



STATE OF OHIO
DEPARTMENT OF ADMINISTRATIVE SERVICES
GENERAL SERVICES DIVISION
OFFICE OF PROCUREMENT SERVICES
4200 SURFACE ROAD, COLUMBUS, OH 43228-1395

MANDATORY USE CONTRACT FOR: OHIO RESIDENT EDUCATOR PROGRAM EVALUATION

CONTRACT NUMBER: CSP905812

EFFECTIVE DATES: 03/23/12 TO 06/30/14

The Department of Administrative Services has accepted Proposals submitted in response to Request for Proposal (RFP) No. CSP905812 that opened on February 1, 2012. The evaluation of the Proposal responses has been completed. The Offeror listed herein has been determined to be the highest ranking Offeror and has been awarded a Contract for the services listed. The respective Proposal response including, Contract Terms & Conditions, any Proposal amendment, special Contract Terms & Conditions, specifications, pricing schedules and any attachments incorporated by reference and accepted by DAS become a part of this Services Contract.

This Requirements Contract is effective beginning and ending on the dates noted above unless, prior to the expiration date, the Contract is renewed, terminated, or cancelled in accordance with the Contract Terms and Conditions.

This Requirements Contract is available to the Ohio Department of Education as applicable.

The agency is eligible to make purchases of the contracted services in any amount and at any time as determined by the agency. The State makes no representation or guarantee that department will purchase the volume of services as advertised in the Request for Proposal.

Questions regarding this and/or the Services Contract may be directed to:

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This Requirements Contract and any Amendments thereto are available from the DAS Web site at the following address:

www.ohio.gov/procure

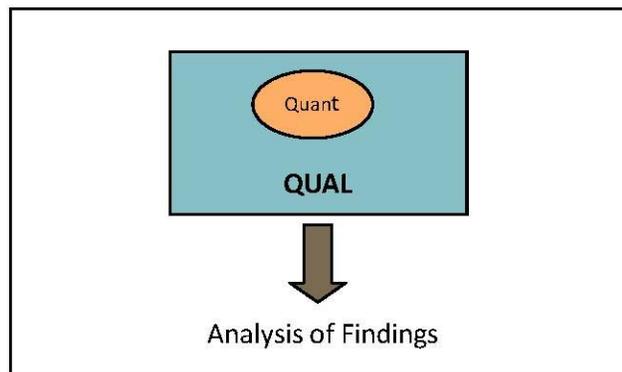
MUTUALLY AGREED UPON MODIFICATION TO THE TERMS AND CONDITIONS

1. Page 45, Indemnity. As a state institution of higher education as defined in section 3345.011 of the Revised Code, the Indemnity provisions in Attachment Three, General Terms and Conditions, Part Four: Representations, Warranties, and Liabilities do not apply to Contractor and are hereby deleted.

MUTUALLY AGREED UPON CLARIFICATIONS TO THE CONTRACTOR'S PROPOSAL

1. Page 76: The formative assessment data referenced on p. 76 are understood to be the property of Resident Educators and their mentors. The Contractor understands that these data will not be available for analysis by the evaluation team. The unavailability of these data poses no obstacle to the proposed evaluation plan.
2. Page 76: The Contractor agrees that ODE will approve the states selected for comparison of teacher induction practices and residency programs. Further, the Contractor will provide to ODE Resident Educator Program personnel relevant data and research to accompany recommendations, in order to facilitate selection of the comparison states.
3. Page 76: The Concurrent Nested Mixed Methods Design is characterized by its use of one data collection phase during which quantitative and qualitative *data are collected simultaneously* (see Figure 1). Unlike a traditional triangulation design, a nested *design has a predominant method* that guides the evaluation. In this proposed evaluation, *quantitative methods will be embedded, or nested, within the predominant method—qualitative*. The evaluation approach will be a collective case study.

