

UNITED STATES OF AMERICA  
DEPARTMENT OF EDUCATION

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PRE-PROPOSAL CONFERENCE

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DRAFT PWS FOR NATIONAL HOUSEHOLD  
EDUCATION SURVEYS of 2012

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WEDNESDAY

JANUARY 19, 2011

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The conference met in the  
Institute of Education Sciences National  
Center for Education Statistics, Conference  
Rooms 2 and 3, 8th floor, 1990 K Street, NW,  
Washington, D.C., Sylvia Reid, Contracting  
Officer, presiding.

PRESENT

SYLVIA REID, Contracting Officer  
HELEN M. CHANG, Small Business Coordinator  
SHARON MASCIANA, Contract Specialist  
ANDY ZUKERBERG, Senior Research Scientist  
MARCELLA COVERSON, OSADBU

MELANIE CARTER, OSADBU

CONTRACTORS PRESENT

DAREN WALTON, Novel Management

MALLICK HUGGEHALLI, Novel Management

PAM WELLS, Decision Information Resources

KRISTEN HEIMDAL, Strategic Research Group

ELAINE CARDENAS, Data Reconstruction Corp

ROGER HOUSE, Axiom Corporation

SETH MUZZY, ICF International

AWKIT BHARDWAJ, McKinley Group

POONAM BHARDWAJ, McKinley Group

E ALDREDGE, REDA International

JERRY WEST, Mathematica

CYNTHIA SIMCO, NORC

DAVID BERCHAM, AMSRQ

S. MALITZ, SEG Measurement

LYNN HALVERSON, The Media Network

SHANNON MORRIS, eImagine

TRACY BARNES, ENTAP

DARCY HERMAN, MacroSys

MARTIN STEIN, M Stein Solutions

BECKY SMERDON, Quill Research Associates

SCOTT ELLIOT, SEG

SARAH JONES, Berkeley Policy Association

NEAL COHEN, American Directions Group

LEONARD BELVEDERE, American Directions Group

JANET POCHE, Juarez Associates

TROY STROTHER, NVI

LARA MILAVICKAS, DRC

SIEG GROODING, RCM

DAVID KIASI, APPL ALTERNATIVE

HALLIE SHILLING, Windwalker Corp

HOWARD FLEISCHMAN, Windwalker Corp

MORRIS R. DAVIS, MDAC

1 P-R-O-C-E-E-D-I-N-G-S

2 10:02 a.m.

3 MS. REID: Okay, We're going to get  
4 started. Okay, good morning everybody. Thank  
5 you so much for joining us for the National  
6 household education survey program preproposal  
7 conference. I'm Sylvia Reid and I'm the  
8 contracting officer for the program.

9 And, I'll be introducing the other  
10 members of the team right after we do a, you  
11 have the logistics. As you know--as you  
12 notice, in the FedBizOps announcement, there  
13 was a conference was supposed to be from, it's  
14 going to be from 10 a.m. until 1 o'clock.

15 The presentation is probably going  
16 to take for a couple hours, it'll be the  
17 presentation by the Government team and that  
18 is also going to include the presentation and  
19 questions and answers, and we want to give you  
20 an opportunity for the last 45 minutes or an  
21 hour to meet and greet some of the other  
22 industry partners for teaming arrangements.

1                   If you notice in the FedBizOps  
2 announcement, we said this was a small  
3 business set-aside and we encourage teaming  
4 unless there is a small business that can do  
5 the complete requirement and that would be  
6 absolutely wonderful. But if you want to team  
7 with other small businesses that's great, or  
8 if you want to team with large business that's  
9 fine, that's, that's well, just as well.

10                   I want you to make sure that it's  
11 very important that if you do team with the  
12 large business please make sure you as a small  
13 business are required to do 51% of the work,  
14 and the 49 can be done by a large, large  
15 business. So with that said there my  
16 understanding is there, the restrooms are,  
17 come out this door, go to the right and follow  
18 the signs for the restrooms.

