A NEW CONTRACT OR RENEW THE ORIGINAL CONTRACT. THE "REASONABLE TIME" PERIOD SHALL NOT EXCEED TWELVE (12) MONTHS. DURING THIS "REASONABLE TIME" THE VENDOR MAY TERMINATE THIS CONTRACT FOR ANY REASON UPON GIVING THE DIRECTOR OF PURCHASING 30 DAYS WRITTEN NOTICE.</p> <p>UNLESS SPECIFIC PROVISIONS ARE STIPULATED ELSEWHERE IN THIS CONTRACT DOCUMENT, THE TERMS, CONDITIONS AND PRICING SET HEREIN ARE FIRM FOR THE LIFE OF THE CONTRACT.</p> <p>RENEWAL: THIS CONTRACT MAY BE RENEWED UPON THE MUTUAL WRITTEN CONSENT OF THE SPENDING UNIT AND VENDOR, SUBMITTED TO THE DIRECTOR OF PURCHASING THIRTY (30) DAYS PRIOR TO THE EXPIRATION DATE. SUCH RENEWAL SHALL BE IN ACCORDANCE WITH THE TERMS AND CONDITIONS OF THE ORIGINAL CONTRACT AND SHALL BE LIMITED TO TWO (2) ONE (1) YEAR PERIODS.</p> <p>CANCELLATION: THE DIRECTOR OF PURCHASING RESERVES THE RIGHT TO CANCEL THIS CONTRACT IMMEDIATELY UPON WRITTEN NOTICE TO THE VENDOR IF THE COMMODITIES AND/OR SERVICES SUPPLIED ARE OF AN INFERIOR QUALITY OR DO NOT CONFORM TO THE SPECIFICATIONS OF THE BID AND CONTRACT HEREIN.</p> <p>OPEN MARKET CLAUSE: THE DIRECTOR OF PURCHASING MAY AUTHORIZE A SPENDING UNIT TO PURCHASE ON THE OPEN MARKET, WITHOUT THE FILING OF A REQUISITION OR COST ESTIMATE, ITEMS SPECIFIED ON THIS CONTRACT FOR IMMEDIATE DELIVERY IN EMERGENCIES DUE TO UNFORESEEN</p>						

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<p>CAUSES (INCLUDING BUT NOT LIMITED TO DELAYS IN TRANSPORTATION OR AN UNANTICIPATED INCREASE IN THE VOLUME OF WORK.)</p> <p>BANKRUPTCY: IN THE EVENT THE VENDOR/CONTRACTOR FILES FOR BANKRUPTCY PROTECTION, THIS CONTRACT IS AUTOMATICALLY NULL AND VOID, AND IS TERMINATED WITHOUT FURTHER ORDER.</p> <p>THE TERMS AND CONDITIONS CONTAINED IN THIS CONTRACT SHALL SUPERSEDE ANY AND ALL SUBSEQUENT TERMS AND CONDITIONS WHICH MAY APPEAR ON ANY ATTACHED PRINTED DOCUMENTS SUCH AS PRICE LISTS, ORDER FORMS, SALES AGREEMENTS OR MAINTENANCE AGREEMENTS, INCLUDING ANY ELECTRONIC MEDIUM SUCH AS CD-ROM.</p> <p>REV. 04/11/2001</p> <p>VENDOR PREFERENCE CERTIFICATE</p> <p>CERTIFICATION AND APPLICATION* IS HEREBY MADE FOR PREFERENCE IN ACCORDANCE WITH WEST VIRGINIA CODE, 5A-3-37 (DOES NOT APPLY TO CONSTRUCTION CONTRACTS).</p> <p>A. APPLICATION IS MADE FOR 2.5% PREFERENCE FOR THE REASON CHECKED:</p> <p>() BIDDER IS AN INDIVIDUAL RESIDENT VENDOR AND HAS RESIDED CONTINUOUSLY IN WEST VIRGINIA FOR FOUR (4) YEARS IMMEDIATELY PRECEDING THE DATE OF THIS CERTIFICATION; OR</p> <p>() BIDDER IS A PARTNERSHIP, ASSOCIATION OR CORPORATION RESIDENT VENDOR AND HAS MAINTAINED ITS HEAD-QUARTERS OR PRINCIPAL PLACE OF BUSINESS CONTINUOUSLY IN WEST VIRGINIA FOR FOUR (4) YEARS IMMEDIATELY PRECEDING</p>						

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<p>THE DATE OF THIS CERTIFICATION; OR 80% OF THE OWNERSHIP INTEREST OF BIDDER IS HELD BY ANOTHER INDIVIDUAL, PARTNERSHIP, ASSOCIATION OR CORPORATION RESIDENT VENDOR WHO HAS MAINTAINED ITS HEADQUARTERS OR PRINCIPAL PLACE OF BUSINESS CONTINUOUSLY IN WEST VIRGINIA FOR FOUR (4) YEARS IMMEDIATELY PRECEDING THE DATE OF THIS CERTIFICATION; OR</p> <p>() BIDDER IS A CORPORATION NONRESIDENT VENDOR WHICH HAS AN AFFILIATE OR SUBSIDIARY WHICH EMPLOYS A MINIMUM OF ONE HUNDRED STATE RESIDENTS AND WHICH HAS MAINTAINED ITS HEADQUARTERS OR PRINCIPAL PLACE OF BUSINESS WITHIN WEST VIRGINIA CONTINUOUSLY FOR THE FOUR (4) YEARS IMMEDIATELY PRECEDING THE DATE OF THIS CERTIFICATION.</p> <p>B. APPLICATION IS MADE FOR 2.5% PREFERENCE FOR THE REASON CHECKED:</p> <p>() BIDDER IS A RESIDENT VENDOR WHO CERTIFIES THAT, DURING THE LIFE OF THE CONTRACT, ON AVERAGE AT LEAST 75% OF THE EMPLOYEES WORKING ON THE PROJECT BEING BID ARE RESIDENTS OF WEST VIRGINIA WHO HAVE RESIDED IN THE STATE CONTINUOUSLY FOR THE TWO YEARS IMMEDIATELY PRECEDING SUBMISSION OF THIS BID;</p> <p>OR</p> <p>() BIDDER IS A NONRESIDENT VENDOR EMPLOYING A MINIMUM OF ONE HUNDRED STATE RESIDENTS OR IS A NONRESIDENT VENDOR WITH AN AFFILIATE OR SUBSIDIARY WHICH MAINTAINS ITS HEADQUARTERS OR PRINCIPAL PLACE OF BUSINESS WITHIN WEST VIRGINIA EMPLOYING A MINIMUM OF ONE HUNDRED STATE RESIDENTS WHO CERTIFIES THAT, DURING THE LIFE OF THE CONTRACT, ON AVERAGE AT LEAST 75% OF THE EMPLOYEES OR BIDDERS' AFFILIATE'S OR SUBSIDIARY'S EMPLOYEES ARE RESIDENTS OF WEST VIRGINIA WHO HAVE RESIDED IN THE STATE CONTINUOUSLY FOR THE TWO</p>						

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<p>YEARS IMMEDIATELY PRECEDING SUBMISSION OF THIS BID.</p> <p>BIDDER UNDERSTANDS IF THE SECRETARY OF TAX & REVENUE DETERMINES THAT A BIDDER RECEIVING PREFERENCE HAS FAILED TO CONTINUE TO MEET THE REQUIREMENTS FOR SUCH PREFERENCE, THE SECRETARY MAY ORDER THE DIRECTOR OF PURCHASING TO: (A) RESCIND THE CONTRACT OR PURCHASE ORDER ISSUED; OR (B) ASSESS A PENALTY AGAINST SUCH BIDDER IN AN AMOUNT NOT TO EXCEED 5% OF THE BID AMOUNT AND THAT SUCH PENALTY WILL BE PAID TO THE CONTRACTING AGENCY OR DEDUCTED FROM ANY UNPAID BALANCE ON THE CONTRACT OR PURCHASE ORDER.</p> <p>BY SUBMISSION OF THIS CERTIFICATE, BIDDER AGREES TO DISCLOSE ANY REASONABLY REQUESTED INFORMATION TO THE PURCHASING DIVISION AND AUTHORIZES THE DEPARTMENT OF TAX AND REVENUE TO DISCLOSE TO THE DIRECTOR OF PURCHASING APPROPRIATE INFORMATION VERIFYING THAT BIDDER HAS PAID THE REQUIRED BUSINESS TAXES, PROVIDED THAT SUCH INFORMATION DOES NOT CONTAIN THE AMOUNTS OF TAXES PAID NOR ANY OTHER INFORMATION DEEMED BY THE TAX COMMISSIONER TO BE CONFIDENTIAL.</p> <p>UNDER PENALTY OF LAW FOR FALSE SWEARING (WEST VIRGINIA CODE 61-5-3), BIDDER HEREBY CERTIFIES THAT THIS CERTIFICATE IS TRUE AND ACCURATE IN ALL RESPECTS; AND THAT IF A CONTRACT IS ISSUED TO BIDDER AND IF ANYTHING CONTAINED WITHIN THIS CERTIFICATE CHANGES DURING THE TERM OF THE CONTRACT, BIDDER WILL NOTIFY THE PURCHASING DIVISION IN WRITING IMMEDIATELY.</p> <p>BIDDER: -----</p> <p>DATE: -----</p>						

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<p>SIGNED: -----</p> <p>TITLE: -----</p> <p>* CHECK ANY COMBINATION OF PREFERENCE CONSIDERATION(S) IN EITHER "A" OR "B", OR BOTH "A" AND "B" WHICH YOU ARE ENTITLED TO RECEIVE. YOU MAY REQUEST UP TO THE MAXIMUM 5% PREFERENCE FOR BOTH "A" AND "B". (REV. 12/00)</p> <p>NOTICE</p> <p>A SIGNED BID MUST BE SUBMITTED TO:</p> <p>DEPARTMENT OF ADMINISTRATION PURCHASING DIVISION BUILDING 15 2019 WASHINGTON STREET, EAST CHARLESTON, WV 25305-0130</p> <p>THE BID SHOULD CONTAIN THIS INFORMATION ON THE FACE OF THE ENVELOPE OR THE BID MAY NOT BE CONSIDERED:</p> <p>SEALED BID</p> <p>BUYER: SHELLY MURRAY / FILE 31</p> <p>RFQ. NO.: EDD294370</p>						

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SHIP TO

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				BID OPENING DATE:		07/02/2008
				BID OPENING TIME:		1:30 PM
PLEASE PROVIDE A FAX NUMBER IN CASE IT IS NECESSARY TO CONTACT YOU REGARDING YOUR BID:						

CONTACT PERSON (PLEASE PRINT CLEARLY):						

***** THIS IS THE END OF RFQ EDD294370 ***** TOTAL: _____						

SEE REVERSE SIDE FOR TERMS AND CONDITIONS

SIGNATURE <i>Shelly Murray</i>	TELEPHONE 901-678-2590	DATE 7/21/08
TITLE Executive Director	FEIN 20-5400381	ADDRESS CHANGES TO BE NOTED ABOVE

WHEN RESPONDING TO RFQ. INSERT NAME AND ADDRESS IN SPACE ABOVE LABELED 'VENDOR'

**West Virginia Department of Education
Request for Quotation (RFQ)
Supplemental Educational Services State Evaluation**

General Information

The U.S. Department of Education requires that each state education agency (SEA) accepting federal funding for Supplemental Education Services (SES) must monitor and evaluate the effectiveness of each SES provider after at least two years of service. In accordance with the No Child Left Behind act of 2001, SEAs must, at a minimum, remove providers from the approved list if they fail to increase students' achievement for two consecutive years or to provide services consistent with applicable federal, state, and local health, safety, and civil rights requirements. (Supplemental Educational Services Non-Regulatory Guidance, U.S. Department of Education, www.ed.gov/policy/elsec/guid/suppsvcsguid.pdf).