Figure 1. Concurrent Nested Mixed Methods Design



The purpose of embedding quantitative data collection and analysis within this primarily qualitative study is to use quantitative data and results to assist in the interpretation of qualitative findings, thereby enhancing the rigor of the evaluation. The collection and analysis of quantitative data will permit evaluators to address questions that are fundamentally different from those that will be addressed by qualitative methods. A second purpose of embedding one method within another is to seek information from different levels. Quantitative data will be collected primarily from and about Resident Educators in order to respond to questions regarding impact on teacher behavior, practice, and effectiveness (Objective 3), while qualitative data will be collected at all levels – State, LEA, and Educator—to provide a rich description of RE Program implementation across these levels. The data collected from the two methods will be mixed or merged during the analysis phase. Merging qualitative and quantitative data will require the transformation of one type to the other. We have proposed transforming (“quantizing”) coded Resident Educator interview data. The transformed interview data will be integrated with survey data to permit comparison and contrast of REs’ responses to enquiries regarding change in their teaching behaviors and practices.

This design is proposed in order to gain a broader perspective than would be provided by using the predominant method alone. Strengths of the proposed design include: (a) the simultaneous collection of data reduces threats of history and maturity, (b) the collection of both quantitative and qualitative data inform different perspectives and add richness to the study, and (c) the design optimizes utility of the evaluation by providing the most relevant data at each level of the study.

4. Page 78: The Contractor has proposed close examination of 20-25 Ohio school districts (LEAs) using case study. Additionally, the evaluation will analyze Spring 2012 NTC survey data and will administer a similar survey to *all REs*, pre- and post-, in the subsequent years of the program evaluation (2012-13 and 2013-14) if the NTC survey is not administered, or if NTC survey data are not responsive to evaluation questions posed by the ODE and by the evaluation team. The survey component of the evaluation will ensure adequate representation of REs across the state as there will be no sampling from the population for this evaluation activity; all REs will be invited to participate in the evaluation by completing the *Resident Educator Questionnaire* (see Contractor’s proposal p. 82). The Contractor assumes that the Spring 2012 NTC survey also will be open to all REs in the 2011-2012 cohort. ODE has indicated that Cohort 1 of Resident Educators number approximately 4,000 this school year. It is anticipated that each subsequent cohort will be comprised of approximately the same number of subjects. In Fall 2012 when the first *Resident Educator Questionnaire* is administered, the sample size of Resident Educators will be approximately 8,000 and will grow to nearly 12,000 the following year. All will be included in the sample for the collection of questionnaire data.

The RFP provided clear directives regarding the need to evaluate the Resident Educator Program as a statewide system. For this reason, the Contractor has purposefully selected the LEA as the unit of analysis for this evaluation. Synthesizing data across 20-25 LEAs, which will be purposefully sampled for their typicality, from among LEA groups which are fundamentally different from each other (see response to Question 5), will ensure that representative Ohio school districts will be closely studied as they implement their local Resident Educator Programs. When these 20-25 case study sites are selected, the exact number of Resident Educators, mentors, and administrators who will be involved in evaluation activities related to the case study will be known. The Contractor concurs with the ODE regarding the importance of maximizing the number of REs, mentors, and administrators involved in the evaluation and will be mindful of selecting case study sites with a sufficient number of teachers while also ensuring that sites are representative of the Ohio education landscape. The Contractor has considered the following in proposing a plan for *selecting case study sites that will maximize representation and result in adequate sample sizes* of all participant groups (REs, mentors, and administrators):

- a. When the case studies commence in Fall 2012, two cohorts of Resident Educators will be active in schools. Current estimates of the number of Res suggest that as many as 4,000 Res form each cohort, so by Fall 2012 approximately 8,000 Res will be active in schools.
- b. ODE data indicate that during 2011-2012, 4,000 mentors were trained and 2,400 were actively engaged in mentoring Res. This suggests that each mentor is working with 1 or 2 Res in 2011-2012.
- c. REs will be widely and unequally distributed in LEAs across the state. Historical data suggest that turn-over is highest in urban and rural districts and lowest in suburban districts (see 2007 Condition of Teacher Supply and Demand in Ohio, Driscoll & Fleeter). Urban districts typically employ larger numbers of teachers than do rural districts but the numbers of teachers employed by large urban schools has been steadily declining. For these reasons, we anticipate that large urban districts will have more REs annually than other types of districts but that growing suburban schools also will employ significant numbers of REs. Preliminary research (utilizing ODE CORE database records) found that one large urban district employed 13 REs in 2011-2012, while a number of small rural districts employed no REs.
- d. Of Ohio's 613 school districts, more than half are small rural districts that employ small numbers of teachers. More than 25,000 teachers teach in moderate and large urban schools, while nearly 30,000 teach in suburban schools. Joint Vocational LEAs are unique and important settings and one should be included in the case study sample.