Purpose

The United States Department of Education (USDE) requires each SEA to develop, implement, and publicly report on standards and techniques for monitoring the quality and effectiveness of services offered by approved SES providers. The West Virginia Department of Education Office of Assessment and Accountability approves SES providers and monitors the statewide SES program. The Office of Assessment and Accountability requires an evaluator to conduct a statewide study of effectiveness of SES providers. The purpose of the SES evaluation is to create a systematic process to enable WVDE to meet federal evaluation/monitoring requirements. The intent of this Request for Quotations (RFQ) is to secure the services of an evaluator who will be able to work in conjunction with the WVDE in a less than full time position as described below.

Scope of Work

It is the goal of this RFQ to identify an evaluator to obtain perceptual survey data, analyze survey data and standardized test data (WESTEST 2006, 2007 and 2008 scores for the SES participating students in grades 3 and higher), develop a rubric to be used for synthesizing multiple data elements reflecting provider activities and outcomes, and utilize the rubric to determine effectiveness of and submit ratings for each SES provider within the final report. This final report will be due October 31, 2008. The evaluation shall include two components. The first consists of surveying the following groups of respondents: a) school principals in the 11 participating SES schools), b) teachers of students receiving SES, c) parents of the 150 total children receiving SES, and d) the 29 SES providers of services in the 2007-08 school year. The second component consists of combining survey data with analyses of student achievement to form a profile of each provider's effectiveness in complying with NCLB regulations and in raising student achievement. The attached page further describes Project Requirements to be assumed by the external evaluator (Contractor) as well as services that will be performed by the WVDE.

Project Requirements

Contractor Services

- Develop for WVDE (or provide proven valid and reliable instruments) four surveys of perceptions of SES services from the perspectives of teachers of students receiving SES services, principals of schools served, parents of students receiving services, and service providers
- Collaborate with WVDE staff to revise survey text and mount teacher, principal, and service provider surveys on the WVDE server for electronic data entry
- Work with district and school staff to obtain addresses for families whose children are served by an SES provider. Administer SES parent survey (mailed) and collect and analyze data prior to the conclusion of the school year in June, 2008
- Analyze data from three online SES surveys (principal, teacher, provider)
- Analyze student achievement data (statewide assessment data from 2006, 2007, and 2008 for students receiving SES services in grades 3 and higher-provided by WVDE) statewide and by provider
- Prepare draft and final reports of findings from survey and achievement data analyses (incorporating WVDE feedback on final)
- Recommend status of and improvements for individual providers in report
- Recommend changes to WVDE's SES services and SES evaluation based upon qualitative and quantitative data in report

WVDE Services

- Prepare online survey system
- Communicate with SES district and school staff regarding survey administration and data collection deadlines
- Provide technical assistance during data entry period
- Provide evaluator with school and district contact information for schools with SES-participating students
- Communicate with schools offering SES to ensure provision of contact information to evaluator for parent survey administration and to confirm data collection procedures
- Obtain and provide to the evaluator student achievement data (reading and math scores from 2006, 2007, and 2008 WESTEST administrations) for 2007-08 SES-participating students (identified only by individual WV Education Information System [WVEIS] numbers)
- Set proficiency benchmark for provider performance (defined as percentage of students served scoring at the proficient levels) and provide these benchmarks to evaluator
- Provide feedback on draft copy of evaluation report
- Receive and disseminate final report

Data supplied to the evaluator may contain confidential information. Therefore, the successful contractor shall be required to sign a confidentiality/non-disclosure agreement prior to release of the data.

Qualifications and Verification of Vendors

Data gathering for the WVDE must begin immediately upon award, therefore, bidders must have at least ten years of educational research experience and four years of research experience specifically with evaluating a state supplemental educational services project. Moreover, bidders should submit evidence of experience listed above within their bid. The vendor must have, at a minimum, completed at least two prior SES evaluation projects of similar size and scope (i.e., state-wide evaluation of SES project as required by the No Child Left Behind Act of 2001).

Term and Renewal of Contract

Since results of the evaluation must be provided by WVDE to the federal funding agency in November 2008, data collection must be conducted immediately upon award, with a final report submitted to WVDE by October 31, 2008. This contract is to commence upon award by the Purchasing Division and will extend until November 30, 2008. Renewal of this contract shall occur only after written mutual agreement by both parties and be limited to two one-year renewal periods. Subsequent terms shall extend from December 1 to November 30 of the subsequent year.

Incurring Costs

The state and any of its employees or officers shall not be held liable for any expenses incurred by any bidder responding to this RFQ for expenses to prepare, deliver the bid, or to attend any meetings, oral presentations or protest hearings.

Price Quotations

The price(s) quoted in the bidder's quotation will not be subject to any increase and will be considered firm for the life of the contract, including any future extensions whether or not anticipated at this time. Any anticipated overhead, support staff, travel expenses, indirect costing of expenses or any other reimbursable expenses must be incorporated in the vendor's fee. No separate payments for these types of expenses will be made, and they shall be considered the sole responsibility of the vendor.

STATE OF WEST VIRGINIA
Purchasing Division

PURCHASING AFFIDAVIT

West Virginia Code §5A-3-10a states: No contract or renewal of any contract may be awarded by the state or any of its political subdivisions to any vendor or prospective vendor when the vendor or prospective vendor or a related party to the vendor or prospective vendor is a debtor and the debt owed is an amount greater than one thousand dollars in the aggregate

DEFINITIONS:

"Debt" means any assessment, premium, penalty, fine, tax or other amount of money owed to the state or any of its political subdivisions because of a judgment, fine, permit violation, license assessment, defaulted workers' compensation premium, penalty or other assessment presently delinquent or due and required to be paid to the state or any of its political subdivisions, including any interest or additional penalties accrued thereon.

"Debtor" means any individual, corporation, partnership, association, limited liability company or any other form or business association owing a debt to the state or any of its political subdivisions. "Political subdivision" means any county commission; municipality; county board of education; any instrumentality established by a county or municipality; any separate corporation or instrumentality established by one or more counties or municipalities, as permitted by law; or any public body charged by law with the performance of a government function or whose jurisdiction is coextensive with one or more counties or municipalities. "Related party" means a party, whether an individual, corporation, partnership, association, limited liability company or any other form or business association or other entity whatsoever, related to any vendor by blood, marriage, ownership or contract through which the party has a relationship of ownership or other interest with the vendor so that the party will actually or by effect receive or control a portion of the benefit, profit or other consideration from performance of a vendor contract with the party receiving an amount that meets or exceeds five percent of the total contract amount.

EXCEPTION: The prohibition of this section does not apply where a vendor has contested any tax administered pursuant to chapter eleven of this code, workers' compensation premium, permit fee or environmental fee or assessment and the matter has not become final or where the vendor has entered into a payment plan or agreement and the vendor is not in default of any of the provisions of such plan or agreement.

LICENSING: Vendors must be licensed and in good standing in accordance with any and all state and local laws and requirements by any state or local agency of West Virginia, including, but not limited to, the West Virginia Secretary of State's Office, the West Virginia Tax Department, West Virginia Insurance Commission, or any other state agencies or political subdivision. Furthermore, the vendor must provide all necessary releases to obtain information to enable the Director or spending unit to verify that the vendor is licensed and in good standing with the above entities.

CONFIDENTIALITY: The vendor agrees that he or she will not disclose to anyone, directly or indirectly, any such personally identifiable information or other confidential information gained from the agency, unless the individual who is the subject of the information consents to the disclosure in writing or the disclosure is made pursuant to the agency's policies, procedures and rules. Vendors should visit www.state.wv.us/admin/purchase/privacy for the Notice of Agency Confidentiality Policies.

Under penalty of law for false swearing (West Virginia Code, §61-5-3), it is hereby certified that the vendor acknowledges the information in this said affidavit and are in compliance with the requirements as stated.

Vendor's Name: The University of Memphis Research Foundation

Authorized Signature:  Date: 7/21/08

BID SHEET

Vendor Name: University of Memphis Research Foundation

Key Contact Person: Cindy Hurst

Address: 325 Brodning Hall
Memphis TN 38152

Phone: 901-678-5063

Fax: 901-678-1416

E-mail: cchurst@memphis.edu

Total Cost for RFQ

\$ 37,682.00

NOTE: This sheet replaces the bid sheet included in the original RFQ.



THE UNIVERSITY OF
MEMPHIS.

Office of the Vice Provost for Research

308 Administration Bldg
Memphis, Tennessee 38152-3370

Office: 901.678.2590
Fax: 901.678.4409

July 21, 2008

To: State of West Virginia Dept. of Administration (for WV Department of Education)

RE: State of West Virginia RFQ # EDD294370, General Terms and Conditions

The University of Memphis Research Foundation submits the following exceptions/additional clause(s) to the referenced General Terms and Conditions for acceptance in the event of an award.

1. The University of Memphis Research Foundation retains the right to assign the service to be performed to the University of Memphis for performance of the service by the Center for Research in Educational Policy (CREP) at the University of Memphis.
2. The University of Memphis Research Foundation and the University of Memphis shall retain ownership of all rights to intellectual properties, including survey tools and instruments, and any modifications to the intellectual properties, used by CREP, or provided for use, in conjunction with the services of this RFQ.
3. The University of Memphis Research Foundation shall be compensated for all work performed a minimum of ninety (90) days prior to start date of award in order to meet the requirement stated on the RFQ BID SHEET, third task, that data be analyzed "prior to the conclusion of the school year in June, 2008".