Considering these factors, the Contractor will intentionally sample case study sites with *3 or more REs in 2011-2012*. LEAs with no Resident Educators in 2011-2012 will not be considered as case study sites during any year of the evaluation. Assuming that a similar number of REs are hired by each district annually, it could be anticipated that each LEA selected for case study would have 6 or more REs when case studies commence in Fall 2012. In larger districts that will be selected as case study sites, as many as 15 REs may be hired in one year, resulting in approximately 30 REs in each large district by Fall 2012. The inclusion of a representative sample of larger districts among the case study sites will significantly increase the numbers of REs to be included in the evaluation.

If 25 case study sites are selected, the number of REs involved in the evaluation via case study is estimated to be *not less than 358 in 2012-2013* and would climb to *at least 537 in 2013-2014* (see Table 1). All REs teaching in case study LEAs will be included in the evaluation; there will be no sampling from among REs except, potentially, in very large districts if REs are distributed across more than 5 school buildings. Estimating numbers of RE mentors and building administrators to be included in the evaluation also is dependent upon selection of case study sites. It is assumed that smaller LEAs, with fewer REs and fewer school buildings, will have lower numbers of both RE mentors and building administrators. The sampling of case study sites will be based upon LEA size, as it is an integral component of the Ohio Typology of School Districts; so, effort will be made to include case study sites that represent the most typical configurations of building administrators based upon typology, as well as a variety of mentoring arrangements. It is estimated that *between 45 and 104 RE mentors* will participate in the evaluation and that *32 to 140 building administrators* will be included in the collection of case study data.

The Contractor suggests that 4 to 7 community school LEAs be sampled in addition to the 20 to 24 traditional LEAs and 1 to 2 JVS LEAs, using a comparable sampling plan to that which has been proposed for traditional LEAs. The Contractor would foresee holding the total number of case study sites to 30 or fewer in order to ensure that each site can be thoroughly investigated by the evaluation. Given that community schools are characterized primarily by their diversity, sampling for "typicality" is neither possible nor preferable. In fact, it might be advantageous for the evaluation to study community school cases that are more atypical, in other words, those that diverge the furthest from the traditional model of Ohio school districts. Regardless of how the sampling will proceed, stratification of the sample, prior to selection of sites, is proposed as a method for ensuring that each selected site provides rich information regarding local RE Program implementation. The Contractor's stratification plan for the group of 356 community schools would consider features that the evaluation team deems are most salient for community schools based upon a review of available EMIS and OEDS data. Some of these features of community schools are not significantly different from those that are used to determine the Ohio typology groupings, for example, approximate size (including student enrollment and teacher FTE) and local context based upon geography (e.g., large urban, medium urban, rural). Other features that are unique to community schools should be considered in sampling as well, including whether the LEA utilizes virtual or face-to-face student instruction, whether the school is categorized as conversion or start-up, and whether it is a single- or multiple-site

program. The Contractor would anticipate applying the following levels of stratification to subdivide the community schools group:

Level 1 –method of student instruction – virtual or on-site, face-to-face;

Level 2 – size of LEA – (a) one site or multiple sites, and (b) number of teachers (FTE, e.g., fewer than 10 teachers, between 10 and 25, between 26 and 50, and more than 50); and

Level 3 – local context – (a) geographic location (e.g., rural/small town, small urban/suburban, large urban/suburban), and (b) community socioeconomic/poverty status.

As proposed for traditional LEAs, the Contractor would foresee intentionally sampling community school case study sites with 3 or more REs in 2011-2012. This plan may need to be altered if a sufficient number of community school LEAs do not meet this criteria. Community school LEAs with no Resident Educators in 2011-2012 will not be considered as case study sites during any year of the evaluation.

If 4-7 community school LEA case study sites are selected in addition to 20-24 traditional LEA case study sites and 1-2 JVS sites, the number of REs involved in the evaluation via case study is estimated to be *not less than 324 in 2012-2013* and would climb to *at least 486 in 2013-2014* (see Table 1). All REs teaching in case study community school LEAs will be included in the evaluation; there will be no sampling from among these REs. Estimating numbers of RE mentors and administrators to be included in the evaluation also is dependent upon selection of case study sites. It is estimated that *between 40 and 125 RE mentors* will participate in the evaluation and that *35 to 161 administrators* will be included in the collection of case study data.