The contact person for contract negotiation is Mable J. Dixon, Sponsored Projects Officer for Contracts, Office of Research Support Services. She may be reached at 901-678-4146 or mjdixon1@memphis.edu.

Sincerely,

Andrew Meyers, Ph.D.
Executive Director
University of Memphis Research Foundation



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0001	1	EA		924-10		
<p>----- ADDENDUM NO. 1 -----</p> <p>THIS ADDENDUM IS ISSUED TO EXTEND THE BID OPENING DATE: FROM: 7/02/2008 TO : 7/16/2008</p> <p>RESPONSES TO QUESTIONS/CONCERNS RAISED PRIOR TO THE QUESTION SUBMISSION DEADLINE OF 6/18/2008 WILL BE ADDRESSED IN A FUTURE ADDENDUM.</p> <p>EVALUATION, EDUCATIONAL</p> <p>EXHIBIT 10</p> <p>REQUISITION NO.: EDD294370</p> <p>ADDENDUM ACKNOWLEDGEMENT</p> <p>I HEREBY ACKNOWLEDGE RECEIPT OF THE FOLLOWING CHECKED ADDENDUM(S) AND HAVE MADE THE NECESSARY REVISIONS TO MY PROPOSAL, PLANS AND/OR SPECIFICATION, ETC.</p> <p>ADDENDUM NO. / S:</p>						

SEE REVERSE SIDE FOR TERMS AND CONDITIONS

SIGNATURE	TELEPHONE	DATE
TITLE	FIRM	ADDRESS CHANGES TO BE NOTED ABOVE

WHEN RESPONDING TO RFQ, INSERT NAME AND ADDRESS IN SPACE ABOVE LABELED 'VENDOR'



State of West Virginia
 Department of Administration
 Purchasing Division
 2019 Washington Street East
 Post Office Box 50130
 Charleston, WV 25305-0130

Request for Quotation

INFO NUMBER
 EDD294370

PAGE
 2

ADDRESS CORRESPONDENCE TO ATTENTION OF
 SHELLY MURRAY
 304-558-8801

RFQ COPY

DEPARTMENT OF EDUCATION

University of Memphis Research Foundation
 308 Administration Building
 Memphis, TN 38152

BUILDING 6
 1900 KANAWHA BOULEVARD, EAST
 CHARLESTON, WV
 25305-0330

DATE PRINTED 06/30/2008	TERMS OF SALE	SHIP VIA	EQD	FREIGHT TERMS
BID OPENING DATE 07/16/2008	BID OPENING TIME 02:30PM			

LINE	QUANTITY	UOP	CAT NO	ITEM NUMBER	UNIT PRICE	AMOUNT
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<p>I UNDERSTAND THAT FAILURE TO CONFIRM THE RECEIPT OF THE ADDENDUM(S) MAY BE CAUSE FOR REJECTION OF BIDS.</p> <p>VENDOR MUST CLEARLY UNDERSTAND THAT ANY VERBAL REPRESENTATION MADE OR ASSUMED TO BE MADE DURING ANY ORAL DISCUSSION HELD BETWEEN VENDOR'S REPRESENTATIVES AND ANY STATE PERSONNEL IS NOT BINDING. ONLY THE INFORMATION ISSUED IN WRITING AND ADDED TO THE SPECIFICATIONS BY AN OFFICIAL ADDENDUM IS BINDING.</p> <p style="text-align: center;"><i>Shelly Murray</i> SIGNATURE</p> <p style="text-align: center;">The University of Memphis Research Foundation COMPANY</p> <p style="text-align: center;">7/21/08 DATE</p>						
REV. 11/96						
END OF ADDENDUM NO. 1						

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 308 Administration Building
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SHIP TO

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07/15/2008				

BID OPENING DATE: 07/25/2008 BID OPENING TIME 01:30PM

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<p>----- ADDENDUM NO. 2 -----</p> <p>THIS ADDENDUM IS ISSUED TO ADDRESS QUESTIONS/CONCERNS RAISED PRIOR TO THE QUESTION SUBMISSION DEADLINE OF 6/18/2008.</p> <p>ATTACHMENT: QUESTIONS/RESPONSES</p> <p>THE BID OPENING DATE IS EXTENDED:</p> <p>FROM: 07/16/2008 TO : 07/25/2008</p> <p>EVALUATION, EDUCATIONAL</p> <p>EXHIBIT 10</p> <p>REQUISITION NO.: EDD294370</p> <p>ADDENDUM ACKNOWLEDGEMENT</p> <p>I HEREBY ACKNOWLEDGE RECEIPT OF THE FOLLOWING CHECKED ADDENDUM(S) AND HAVE MADE THE NECESSARY REVISIONS TO MY PROPOSAL, PLANS AND/OR SPECIFICATION, ETC.</p> <p>ADDENDUM NO.'S:</p>						

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TITLE _____ FEIN _____ ADDRESS CHANGES TO BE NOTED ABOVE

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REQUEST FOR QUOTATION (RFQ) AND REQUEST FOR PROPOSAL (RFP)

1. Awards will be made in the best interest of the State of West Virginia.
2. The State may accept or reject in part, or in whole, any bid.
3. All quotations are governed by the *West Virginia Code* and the *Legislative Rules* of the Purchasing Division.
4. Prior to any award, the apparent successful vendor must be properly registered with the Purchasing Division and have paid the required \$125.00 registration fee.
5. All services performed or goods delivered under State Purchase Orders/Contracts are to be continued for the term of the Purchase Order/Contract, contingent upon funds being appropriated by the Legislature or otherwise being made available. In the event funds are not appropriated or otherwise available for these services or goods, this Purchase Order/Contract becomes void and of no effect after June 30.
6. Payment may only be made after the delivery and acceptance of goods or services.
7. Interest may be paid for late payment in accordance with the *West Virginia Code*.
8. Vendor preference will be granted upon written request in accordance with the *West Virginia Code*.
9. The State of West Virginia is exempt from federal and state taxes and will not pay or reimburse such taxes.
10. The Director of Purchasing may cancel any Purchase Order/Contract upon 30 days written notice to the seller.
11. The laws of the State of West Virginia and the *Legislative Rules* of the Purchasing Division shall govern all rights and duties under the Contract, including without limitation the validity of this Purchase Order/Contract.
12. Any reference to automatic renewal is hereby deleted. The Contract may be renewed only upon mutual written agreement of the parties.
13. **BANKRUPTCY:** In the event the vendor/contractor files for bankruptcy protection, this Contract may be deemed null and void, and terminated without further order.
14. **HIPAA Business Associate Addendum:** The West Virginia State Government HIPAA Business Associate Addendum (BAA), approved by the Attorney General, and available online at the Purchasing Division's web site (<http://www.state.wv.us/admin/purchasing/vrc/hipaa.htm>) is hereby made part of the agreement. Provided that, the Agency meets the definition of a Covered Entity (45 CFR §160.103) and will be disclosing Protected Health Information (45 CFR §160.103) to the vendor.
15. **West Virginia Alcohol & Drug-Free Workplace Act:** If this Contract constitutes a public improvement construction contract as set forth in Article 1D, Chapter 21 of the West Virginia Code ("The West Virginia Alcohol and Drug-Free Workplace Act"), then the following language shall hereby become part of this Contract: "The contractor and its subcontractors shall implement and maintain a written drug-free workplace policy in compliance with the West Virginia Alcohol and Drug-Free Workplace Act, as set forth in Article 1D, Chapter 21 of the West Virginia Code. The contractor and its subcontractors shall provide a sworn statement in writing, under the penalties of perjury, that they maintain a valid drug-free workplace policy in compliance with the West Virginia Alcohol and Drug-Free Workplace Act. It is understood and agreed that this Contract shall be cancelled by the awarding authority if the Contractor: 1) Fails to implement its drug-free workplace policy; 2) Fails to provide information regarding implementation of the contractor's drug-free workplace policy at the request of the public authority; or 3) Provides to the public authority false information regarding the contractor's drug-free workplace policy."

INSTRUCTIONS TO BIDDERS

1. Use the quotation forms provided by the Purchasing Division.
2. **SPECIFICATIONS:** Items offered must be in compliance with the specifications. Any deviation from the specifications must be clearly indicated by the bidder. Alternates offered by the bidder as **EQUAL** to the specifications must be clearly defined. A bidder offering an alternate should attach complete specifications and literature to the bid. The Purchasing Division may waive minor deviations to specifications.
3. Complete all sections of the quotation form.
4. Unit prices shall prevail in cases of discrepancy.
5. All quotations are considered F.O.B. destination unless alternate shipping terms are clearly identified in the quotation.
6. **BID SUBMISSION:** All quotations must be delivered by the bidder to the office listed below prior to the date and time of the bid opening. Failure of the bidder to deliver the quotations on time will result in bid disqualifications:
Department of Administration, Purchasing Division, 2019 Washington Street East, P.O. Box 50130,
Charleston, WV 25305-0130



State of West Virginia
 Department of Administration
 Purchasing Division
 2019 Washington Street East
 Post Office Box 50130
 Charleston, WV 25305-0130

Request for Quotation

RFQ NUMBER
EDD294370

PAGE
2

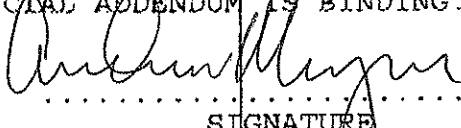
ADDRESS CORRESPONDENCE TO ATTENTION OF
SHELLY MURRAY 304-558-8801

RFQ COPY

University of Memphis Research
 Foundation
 308 Administration Building
 Memphis, TN 38152

DEPARTMENT OF EDUCATION
 BUILDING 6
 1900 KANAWHA BOULEVARD, EAST
 CHARLESTON, WV
 25305-0330

DATE PRINTED	TERMS OF SALE	SHIP VIA	F.O.B.	FREIGHT TERMS
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REV. 11/96						
----- END OF ADDENDUM NO. 2 -----						

SEE REVERSE SIDE FOR TERMS AND CONDITIONS		
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EDD294370**Addendum No. 2**

1. **What third-party individuals, organizations or companies have completed previous SES evaluations for West Virginia?** The 2006-2007 West Virginia SES State Evaluation was awarded via bid process to the University of Memphis, Center for Educational Research and Policy (CREP).
2. **Are you still working with them in any capacity?** No. All interested applicants must submit a bid as required through the Purchasing Division of the Department of Administration.
3. **Are past evaluation reports or related Web sites available for viewing?** No, the past evaluation has not been placed on our website.
4. **Is there an anticipated budget for this project?**
It is the general policy of the Agency to not reveal the estimated costs so as to not influence the bidding process.
5. **One of the Project Requirements is to collect and analyze parent survey data prior to the conclusion of the school year in June 2008, yet the project is not scheduled to be awarded until after June. What is the revised timeline to collect these data, especially with the intervening summer months?** Since our office was not informed of a possible price increase by the previous provider, the bid was distributed later than intended. Therefore, data collection must occur immediately upon bid award. The due date for completion of this project is October 31, 2008. If access to parents to complete surveys proves difficult due to summer break an alternative plan will be to send out surveys in late August.
6. **Our firm uses an hourly billing rate and does not break out indirect costs. Is this acceptable for the cost proposal on this project?** The bidder should list all costs associated with completing this project including the number of hours to complete work. If indirect costs are additional to this amount then those figures should be indicated on the bid. Indirect costs, if applicable, will be capped at the Agency's approved rate not to exceed 9%.
7. **How will parent address information be made available to the contractor for this evaluation project and in what format?** The WVDE, Office of Assessment and Accountability, will work with the provider to provide confidentially appropriate parent address information. Last year, county directors worked in partnership with the WVDE to distribute SES parent surveys to parents of eligible children. These surveys were then returned to the provider for analysis.
8. **How will student achievement data be made available to the contractor for this evaluation project and in what format?** The WVDE, Office of Assessment and Accountability and Office of Technology Information, will work with the provider to provide confidentially appropriate student achievement data for eligible SES students. Last year this stipulation was included within the bid proposal.

9. In reviewing the above-referenced RFQ, I note that both the Scope of Work (on page 9) and the Bid Sheet (on p. 11) indicate that the third task ("Work with district and school staff to obtain addresses for families...") call for administering a parent survey and analyzing the survey data prior to the end of the current school year (June 2008). I also note that the bid opening date is set of July 2, 2008, or 3 days after the third task is to be completed.

Are any of these dates incorrect? If not, please provide additional information about the tasks to be performed and the expected timeline for completing them. See question #5 Response.

Assuming that work on the project will begin in early July with an expected completion date of October 31, 2008, the expected period of performance for completing all required tasks and deliverables is slightly less than 4 months. Is this correct? If not, please describe the expected timeline for completing project requirements. See question #5 Response.

10. On page 11 of the RFQ, the third task states "...collect and analyze data prior to the conclusion of the school year in June, 2008." Due to the bids not being opened until July 2, 2008, this is an obvious impossibility for vendors and inhibits them bidding a cost on this portion of the task sheet. Can this be revised and reflected in an addendum to this RFQ? See question #5 Response.
11. For this particular RFQ, why did WV include an indirect cost "not to exceed 9%" of direct costs? Although we do not argue WVDE's right to do so, we feel low indirect cost requirements penalize larger vendors that are more likely to have the corporate capacity to complete the scope of work. In past WV RFQs, indirect rates were not provided a separate line in the budget with a such a low cap. Previous RFQs requested total costs reflecting all costs, including indirect and travel. Is not the goal of the RFQ to find the vendor with the lowest total bid for the entire scope of work? We respectfully request an addendum to this RFQ to allow for the opportunity of vendors with large corporate capacities to have an opportunity to bid. Vendors with indirect costs in excess of the Agency's indirect cost rate will be capped at the Agency's indirect cost rate. It is the Agency's opinion that this limit should be sufficient to cover indirect cost items of projects of this scope.



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PAGE
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ADDRESS CORRESPONDENCE TO ATTENTION OF
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 304-558-8801

001-670-5200

VENDOR

University of Memphis Research
 Foundation
 308 Administration Building
 Memphis, TN 38152

SHIP TO

DEPARTMENT OF EDUCATION
 BUILDING 6
 1900 KANAWHA BOULEVARD, EAST
 CHARLESTON, WV
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DATE PRINTED	TERMS OF SALE	SHIP VIA	F.O.B.	FREIGHT TERMS
07/23/2008				

BID OPENING DATE: 08/06/2008 BID OPENING TIME 01:30PM

LINE	QUANTITY	UOP	CAT NO	ITEM NUMBER	UNIT PRICE	AMOUNT
0001	1	EA		924-10		
<p style="text-align: center;">----- ADDENDUM NO. 3 -----</p> <p>THIS ADDENDUM IS ISSUED TO EXTEND THE BID OPENING DATE FROM: 7/25/2008 TO : 8/06/2008</p> <p>EVALUATION, EDUCATIONAL</p> <p>EXHIBIT 10</p> <p style="text-align: center;">REQUISITION NO.: EDD294370</p> <p>ADDENDUM ACKNOWLEDGEMENT</p> <p>I HEREBY ACKNOWLEDGE RECEIPT OF THE FOLLOWING CHECKED ADDENDUM(S) AND HAVE MADE THE NECESSARY REVISIONS TO MY PROPOSAL, PLANS AND/OR SPECIFICATION, ETC.</p> <p>ADDENDUM NO.'S:</p> <p>NO. 1</p> <p>NO. 2</p> <p>NO. 3</p>						

SEE REVERSE SIDE FOR TERMS AND CONDITIONS

SIGNATURE	TELEPHONE	DATE
TITLE	FEIN	ADDRESS CHANGES TO BE NOTED ABOVE

WHEN RESPONDING TO RFQ, INSERT NAME AND ADDRESS IN SPACE ABOVE LABELED 'VENDOR'



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**Request for
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RFQ NUMBER
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PAGE
 2

ADDRESS CORRESPONDENCE TO ATTENTION OF
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 Foundation
 308 Administration Building
 Memphis, TN 38152

DEPARTMENT OF EDUCATION
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 CHARLESTON, WV
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07/23/2008

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08/06/2008

01:30PM

LINE	QUANTITY	UOP	CAT. NO.	ITEM NUMBER	UNIT PRICE	AMOUNT
	NO. 4					
	NO. 5					
<p>I UNDERSTAND THAT FAILURE TO CONFIRM THE RECEIPT OF THE ADDENDUM(S) MAY BE CAUSE FOR REJECTION OF BIDS.</p> <p>VENDOR MUST CLEARLY UNDERSTAND THAT ANY VERBAL REPRESENTATION MADE OR ASSUMED TO BE MADE DURING ANY ORAL DISCUSSION HELD BETWEEN VENDOR'S REPRESENTATIVES AND ANY STATE PERSONNEL IS NOT BINDING. ONLY THE INFORMATION ISSUED IN WRITING AND ADDED TO THE SPECIFICATIONS BY AN OFFICIAL ADDENDUM IS BINDING.</p> <p style="text-align: center;"><i>Shelly Murray</i> SIGNATURE</p> <p style="text-align: center;">The University of Memphis Research Foundation COMPANY</p> <p style="text-align: center;">08/05/08 DATE</p>						
	REV. 11/96					
END OF ADDENDUM NO. 3						

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RFQ NUMBER:
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ADDRESS CORRESPONDENCE TO ATTENTION OF:
 SHELLY MURRAY
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901-678-5300

UNIVERSITY OF MEMPHIS RESEARCH FOUNDATION

University of Memphis Research
 Foundation
 308 Administration Building
 Memphis, TN 38152

DEPARTMENT OF EDUCATION

DEPARTMENT OF EDUCATION
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 1900 KANAWHA BOULEVARD, EAST
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DATE PRINTED	TERMS OF SALE	SHIP VIA	FOB	FREIGHT TERMS
07/25/2008				

BID OPENING DATE: 08/06/2008 BID OPENING TIME: 01:30PM

LINE	QUANTITY	UOP	CAT NO	ITEM NUMBER	UNIT PRICE	AMOUNT
----- ADDENDUM NO. 4 -----						
THIS ADDENDUM IS ISSUED TO REVISE THE BID SHEET TO PROVIDE AN ALL INCLUSIVE COST AND TO MODIFY RESPONSES TO TWO QUESTIONS SUBMITTED AND ADDRESSED IN ADDENDUM NO. 2						
ATTACHMENTS: REVISED BID SHEET QUESTIONS AND REVISED RESPONSES						
THE BID OPENING DATE REMAINS: 8/6/2008						
0001	1	EA		924-10		
EVALUATION, EDUCATIONAL						
EXHIBIT 10						
REQUISITION NO.: EDD294370						
ADDENDUM ACKNOWLEDGEMENT						
I HEREBY ACKNOWLEDGE RECEIPT OF THE FOLLOWING CHECKED ADDENDUM(S) AND HAVE MADE THE NECESSARY REVISIONS TO MY PROPOSAL, PLANS AND/OR SPECIFICATION, ETC.						
ADDENDUM NO.'S:						

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901-678-5300

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REV.	11/96	END OF ADDENDUM NO. 4				

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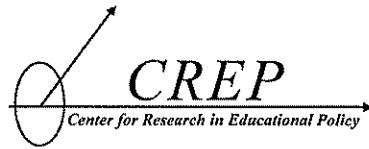
SIGNATURE	TELEPHONE	DATE
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WHEN RESPONDING TO RFQ, INSERT NAME AND ADDRESS IN SPACE ABOVE LABELED 'VENDOR'

6. **Our firm uses an hourly billing rate and does not break out indirect costs. Is this acceptable for the cost proposal on this project?** Please see the revised cost sheet. The vendor is required to submit their costs as a single total amount, with no detail referencing indirect costs or any other category. Payment terms will be fixed fee paid upon completion of the entire project, with no progress or other periodic payment.
11. **For this particular RFQ, why did WV include an indirect cost "not to exceed 9%" of direct costs? Although we do not argue WVDE's right to do so, we feel low indirect cost requirements penalize larger vendors that are more likely to have the corporate capacity to complete the scope of work. In past WV RFQs, indirect rates were not provided a separate line in the budget with a such a low cap. Previous RFQs requested total costs reflecting all costs, including indirect and travel. Is not the goal of the RFQ to find the vendor with the lowest total bid for the entire scope of work? We respectfully request an addendum to this RFQ to allow for the opportunity of vendors with large corporate capacities to have an opportunity to bid. See question #6 and the revised cost sheet attached to this addendum.**
-

Proposal: Evaluation of Supplemental Educational Service Providers

West Virginia Department of Education



Center for Research in Educational Policy

The University of Memphis

325 Browning Hall

Memphis, Tennessee 38152

Toll Free: 1-866-670-6147

www.memphis.edu/crep

Proposal Contacts:

Technical – Jang Mi Paek

Office: 901-678-3621

Fiscal – Ms. Cindy Hurst

Office: 901-678-5300

**Proposed Evaluation Plan for
Supplemental Educational Services in the State of West Virginia**

Supplemental Educational Services (SES) are a component of Title I of the Elementary and Secondary Education Act (ESEA), as reauthorized by the *No Child Left Behind Act* (NCLB), that will provide extra academic assistance for eligible children. Specifically, students from low-income families who are attending Title I schools that are in their second year of school improvement (i.e., have not made adequate yearly progress or “AYP” for three or more years), in corrective action, or in restructuring status are eligible to receive these services.