Table 1 illustrates a likely scenario resulting from the selection of 20-24 case study LEAS from traditional Ohio school districts, 4-7 sites from Ohio's community school LEAs, and 1-2 sites from among Ohio's joint vocational school districts. Reasonable estimates of sample sizes for REs, RE mentors, and administrators during each year of the evaluation are shown.

Table 1. *Ohio RE Program Evaluation Case Study Site Selection Scenario and Resulting Sample Sizes*

Size of LEA	# of LEAs to be selected as cases	Average # of REs per year in each LEA	# of REs in all case study LEAs 2012-13	# of REs in all case study LEAs 2013-14	# of RE Mentors in all case study LEAs	# of Administrators in all case study LEAs
Smalla – rural and small town	10 to 12	3	60 to 72	90 to 108	10 to 24	10 to 36
Mediumb – small urban and suburban	5 to 6	8	80 to 96	120 to 144	10 to 42	10 to 42
Largeb – large urban and suburban	5 to 6	15	150 to 180	225 to 270	15 to 36	10 to 60
Joint Vocational LEA	1 to 2	5	10 to 20	15 to 30	1 to 2	1 to 2
Community Schools LEAc	4 to 7	3	24 to 42	36 to 63	4 to 21	4 to 21
Total	25 to 33	162 to 205	324 to 410	486 to 615	40 to 125	35 to 161

^aTo be selected from Groups 1 and 2 – see clarification 5

^bTo be selected from Groups 3 and 4 – see clarification 5

^cTo be selected from a stratified sample of Ohio's 356 community schools

Final selection of case study sites, including community school sites, will be based on (a) relative size of each LEA, including number of REs and RE Mentors; (b) geographic location or context, to the extent that this does not appear to have been a factor in determining the final groupings; and (c) informal site visits (or interviews of LEA personnel for virtual schools) in Spring 2012 to assess the potential contribution of each site to the evaluation. The Contractor will present the final selection of all case study sites for approval by the ODE.

As REs in Community Schools account for 22% of the total Res, the Contractor will collaborate with, and take direction from, the ODE in modifying the sample breakdown to ensure that the case study component of the evaluation meets the State's information needs.

5. Page 80: Each of the characteristics has been carefully selected based upon the likelihood that variation across groups within the strata will impact implementation and outcomes of the local RE Program. It is noted that frequently LEA characteristics are intercorrelated or overlapping to some degree. For example, many Ohio Type 1 school districts (Rural/agricultural-high poverty, low median income) are located in Appalachia which will pre-determine their geographic location. While this stratification plan could result in more than 75 subgroups from which to purposefully sample for case study, it is more likely that it will result in between 20 and 30 subgroups, with each subgroup having a unique combination of characteristics. The stratification plan has three levels illustrated in Figure 2 and described below. Further, LEAs with no Resident Educators in 2011-2012 will not be considered as sites for case study during any year of the evaluation.

- a. *Level 1 – stratification based upon the ODE Typology of Ohio School Districts.* This categorization of school districts accounts for community socioeconomic/poverty status, approximate size of the school district, including number of school buildings and numbers of teachers and students, and to some extent local context based upon geographic location. The Typology includes Types 0 to 8, but the evaluation team would not sample from Type 0 as they are atypical of Ohio school districts. This stratification would result in 8 groups: (1) Rural/agricultural – high poverty, low median income; (2) Rural/agricultural – small student population, low poverty, low to moderate median income; (3) Rural/small town – moderate to high median income; (4) Urban – low median income, high poverty. (5) Major urban – very high poverty; (6) Urban/suburban – high median income; (7) Urban/suburban – very high median income, very low poverty; and (8) Joint Vocational School Districts.

The Contractor will reduce these 8 groups to 5 by combining typology categories in a way that maintains salient features of each group but results in a more manageable number of groups. The resulting groups will include: (1) *Group 1* = Type 1 – isolated rural LEAs with high poverty ($n = 96$); (2) *Group 2* = Type 2 and 3 – rural and small town LEAs – small LEAs with lower poverty and higher median income than Type 1 LEAs ($n = 242$); (3) *Group 3* = Type 4 and 5 – moderate to large urban schools with high poverty and low median incomes ($n = 117$); (4) *Group 4* = Type 6 and 7 – medium and large suburban LEAs with low poverty, high to very high median incomes, and more college completers than other types ($n = 153$); and (5) *Group 5* – Joint Vocational School Districts - Type 8 – one JVS LEA will be included as a case study.

- b. *Level 2 – stratification based upon Ohio School District Report Card status.* This categorization of school districts directly accounts for district student academic performance and indirectly is related to resource availability and aggregate student demographic characteristics. There are 6 possible school district ratings, including: (1) Excellent with Distinction; (2) Excellent; (3) Effective; (4) Continuous Improvement; (5) Academic Watch; and (6) Academic Emergency. None of Ohio's 613 school districts are currently in Academic Emergency which reduces this strata to 5 categories. Applying this level of stratification could result in a maximum of 25 groups. Preliminary analyses of Ohio School Report Card data suggest that no more than 18 unique groups would be created by stratifying LEA first by typology and then by school district report card status. This number of unique groups would be reduced to 14 if atypical cases were removed at this stage of analysis (see Figure 3 for an illustration of how cases can be reduced using Group 1 as an example).
- c. *Level 3—stratification based upon the average teacher turn-over rate* of districts. Teacher turn-over rate is an important variable to consider as it will determine how many REs enter each district, on average, each year. Teacher attrition is impacted by a number of factors including geographic location of the district, socioeconomic/poverty status of the community, and resource availability of the district. Cut-off points will be set in order to categorize each district and are as follows: (1) teacher attrition of less than 5%; (2) teacher attrition of between 5 and 10%; (3) teacher attrition of more than 10%. Applying this level of stratification could result in a maximum of 75 groups. Preliminary analyses of teacher retention and attrition data (2007 Condition of Teacher Supply and Demand in Ohio, Driscoll & Fleeter) suggest that no more than 30 unique groups would result from this level of stratification. Again, if atypical cases are omitted from further consideration at this stage, the number of unique groups is reduced to 20.

Figure 2 demonstrates how the number of groups from which case study sites will be selected will be reduced by eliminating atypical cases at each level of stratification, when possible. Using Group 1 (isolated rural LEAs with high poverty) as an example, the figure shows that the district report card designations of Group 1 LEAs are primarily "Effective" and "Excellent." Only 4 of the 96 LEAs in this group have designations other than these, so Group 1 LEAs with report card designations of "Continuous Improvement" or "Excellent with Distinction" would not be representative of this group. Applying this strategy to the next strata would further reduce the number of possible groups based upon each LEAs average rate of teacher attrition. Red boxes in Figure 3 indicate groups of LEAs that would not receive further consideration as case study sites due to their atypicality.

Reduced Typology School Report Card Teacher Attrition

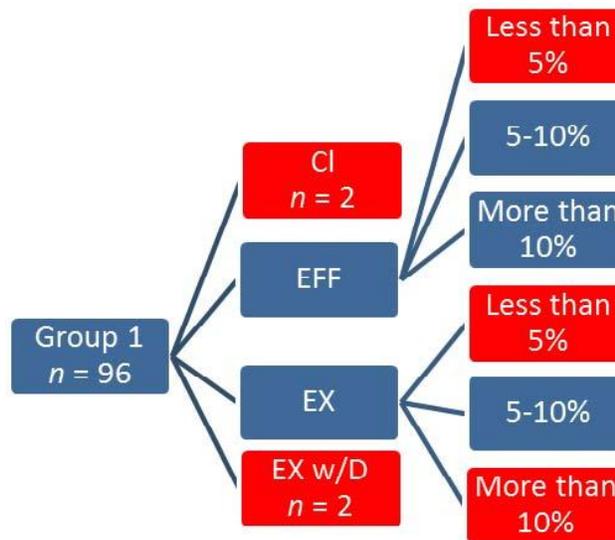


Figure 2. Illustration of how stratification plan results in final case study groupings using Group 1 as an example.

Final selection of sites within resulting groups would be based on (a) relative size of each district, including number of REs and RE Mentors (i.e., for Groups 3 and 4, LEAs of both moderate and large size will be selected to represent urban and suburban LEAs with a range of sizes); (b) geographic location or context, to the extent that this does not appear to have been a factor in determining the final groupings; and (c) informal site visits in Spring 2012 to assess variability/typicality and the potential contribution of each site to the evaluation.