The Center for Research in Educational Policy (CREP) is a national leader in guiding SES evaluation policies for U.S. DOE. CREP is currently involved in evaluating SES providers in eight states and is providing technical assistance to several others. Researchers at CREP have facilitated successful integration of SES tracking systems (such as STARS) and student information systems at the state level. These system combinations, along with the availability of online SES data collection and analyses tools, establish CREP’s comprehensive model for identifying SES students, obtaining needed test scores and survey data, and analyzing results. Further, CREP uniquely has developed decision-making rubrics (see descriptions below) for conducting yearly evaluations of the effectiveness and status of each provider in accord with NCLB policies.

The purpose of the present “SES Evaluation Plan” is to create a systematic process to enable the West Virginia State Department of Education (WVDE) to meet (and exceed where resources permit) federal evaluation/monitoring requirements. The process to be proposed consists of two major related components, one focusing on LEAs’ and schools’ implementation of SES services, and the second focusing on provider services and outcomes. Integral to the latter focus will be the development of an assessment rubric for WVDE to employ in evaluating individual providers and making decisions about continuing approval or removal from the approved list.

Questions for the Evaluation

Is the provider in conformity with NCLB policies in:

1. Communicating with principals, teachers, and parents involved with students eligible for SES?
2. Working with principals, teachers, and parents as needed to develop instructional plans geared to the needs of the students and aligned with state standards?
3. Providing services as needed to special education and ELL students?

AND, most critically,

4. Raising student achievement in reading/language arts and mathematics?

To describe the contexts in which SES is implemented in WV, additional questions will include:

5. Do LEAs make SES available to eligible students?
6. Do schools and providers work together to meet the needs of eligible SES students?
7. What are principals', teachers', and parents' experiences with and reactions to SES interventions?

Proposed Methodology

Design and Participants

The design will consist of two overlapping components – a *descriptive study* of SES implementation in districts and schools, and an *evaluation study* of individual SES providers' compliance and effectiveness.

- DEVELOP FOR WVDE (OR PROVIDE PROVEN VALID AND RELIABLE INSTRUMENTS) FOUR SURVEYS OF PERCEPTIONS OF SES SERVICES FROM THE PERSPECTIVES OF TEACHERS OF STUDENTS RECEIVING SES SERVICES, PRINCIPALS OF SCHOOLS SERVED, PARENTS OF STUDENTS RECEIVING SERVICES, AND SERVICE PROVIDERS

Descriptive study of SES implementation. The basic design for the descriptive study will consist of surveying the following groups of respondents: (a) SES coordinators (contacts) for participating LEAs, (b) principals or SES liaisons in participating SES schools, (c) teachers of students receiving SES, (d) parents of children receiving SES services, and (e) SES providers. A summary of the proposed sampling plan for the 2007-2008 school year is provided in Table 1. Estimates are based on the following:

- 18 state-approved providers (18 active)
- 11 districts with 3 providers in each district
- 13 schools with 2 providers in each school

Table 1. *Projected sample sizes for surveys for 2007-2008*

Respondent Group	Sampling Plan	Data Collection Mode	Estimated Total
LEA Coordinators	1 survey per district (with submission pages for each provider)	Survey	11
Principal or School Rep.	1 survey per school (with submission pages for each provider)	Survey	13
Teachers	Approximately 30 per school	Survey	390
Parents	Approximately 1 per each SES student served	Survey	780
SEA Coordinator	1 survey	Survey	1
Providers	One representative from each	Survey	18

- COLLABORATE WITH WVDE STAFF TO REVISE SURVEY TEXT AND MOUNT TEACHER, PRINCIPAL, AND SERVICE PROVIDER SURVEYS ON THE WVDE SERVER FOR ELECTRONIC DATA ENTRY
- ADMINISTER SES PARENT SURVEY (MAILED) AND COLLECT AND ANALYZE DATA IN SPRING 2008

The surveys for teachers, principals, LEAs, the SEA coordinator, and service providers will be online and hosted on the CREP website or the WVDE website, whichever is the preferred method by WVDE. CREP has extensive knowledge in the SES online survey process and can accommodate the specific needs of each respondent group.

Parent surveys can be mailed to schools that are participating in SES (using information provider by the WVDE).

Evaluation study of provider effectiveness. The evaluation study will combine data collected from the descriptive study with analyses of student achievement to form a profile of each provider's effectiveness in complying with NCLB regulations and in raising student achievement. The foundation for the evaluation will be categories of outcomes established by the researchers in consultation with WVDE representatives and other identified key stakeholders. Likely categories, for example, might include all or most of the following: (a) Student Achievement Gains, (b) Effective Communications (principals, teachers, and parents), (c) Adaptive Instructional Planning and Lesson Development, and (d) Additional Compliance with NCLB Policies (e.g., privacy, student groups served). Each Evaluation Category will be included in a rubric developed to facilitate synthesis and global assessment of the relevant data sources.

- ANALYZE DATA FROM FIVE ONLINE SES SURVEYS (SEA, DISTRICT, PRINCIPAL, TEACHER, PROVIDER)

CREP will analyze data from the online surveys as well as the paper-based parent survey for all respondent groups. These results will be show in table format for each provider, by district.

- ANALYZE STUDENT ACHIEVEMENT DATA (STATEWIDE ASSESSMENT DATA FROM 2007, 2008 FOR STUDENTS RECEIVING SES SERVICES IN GRADES 3 AND HIGHER-PROVIDED BY WVDE) STATEWIDE AND BY PROVIDER

Student Achievement

CREP will analyze statewide student achievement data (by provider) for students receiving SES services based on the following design option.

Multiple Regression

A multiple regression approach is employed, in which, *for each provider*, SES students' predicted scores for their grade level in the tutored subjects, based on student demographic variables and prior achievement, are compared to their obtained scores. The difference is expressed in the form of a "residual" score, which if positive, indicates a higher performance than expected (i.e., a positive effect), and if negative, indicates a lower performance (a negative effect). An *effect size* is then computed by grade level within each school district to determine how many standard deviations (based on properties of the distribution) the residual differs from zero. For example, if the effect

size for a given residual were +1.00, the SES students concerned would be performing one full standard deviation higher than their predicted scores based on their prior achievement. Effect sizes exceeding +0.25 (one-fourth *SD*) in absolute value are generally considered strong and meaningful in education. To obtain an overall provider effectiveness score for each academic subject, the computed effect sizes are aggregated across grades and districts to yield overall reading and math effect size scores. The effect size scores can further be aggregated across multiple years, thus increasing sample size and reliability over time.

Instrumentation

Surveys. The core instruments to be used for the study have been developed by CREP for other state SES evaluations. These consist of a survey for (a) district coordinators, (b) school principal liaisons, (c) teachers, (d) parents, (e) SEA coordinator, and (d) SES providers. The instruments are oriented around the evaluation questions and, to permit triangulation of data, contain a common core set of questions for all groups (e.g., experiences with SES and providers) and unique questions geared to specific groups (e.g., reactions to particular providers, the respondent's role as a parent, teacher, principal, etc.) Table A-1 in Appendix A presents a summary of each evaluation question with its associated instruments or data sources.

SES Provider Rubric. The culminating evaluation tool will consist of a rubric for synthesizing the multiple data elements reflecting providers' activities and outcomes. As previously indicated (see *Design* section), the rubric will be organized on the basis of several major Evaluation Categories (e.g., Student Achievement Gains, Effective Communications, etc.). Accompanying each Category will be an assessment scale consisting of 3-4 levels of attainment (e.g., Above Standards, Acceptable, Marginally Acceptable, Below Standards) and accompanying verbal descriptions. An example of a provider rubric is provided in Appendix A, Table A-2.

As part of the evaluation study and SES Provider Rubric, WVDE may desire an overall rating that categorizes a provider as meeting or not meeting acceptable standards. The latter may result in a probationary year, accompanying improvement plan, and need to demonstrate satisfactory performance the following year to maintain approved status. This approach will meet the federal requirement for a consistent policy for withdrawing providers from the list. A sample decision tree for evaluating provider compliance and achievement outcomes is provided in Appendix A, Figure A-3. Sample descriptions of provider status categories are provided in Appendix A, Table A-4.

- PREPARE DRAFT AND FINAL REPORTS OF FINDINGS FROM SURVEY AND ACHIEVEMENT DATA ANALYSES (INCORPORATING WVDE FEEDBACK ON FINAL)
- RECOMMEND CHANGES TO WVDE'S SES SERVICES AND SES EVALUATION BASED UPON QUALITATIVE AND QUANTITATIVE DATA IN REPORT

Reporting

A draft report will be completed by CREP on the findings from survey and student achievement data analyses. This draft will be reviewed by WVDE and the final report issued by CREP, incorporating this feedback. Recommendations for improvements on the provider level

will be included in this report. Recommendations for changes to WVDE's implementation of SES (based on both qualitative and quantitative data) will also be included in this report.

Appendix A

Table A-1. *Summary of Instruments/Data Sources by Question*

Evaluation Question	Data Source
1. Does the SES provider communicate effectively with principals, teachers, and parents involved with students eligible for SES?	<ul style="list-style-type: none"> • District Survey • Principal/Liaison Survey • Teacher Survey • Parent Survey • Provider Survey
2. Does the SES provider work with principals, teachers, and parents as needed to develop instructional plans geared to the needs of the students and aligned with state standards?	<ul style="list-style-type: none"> • District Survey • Principal/Liaison Survey • Teacher Survey • Parent Survey • Provider Survey
3. Does the SES provider offer services as needed to special education and ELL students?	<ul style="list-style-type: none"> • District Survey • Principal/Liaison Survey • Teacher Survey • Provider Survey
4. Do the SES services raise student achievement in reading/language arts and mathematics?	<ul style="list-style-type: none"> • Statewide pretest and posttest scores in language arts, reading, and mathematics.
5. Do LEAs make SES available to eligible students?	<ul style="list-style-type: none"> • District Survey • Parent Survey
6. Do schools and providers work together to meet the needs of eligible SES students?	<ul style="list-style-type: none"> • District Survey • Principal/Liaison Survey • Teacher Survey • Parent Survey
7. What are principals', teachers', and parents' experiences with and reactions to SES interventions?	<ul style="list-style-type: none"> • Principal/Liaison Survey • Teacher Survey • Parent Survey