6. Page 81: To the extent that artifacts such as lesson plans, student work products, and classroom environments are helpful to illustrate Resident Educators' instructional practices and change in teacher behaviors, the Contractor may collect photographs of some to include as qualitative data at case study sites. These will not include any identifying information about or images of students or teachers and will be collected with permission from teachers at participating case study sites.

The Contractor understands that completed RE documents are the property of Resident Educators and that these data will not be available for analysis by the evaluation team. The unavailability of these data poses no obstacle to the proposed evaluation plan.

7. Page 97: Preliminary data referenced on p. 97 of the Contractor's proposal include publically available data that are accessed via the Ohio Educational Directory System (OEDS), the Educational Management Information System (EMIS), the Connected Ohio Records for Educators (CORE), and the Ohio School District Report Cards. These data will be used to inform stratification of LEA for case study site selection (see response to Question 5). These data have been explored in preparation of the proposal and in developing these responses/clarifications. For example, by merging typology and report card databases downloaded from the ODE website, it was possible to determine a more accurate number of groups that would result from the proposed stratification plan. The only other data that the Contractor would request from ODE in order to complete the case study selection process is a comprehensive list of active REs and RE Mentors linked to their respective LEAs and school buildings. The Contractor's reference to working with ODE to determine a sampling plan assumes only that ODE will redirect the sampling or evaluation plan if necessary based upon expert knowledge of the RE Program.
8. Page 102, Assumptions: The Contractor expects to receive only data which were directly mentioned in the RFP and/or in the Contractor's proposal. These include the following data from the state:
 - a. List of REs and RE Mentors for the 2011-2012 cohort and subsequent cohorts with associated school district, school building, and work email addresses. This data will facilitate the selection of cases study sites and administration of the *Resident Educator Questionnaire*.
 - b. De-identified raw data from Spring 2012 NTC survey, with associated instrument and coding information.
 - c. RE Program documents, training materials, guidance to LEAs, and state communications with LEAs regarding the RE Program which are not of a personal nature. The Contractor assumes that these are publically available data.
 - d. LEAs annual reports submitted to ODE for review; only need reports from case study LEAs.

The final sentence on p. 102 was intended to communicate the Contractor's willingness to rescind Assumption 2 (*ODE Resident Educator Program staff will share their own assumptions and insight regarding the RE Program*). The Contractor would rescind this request should ODE RE Program personnel choose not to be interviewed for the evaluation. The Contractor will abide by all Human Subjects Protections which include required informed consent of all evaluation participants so ODE RE Program personnel could decline consent to be interviewed.

COST SUMMARY FORM

Ohio Resident Educator Program Evaluation
 CSP905812

OAKS Item Number: 21582

Description	Period	Cost
Develop and Design State-wide Resident Educator Program Evaluation	February 2012 -March 2012	\$ 11,540.00
Implement and Conduct State-wide Resident Educator Program Evaluation	April 2012 – June 2012 July 2012 – June 2013 July 2013 – May 2014	\$ 30,210.00 \$ 72,000.00 \$ 75,970.00
Analyze primary and secondary Data for the State-wide Resident Educator Program Evaluation	April 2012 – June 2012 July 2012 – June 2013 July 2013 – May 2014	\$ 55,750.00 \$ 75,800.00 \$ 85,800.00
Report (quarterly, semi-annual, annual, and final) Findings and Analysis of the State-wide Resident Educator Program Evaluation.	April 2012 – June 2012 July 2012 – June 2013 July 2013 – June 2014	\$ 6,000.00 \$ 13,000.00 \$ 15,000.00
Presentations of Final State-wide Resident Educator Program Evaluation to ODE and selected stakeholder groups.	May 2014 – June 2014	\$ 8,500.00
Offeror's Total "Not to Exceed" Cost		\$449,570.00

All costs must be in U.S. Dollars.
 The State will not be responsible for any costs not identified.
 There will be no additional reimbursement for travel or other related expenses.

CONTRACTOR INDEX

CONTRACTOR AND TERMS:

BID CONTRACT NO.: CSP905812-1 (06/30/14)



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TERMS: Net 30

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