SES Timeline

Table A-2. 2007-08 Timetable for Completion of Research Milestones

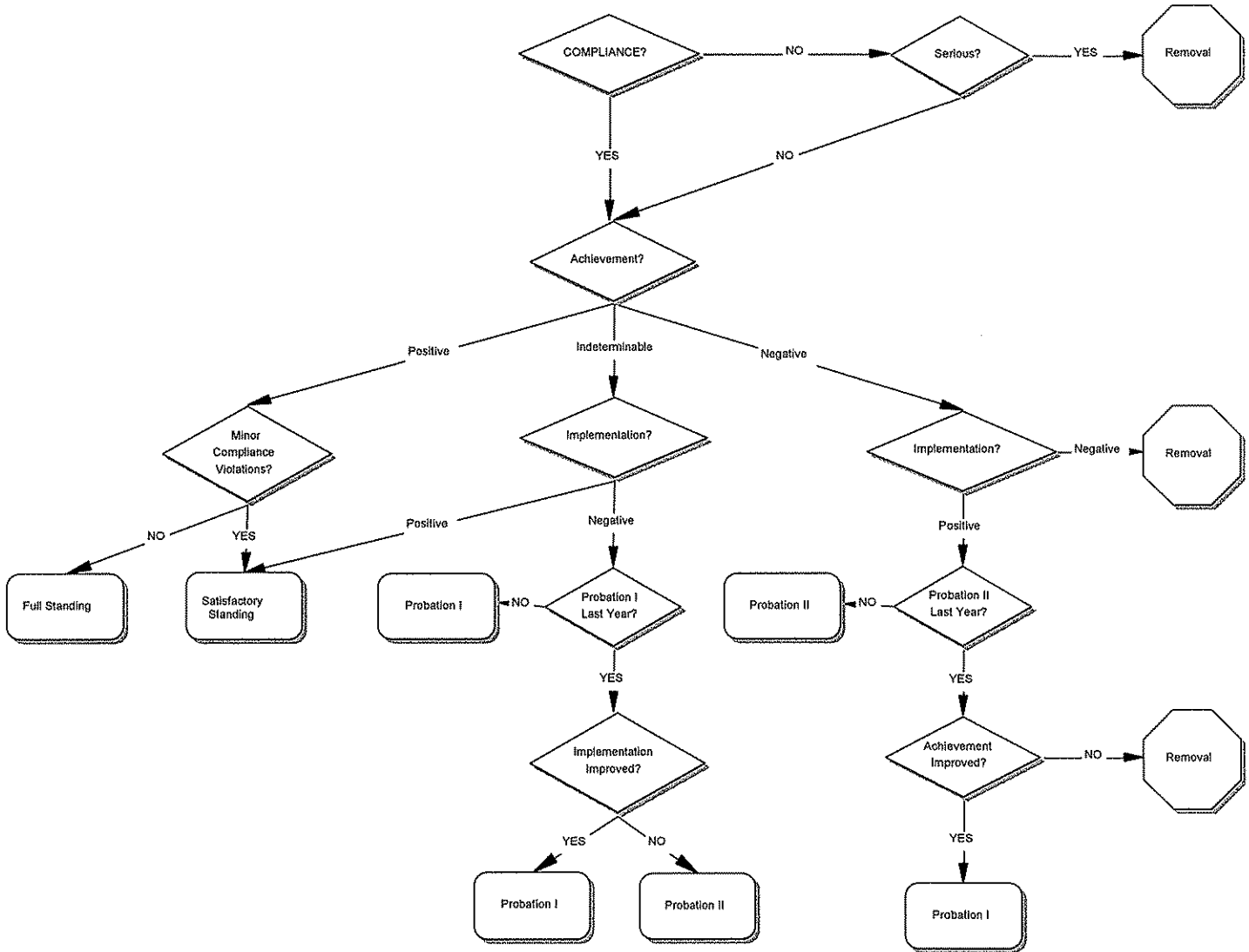
Time Frame	Milestones
January 2008	<ul style="list-style-type: none"> • CREP will send survey instruments to WVDE for feedback. • SEA will provide 2007-2008 contact information for LEAs, Schools and Providers involved in SES implementation. • SEA will provide CREP with feedback (e.g., changes, additions, etc.) on survey instruments to be used in evaluation.
March 2008	<ul style="list-style-type: none"> • CREP will initiate survey administration for the following respondent groups: (1) Teachers, (2) Principals/liaisons, (3) Parents, (4) District Coordinators, (5) the SEA, and (6) Providers. •
May, 2008	<ul style="list-style-type: none"> • CREP provides the SEA with a list of participants that have not responded to district, teacher, principal, and parent surveys. The SEA facilitates communication with LEAs and principals to encourage survey submission.
July 2008	<ul style="list-style-type: none"> • WVDE provides CREP with verified and cleaned SES student demographic and achievement data.
October 2008	<ul style="list-style-type: none"> • CREP completes data analysis and submits 2007-2008 report after analysis of student achievement data.

Table A-3. Rubric of Overall Evaluation of Provider Effectiveness – Provider X

Outcome	Insufficient Information	Below Standards	Marginal Quality	Acceptable	Above Standards
1. Student Achievement	Reading/Language Arts Insufficient Information	Students have not shown gains related to tutoring. Average overall Effect Size is close to zero or favors non-SES students.	There is evidence that some tutored students are making achievement gains. Overall Effect Size is positive but < +0.10.	There is evidence that tutored students are making achievement gains. Average overall Effect Size exceeds +0.17.	There is evidence that tutored students are making substantive achievement gains. Overall Effect Size exceeds +0.25.
	Math Insufficient Information	Students have not shown gains related to tutoring. Average overall Effect Size is close to zero or favors non-SES students.	There is evidence that some tutored students are making achievement gains. Overall Effect Size is positive but < +0.10.	There is evidence that tutored students are making achievement gains. Average overall Effect Size exceeds +0.17.	There is evidence that tutored students are making substantive achievement gains. Overall Effect Size exceeds +0.25.
2. Communication	Insufficient Information	Provider communication is weak or nonexistent.	Provider communication exists but is inconsistent.	Provider is adequately communicating with key stakeholders.	Provider regularly and consistently communicates with key stakeholders.
3. Instructional Plans	Insufficient Information	Instructional plans are not geared to student needs or reinforcement of regular academic program.	Provider made some attempts to develop instructional plans that are geared to student needs.	Provider made attempts to plan instruction to meet the individual needs or reinforce regular academic program for the majority of students.	Provider instructional plans are geared to student needs or reinforcement of regular academic program.
4. Local and State Standards	Insufficient Information	Provider services are not in alignment with local and state academic standards.	Provider services are inconsistently aligned with local and state academic standards.	Most provider services are aligned with local and state academic standards.	Provider services are in alignment with local and state academic standards.
5. Special Education and ELL Students	Insufficient Information.	Provider did not offer accommodations to special education or ELL students	Provider inconsistently offered accommodations to special education or ELL students	Provider sometimes offered accommodations to special education or ELL students	Provider offered accommodations to special education or ELL students as needed.
6. Assessment of Provider Overall	Insufficient Information	Dissatisfaction with provider overall	Inconsistent satisfaction with the provider overall	Some satisfaction with provider overall	Satisfaction with provider overall

Figure A-4. Decision Tree for SES Providers

Decision Tree for SES Providers



Descriptions of Provider Status Categories

Full Standing:

The provider has demonstrated positive achievement effects, and is approved without reservations to continue services in the following year.

Remedy requirement: None

Satisfactory Standing:

The provider has demonstrated “indeterminate” achievement effects due to insufficient data or equivocal effect sizes, but has shown positive implementation outcomes (customer satisfaction, service delivery, compliance).

OR

The provider has demonstrated positive achievement effects but has minor compliance violations.

Remedy Requirement: Submit improvement plan for correcting any compliance violations OR for improving student achievement where lack of positive evidence is due to equivocal outcomes (neither sufficiently positive or negative effect sizes) *not* to insufficient sample size.

Probation I:

The provider has demonstrated “indeterminate” achievement effects due to insufficient data or equivocal effect sizes, and has weak or negative implementation outcomes.

Remedy Requirement: Submit improvement plan for improving implementation quality, any compliance violations, and student achievement where lack of positive evidence is due to equivocal outcomes (neither sufficiently positive or negative effect sizes) *not* to insufficient sample size.

Probation II:

The provider has demonstrated “negative” achievement effects but has positive implementation outcomes.

Remedy Requirement: Submit improvement plan for improving student achievement.

OR,

The provider was in Probation I status last year, but failed to improve implementation.

Remedy Requirement: Submit improvement plan for improving implementation and student achievement.

Removal:

The provider has demonstrated “negative” achievement effects and has weak or negative implementation outcomes.

OR,

The provider was in Probation II status last year, and although still demonstrating positive implementation outcomes, has failed to improve student achievement.

Remedy Requirement: None, but should the current year achievement outcomes (to become available in the fall of the next school year) show positive effects, the provider may apply for reinstatement after being removed for one year.

NOTE: Separate status determinations will be made for each subject tutored. Thus, it is possible that a provider offering tutoring in both reading and mathematics could be classified as Full Standing in one subject but Removal in the other.

Statement of Capability and Experience

Center for Research in Educational Policy (CREP)

The Center for Research in Educational Policy (CREP) is a University of Memphis based research center and state of Tennessee Center of Excellence. CREP's mission is to implement a research agenda associated with educational policies and practices in preK-12 schools, and to disseminate research findings so that they inform decisions made by educational practitioners and policymakers. CREP staff, including Dr. Steven Ross, have gained national recognition for their contribution to discussions of issues such as reform of teacher education, educational equity, educational technology, school reform and restructuring, urban and multicultural education, interventions for at-risk students, and using formative evaluation methods for school improvement decision-making. In particular, CREP is one of the most active and expert organizations in guiding national policies and state practices for conducting SES evaluations.

CREP staff who have been assigned to the evaluation of Supplemental Educational Service Providers in the state of West Virginia include dedicated professionals with a broad range of content expertise, accomplished project managers, skilled evaluators, and experienced technical-assistance providers. Research and evaluation staff members have expertise in quantitative and qualitative inquiry methodologies spanning experimental, quasi-experimental, and case-study designs. Our data collection experience includes mining large student achievement databases and related systems, direct observations, surveys, interviews, focus groups, portfolio assessment, and records abstractions, including a variety of student performance indicators.

The proposed project leadership and staff have in place systems and processes to assure responsive services, high-quality products, and efficient and timely delivery. CREP has a solid track record of being creative and flexible in meeting client needs, with each organization having a trusted reputation garnered through a willingness to proactively address challenges and to do whatever is necessary to deliver on time, on target, and on budget.

The CREP SES team, consisting Jangmi Paek and Lynn Harrison, will oversee the project evaluation staff, coordinate data collection and analysis activities, serve as the primary client contacts, assure high-quality delivery of services and products, and manage all aspects of project execution.

CREP Qualifications and Experience in Conducting Similar Work

Dr. Steven M. Ross, CREP Director, is the senior technical advisor for the SES Quality Center established at the American Institutes of Research in Washington, DC. In this capacity, Ross has written an issue brief "Evaluating Supplemental Educational Service Providers: Suggested Strategies for States", a publication that advises states on how to evaluate provider services and effectiveness in accord with federal policies, and routinely consults with state and federal officers regarding evaluation issues and strategies. Dr. Ross and the SES research team, are conducting the SES evaluations for TN, LA, VA, KY, IL, and NC and have provided evaluation support (materials, guidance) for numerous others. Dr. Todd Zoblotsky, the Director of Statistics at CREP, works directly with the SES team in developing alternative quantitative analytical models for evaluating provider effectiveness on

student achievement. These analyses include approaches using broad databases for highly precise quasi-experimental comparisons.

In addition to their work with SES, CREP's objective is to plan and conduct high-quality studies to determine "what works" in schools across the nation. In this regard, CREP has served as consultants or direct contributors to research standards designed to address the goals of NCLB, as proposed by the National Academy of Sciences and the What Works Clearinghouse. Some of the key research projects in which CREP is currently involved include the evaluation of comprehensive school reform (CSR) initiatives in approximately 600 schools in 20 states, as well as evaluations of the New Leaders for New Schools principal development program, Reading First in TN and LA, Educational Technology initiatives in TN, MI, and KY, charter schools in TN, and Supplemental Educational Services in TN, VA, KY, NC, IL and LA.

In addition to this research focus, another priority for CREP is to assist individual schools in building the capacity and ability to make data-driven decisions for the purpose of attaining NCLB Adequate Yearly Progress standards. This emphasis was reflected during the 2004-2005 school year in which approximately 850 schools across the nation used tools and strategies developed by CREP as part of its Formative Evaluation Process for School Improvement (FEPSI).

Formative Evaluation Process for School Improvement

The Formative Evaluation Process for School Improvement (FEPSI) was developed to assist state, district and school leaders in developing a picture of what is "going on" in their schools. This type of evaluation is aimed at monitoring and improving programs, through tools that address critical improvement factors such as teaching methods and quality, school climate, teacher support, technology usage, program implementation, and student achievement.

FEPSI typically involves the collection of data from multiple sources including a teacher focus group, a school climate inventory, a teacher questionnaire, classroom observations, a principal interview, and the establishment and review of school "benchmark" goals (particularly in the areas of Curriculum, Instruction, and Organization). This process can, however, be tailored to meet unique evaluation needs.

While FEPSI helps school leaders evaluate and refine school improvement efforts, this process has also been effectively used to examine district and state initiatives. For example, in IL, the Decatur Public Schools and Chicago Public Schools in IL have used this process to monitor district initiatives targeted at assisting "high-needs" schools. Components of FEPSI are presently being used in CPS as part of the evaluation of CPS/CTU Partnership, the Academy of Urban School Leadership (AUSL), the New Leaders program, and the Effective Leaders Improve Schools (ELIS) project.

Along with this evaluative work, CREP also provides related technical assistance to states and districts to ensure they can use the information for data-driven improvement decision making. A key example of this is the Leadership Academies conducted for the Reading First program. These academies are designed to build capacity among administrators (district and school) and teachers to support a high level of implementation of the Reading First program, and to ultimately improve student achievement. This is accomplished by providing frequent, intensive assistance, which focuses on using programmatic formative

evaluation data, individualized reading assessments, and data from standardized achievement tests.

Technological Capacity

To support efficient and accessible data analysis and dissemination of results, CREP provides a web-based data collection and reporting system. The “Survey Management System (SMS)” is comprised of an enterprise class relational SQL database with a web interface for entering data and reviewing subsequent reports of results. The three main components of SMS are: (a) relational tables housing relevant information regarding users (e.g., schools, teachers, states, advisors), (b) online data entry mechanisms (e.g., surveys, observation tools, interviews), and (c) online reporting.

The system can accommodate both online and paper based instrumentation (i.e., if parents or schools have limited access to technology). Reports can be provided at different levels including school, district, state, and “project.” Importantly, SMS users have real time access to the data to facilitate formative feedback during the academic year. The resultant data can also be aggregated to facilitate inferential (e.g., program vs. control) and longitudinal (e.g., change over time; trends) analyses.

Along with SMS, CREP staff developed and presently maintain data collection web sites which allow the TN Department of Education to gather required information related to NCLB standards. The sites gather and analyze information from teachers and districts related to (a) the quality of professional development provided to K – 12 teachers; (b) qualifications of paraprofessionals; (c) private school enrollment and federal program participation; and (d) the Consolidated State Performance Report for programs implemented under NCLB.

References

***Virginia Department of Education
VA SES Evaluation (current)***

Roberta Schlicher
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***Kentucky Department of Education
KY SES Evaluation (current)***

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***North Carolina Department of Public Instruction Compensatory Education
NC SES Evaluation (current)***

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Resumes of Key Staff

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PERSONAL DATA

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EDUCATION

The Pennsylvania State University	B.A.	1969
The Pennsylvania State University	M.S.	1972
The Pennsylvania State University	Ph.D.	1974

Undergraduate Major: Psychology
 Graduate Major: Educational Psychology

PROFESSIONAL ASSOCIATIONS

American Psychological Association	Fellow
American Educational Research Association	Member
Association for Educational Communications & Technology	Member
International Congress for School Effectiveness and School Improvement	Member

EXPERIENCE

Instructor	Continuing Education	The Pennsylvania State University	1973 – 1974
Instructor	Psychology	Lock Haven State College, Lock Haven, PA	Spring Semester 1974
Evaluator	Mitre Corporation	McLean, Virginia	Summer, 1974
Assistant Professor	Educational Psychology	The University of Memphis	1974 – 1979
Associate Professor	Educational Psychology	The University of Memphis	1980 – 1985
Professor	Educational Psychology	The University of Memphis	1985 – Present
Senior Researcher	Center for Research in Educational Policy	The University of Memphis	1995 – 2001
Director	Center for Research in Educational Policy	The University of Memphis	2001 – Present
President/Principal Investigator	Education Innovations, LLC	Memphis, TN	2001 – Present

COURSES RECENTLY TAUGHT

Theories of Learning	Undergraduate
Individual Differences and Learning	Graduate
Educational Statistics	Undergraduate and Graduate
Educational Research	Graduate
Computers in Education	Undergraduate and Graduate
Thesis Writing	Graduate
Educational Assessment	Graduate

HONORS AND DISTINCTIONS

1. NDEA Fellowship for graduate study at the Pennsylvania State University, 1971-1973.
2. Graduate Student Associate, Southwest Regional Laboratory, Summer, 1971.
3. Distinguished Teaching Service Award, University of Memphis, 1980.
4. Phi Delta Kappa Professional Research Award, Memphis Chapter, 1983.
5. Elected Fellow, Division 15, American Psychological Association, 1986.
6. Visiting Scholar, National Center for Research on Improving Postsecondary Teaching and Learning. University of Michigan, Summer 1987.
7. Distinguished Research Award, University of Memphis, 1987.
8. Distinguished Teacher Service Award, University of Memphis, 1988.
(First eligibility since 1980; no longer eligible)
9. Memphis State University nominee, CASE Professor of the Year Award, 1989
10. Superior Performance in University Research (SPUR) Award, University of Memphis, 1990, 1991, 1992
11. Distinguished Research Award, University of Memphis, 1993.
12. Board of Visitors Eminent Faculty Award, University of Memphis (first recipient), 1993
13. Editor, *Educational Technology Research and Development*, 1993-present
14. Editorial Board, *Journal of Education for Students Placed At Risk*. 1995-present
15. Invited testimony, U.S. House of Representatives Subcommittee on Early Childhood, Youth, and Families, Committee on Education and the Workforce, June 26, 1998.
16. Invited panelist on comprehensive school reform, discussion with Secretary of Education Richard Riley, March 16. 1999.
17. Lillian and Morrie Moss Chair of Excellence in Urban Education, 2001
18. Provost's Professorship, 2004-2005, The University of Memphis
19. College of Education Outstanding Research Award, 2002, The University of Memphis
20. AERA Distinguished Journal Reviewer, 2005
21. Invited Testimony to the TN Senate Education Committee, April 2005

SCHOLARSHIP

Publications in Refereed Journals	122
Books	7
Book Chapters	28
Papers Presented at Professional Meetings	224

SELECTED RECENT PUBLICATIONS

Ross, S. M., Alberg, M., Smith, L., Anderson, R., Bol, L., Dietrich, A., Lowther, D., & Phillipson, L. (2000). Using whole-school restructuring to improve educational outcomes: The Memphis story at year 3. *Teaching and Change*, *7*(2), 111-126.

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Reynolds, A., Ross, S.M., Rakow, J.H. (2002). Teacher retention, teaching effectiveness, and professional preparation: A comparison of professional development school and non-professional development school graduates. Teaching and Teacher Education, 18, 289-303.

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Ross, S.M., Stringfield, S., Sanders, W.L., & Wright, S.P. (2003). Inside systemic Elementary school reform: Teacher effects and teacher mobility. School Effectiveness and School Improvement, 14(1), 73-110.

Ross, S. M. & Morrison, G.R. (2003). Experimental research methods. In D. H. Jonassen (Ed.), Handbook of Research for Education Communications and Technology, 2nd Ed. Mahwah, NJ: Lawrence Erlbaum Associates.

Ross, S.M., Stringfield, S., Sanders, W.L., & Wright, S.P. (2003). Fourth-year achievement results in the Tennessee value-added assessment system in restructuring schools in an inner-city district. Education Administration Quarterly.

Lowther, D. L., & Ross, S. M. (2003). When each one has one: The influences on teaching strategies and student achievement of using laptops in the classroom. Educational Technology Research and Development, 51(3), 23-44.

Morrison, G. R., Ross, S. M., & Kemp, J. E. (2004). Designing Effective Instruction 4th Edition. Hoboken, NJ: Wiley & Sons.

Ross, S. M., Nunnery, J. A., Goldfeder, E., McDonald, A., Rachor, R., Hornbeck, M., & Fleischman, S. (2004). Using school reform models to improve reading achievement: A longitudinal study of Direct Instruction and Success For All in an urban district. Journal of Education for Students Placed At Risk, 9 (4), 357-388.

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McDonald, A.J., Sterbinsky, A., Lowther, D., Ross, S.M., Redfield, D., Apodaca, M., & Martelli, S. (2004). Demonstrating comprehensive school reform: A review of two longitudinal studies. The International Journal of Educational Policy, Research and Practice, 4 (4).

Ross, S.M., & Gil, L. (2004). The past and future of comprehensive school reform: Perspectives from a researcher and practitioner. In Christopher T. Cross (Ed.). Putting the Pieces Together, Lessons from CSR Research (pp. 151-174). Washington, DC: NCCSR.

Nunnery, J., Ross, S. M., & Goldfeder, E. (in press). A randomized experimental evaluation of the Impact of Accelerated Reader/ Reading Renaissance implementation on reading achievement in Grades 3 to 6. Journal of Education for Students Placed At Risk.

Munoz, M., Ross, S. M., & McDonald, A. J. (in review). CSR Model in Middle Schools: The effects of DWoK on student achievement in a large urban school district. Journal of Education for Students Placed At Risk.

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Grant, M. M., Ross, S. M., Wang, W., & Potter, A. (2005). Computers on wheels; an alternative to 'each one has one.' British Journal of Educational Technology, 36(6), 1017-1034.

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SUMMARY OF INTERESTS

During the past ten years, I have worked extensively with school districts, both regionally and locally, to develop and evaluate programs for improving student achievement. The primary focus of these studies has been schools predominantly serving disadvantaged inner-city minority children. Currently, I am working on the formative and summative evaluation of state and district initiatives under and related to NCLB, including the evaluation of Reading First in TN, Title II-D technology in TN and KY, Supplemental Educational Services in TN and LA, and charter schools in TN. I am a technical advisor to AIR (on CSR and SES), Mathematica (national effects study), and the new ERIC.

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EDUCATION

<u>DEGREE</u>	<u>DISCIPLINE</u>	<u>INSTITUTION</u>	<u>YEAR</u>
B.A.	English	Hanyang University	1998
M.A.	Linguistics	University of Oregon	2004

EXPERIENCE

<u>POSITION</u>	<u>DEPARTMENT/INSTITUTION</u>	<u>PERIOD</u>
Research Associate	Center for Research in Educational Policy The University of Memphis	2005 – Present
Teacher	Public Elementary Schools in South Korea	1999 – 2002

RECENT RESEARCH/SCHOLARSHIP/CREATIVE ACTIVITES

Journal Publications, Research Papers, and Technical Reports

Paek, J., McKay, D., Ross, S., Fedde, F., Ding, S. (2007). *Supplemental Educational Services in the State of Mississippi 2006-2007 Preliminary Evaluation: District Coordinator Survey*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

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Potter, A., Ross, S.M., Paek, J., McKay, D., Pribesh, S.L., Nunnery, J.A. (2007). *Supplemental Educational Services: Evaluation Report for 2005-2006 (Prepared for Virginia Department of Education)*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Potter, A., Ross, S.M., Paek, J., McKay, D., Ashton, J., Sanders, W.L. (2007). *Supplemental Educational Services: Evaluation Report for 2005-2006 (Prepared for Tennessee Department of Education)*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Potter, A., Paek, J., McKay, D. (2006). *Georgia Southern University Professional Development District: Second Year FIPSE Evaluation Report (Prepared for Georgia Southern University)*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Potter, A., Ross, S.M., Nunnery, J., McDonald, A.J., Paek, J. (2006). *Supplemental Educational Services: Evaluation Report for 2004-2005 (Prepared for Tennessee Department of Education)*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Potter, A., Ross, S.M., Nunnery, J., Paek, J. (2006). *Supplemental Educational Services: Evaluation Report for 2004-2005 (Prepared for Louisiana Department of Education)*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

REFEREED CONFERENCE PRESENTATIONS

Potter, A., Paek, J., McKay, D. (2007). Georgia Southern University Professional Development District: Outcomes for the First Two Years. Paper presented at the annual meeting of the American Educational Research Association. Chicago, IL.

SUMMARY OF INTERESTS

My primary areas of interest and expertise have been in the design, research, and evaluation of state-wide educational initiatives that contribute to improved performance of at-risk and underachieving children. Research projects have included multi-state and district supplemental tutoring initiatives, program evaluation, and *No Child Left Behind* implementation. Development of research and measurement instrumentation has included state-wide, district, and individual school assessments.

BRIEF VITA

PERSONAL DATA

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EDUCATION

<u>DEGREE</u>	<u>DISCIPLINE</u>	<u>INSTITUTION</u>	<u>YEAR</u>
B.B.A.	Management	Memphis State University	1987
M.P.A.	Public Administration	Memphis State University	1989

PROFESSIONAL ASSOCIATIONS

Member	American Educational Research Association
Member	International Reading Association

EXPERIENCE

<u>POSITION</u>	<u>DEPARTMENT/INSTITUTION</u>	<u>PERIOD</u>
Graduate Assistant	Bureau of Business and Economic Research The University of Memphis	1988 – 1989
Research Associate	Bureau of Business and Economic Research The University of Memphis	1990 - 1996
Project Coordinator, Part-Time	The University of Memphis, College of Education, Success for All	1999 – 2003
Resource Development Consultant	Clients included Interpreting Service for the Deaf and University of Memphis (Neighborhood Development Corporation)	2003 – 2005
Research Associate	Center for Research in Educational Policy The University of Memphis	2005 - Present

SELECTED RECENT RESEARCH

Harrison, L., Grehan, A.W., Ross, S.M., & Inan, F. (2007). *Evaluation of the Leveled Literacy Intervention Program*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Harrison, L., Grehan, A. W., Nunnery, J., & Huang, Y. (2006). *The Effects of the Superkids Program on Beginning Reading Achievement in Kindergarten*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Grehan, A. W., Harrison, L., & Boyraz, G. (2006). *Hearne Independent School District Reading First Grant 2005-2006 Report*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Grehan, A. W., Harrison, L., Slawson, D., Pribesh, S., & Nunnery, J. (2006). *Evaluation of the Prekindergarten Literacy Program 2005-2006. (Prepared for the Little Rock School District)*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Grehan, A. W., Harrison, L., & Smith, L. (2005). *Reading First Grant: 2005 Evaluation Report (Prepared for Assumption Parish Louisiana School District)*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Grehan, A. W., Harrison, L., & Smith, L. (2005). *Reading First Grant: 2005 Evaluation Report (Prepared for West Baton Rouge Louisiana School District)*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Grehan, A. W., Harrison, L., & Smith, L. (2005). *Reading First Grant: 2005 Evaluation Report (Prepared for Cohn Elementary School, West Baton Rouge Louisiana School District)*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Grehan, A. W., Harrison, L., & Smith, L. (2005). *Reading First Grant: 2005 Evaluation Report (Prepared for Port Allen Elementary School, West Baton Rouge Louisiana School District)*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Grehan, A. W., Harrison, L. & Smith, L. (2005). *Reading First Grant: 2005 Evaluation Report (Prepared for Hearne Texas School District)*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Grehan, A. W., Ross, S. M., & Harrison, L. (2005). *Evaluation of Reading Recovery in Little Rock Elementary Schools (Prepared for the Little Rock School District)*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Grehan, A. W., Ross, S. M., Harrison, L., & Smith L. (2005). *Evaluation of The Literacy Collaborative in Pitt County Schools Report (Prepared for The Literacy Collaborative)*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

REFEREED CONFERENCE PRESENTATIONS

Grehan, A. W., Harrison, L., & Nunnery, J. An Evaluation of Reading Recovery Intervention Program in an At-Risk Urban Setting. American Education Research Association. Paper presented at Chicago, IL, April, 2007.

Harrison, L., Grehan, A. W., & Nunnery, J. An Evaluation of the Effects of the SuperKids Program on Kindergarten Literacy Achievement. American Educational Research Association. Paper presented at Chicago, IL, April, 2007.

SUMMARY OF INTERESTS

My primary areas of focus have been in the design and management of evaluations of various literacy programs and initiatives. Research projects have included school-level literacy projects, multi-school intervention models, and multi-site district and state initiatives.

BRIEF VITA

PERSONAL DATA

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Research Associate Professor	Fax: 901-678-5670
University of Memphis	Email: t.zoblotsky@memphis.edu
Memphis, TN 38152	

EDUCATION

The University of Memphis	Counseling and Personnel Services	Ed.D.	2003
Louisiana State University	Guidance	M.Ed	1996
Louisiana State University	English	B.A.	1991

EXPERIENCE

Research Associate Professor	Center for Research in Educational Policy The University of Memphis	2007-
Coordinator of Assessment	Memphis City Schools	2004-2007
Research Evaluator	Memphis City Schools	2001-2004
Professional School Counselor	Memphis City Schools	1997-2000
Teacher	Memphis City Schools	1996-1997
Teacher	East Baton Rouge Parish School System	1993-1996

SELECTED RECENT PUBLICATIONS

- "Early Reading First – Little Dixie Oklahoma Student Assessment Analyses", July 2007.
- "Student-Level Analysis of Year 3 (2005-2006) Achievement Outcomes for Tennessee Charter Schools", July 2007.
- "New Teacher Center (NTC) Retention Study", July 2007.
- "SmartTennessee Financial Literacy Program Evaluation", July 2007.
- "Delaware Growth Assessment Pilot Survey", June 2007.
- "Statistical Report: Destination Math", May 2007.
- "Implementation and Effectiveness of the Middle School Initiative in Memphis City Schools", March 2004.
- "Evaluation Plan for the Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III)", January 2004.
- "PLATO Grade, Attendance, and TCAP Analyses Results", April 2003.
- "Evaluation Plan for the Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III)", January 2003.
- "Evaluation Plan for the Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III)", January 2002.
- "The Middle School Grade Structure: Literature Review and Commentary", November 2001.
- "Evaluation of the Comprehensive School Reform Models in the Memphis City Schools", June 2001.

AWARDED GRANTS AND CONTRACTS

- Goals 2000 grant recipient. Technology integration program at Fairley High School to encourage the development of research skills in students and to encourage cross-curriculum instruction between teachers, 2000 (\$72,000)
- Anger Management and Self-Esteem Building Program for 7th grade students at Geeter Jr. High, 1997 (Approximately \$10,000).

PROFESSIONAL ACTIVITIES

- Faculty Development Advisory Committee
- School Improvement Plan Committee
- Founder and coordinator of Peer Mediation program
- Fogelman Scholarship Coordinator
- Ninth grade Transition Team leader
- Discipline Committee member
- School Coordinating Team member
- School Technology Coordinator
- State of Tennessee certified teacher and school counselor
- Presentations to district leadership, principals, teachers, and parents on various aspects of testing and educational outcomes in Memphis City Schools

RESEARCH INTERESTS

- The effects of race and poverty on educational attainment and vocational choice
- The impact/influence of No Child Left Behind and standardized testing on student achievement and curriculum development
- Value Added and growth models as measures and predictors of student achievement
- The relationship between school transition and dropout rates