19                   And, I will, will let you know  
20 when it's time for a--right after Andy and  
21 Sharon does they, the questions and answers  
22 for the ones that we already received prior to

1 this conference we'll go over those and--  
2 Melanie will have index cards so if you have  
3 other questions during the presentation just  
4 raise your hand and Melanie will get an index  
5 card for you, you can jot that down and we'll  
6 collect those and we'll answer to the best of  
7 our abilities the answers on the questions  
8 after the, the presentation.

9           So this is Andy Zoogerbutt--  
10 Zukerberg, and Andy is the core on the  
11 contract on the program, and Andy's going to  
12 go over the performance work statement and he  
13 will answer and he will also give you a little  
14 bit of the background on the program. Sharon  
15 Masciana is the contract specialist on the  
16 program, and Sharon's also going to give you  
17 a little bit of details on the acquisition  
18 process for those of you that are not familiar  
19 with it.

20           And then, Helen Chang is our small  
21 business coordinator from contracts and  
22 acquisition management and we also have

1 Marcella Coverson and Melanie Carter from the  
2 Office of small business and disadvantage  
3 business utilization, so that said, Helen.

4 MS. CHANG: Thank you thank you so  
5 so much for coming, We're real excited to have  
6 you and We're real excited to have this  
7 opportunity for for small businesses. Those of  
8 you that have worked here worked with  
9 Department programs know that we have been  
10 trying for years to increase small business  
11 participation here at the Department and our  
12 contracting Office has has decided to put more  
13 emphasis on on this activity and has asked me  
14 to take this on as a new position.

15 Sometime this month, next month,  
16 whatever. I want to make sure that you  
17 understand that I am not replacing Marcella  
18 and Melanie in the Office of small and  
19 disadvantage utilization. Every agency has an  
20 Office like that and they are small business  
21 specialist and they should be your fist  
22 contact, you should know them.

1                   They know what's going on  
2 throughout the whole Department and in the  
3 small business arena, but I'm additional point  
4 of contact in the contracts Office itself. My  
5 phone number is (202) 245-6173, and I I'm  
6 available also to to talk about small business  
7 opportunities at the Department and try to  
8 figure out your capabilities and and where you  
9 might fit in also to help us meeting our  
10 goals.

11                   With that said, like to introduce  
12 colleague of mine from the contracts Office,  
13 Sharon Masciana. Sharon's going to be the  
14 contract specialist on this procurement and  
15 you should have her phone number, too.

16                   MS. MASCIANA: Okay, as Sylvia Reid  
17 mentioned, I'm a contract specialist, Sharon  
18 masciana. And I'm going to go through the  
19 acquisition process really briefly for those  
20 of you who may not be so familiar with it.  
21 Speak up? Can you hear me now? Can you hear  
22 me? No? Is it on? Is that thing on?

1                   How's that? Okay. All right, I'll  
2                   just repeat what I just said. I'm going to go  
3                   briefly through the acquisition process for  
4                   those of you who want to get a little  
5                   background on what that's all about. If you  
6                   haven't been through the process, this will  
7                   give you a few pointers. First of all, the  
8                   acquisition process that we use for all those  
9                   FAR regulations, Federal acquisition  
10                  regulations.

11                  In this case, Ed is planning this  
12                  acquisition as a small business set-aside and  
13                  we plan to put out an RFP under FedBizOps  
14                  we'll we'll need to post the pre-solicitation  
15                  notice for a period of 15 days and then after  
16                  that we'll post the RFP itself for a period of  
17                  30 days. I don't have a date for that just  
18                  yet, so that's one of your question you'll  
19                  need to continue to check FedBizOps to see  
20                  what, at what stage we We're at now.

21                  When you see the RFP you'll need  
22                  to download the RFP and any other materials

1 that we've posted with it, potential offers,  
2 at that point we'll need to read through the  
3 RFP itself including the proposal instructions  
4 located in section L of the RFP. Offers will  
5 also need to note when we plan to get all of  
6 your questions together so that we can turn  
7 around and and provide and Amendment and then  
8 post that on the FedBizOps with the answers to  
9 your questions.

10 Keep in mind that the due da te  
11 for proposals is extremely important. We're  
12 not allowed to accept late proposals so please  
13 note the time and date due for those proposals  
14 on that RFP. We recommend that offers submit  
15 their proposals if We're going to be asking  
16 for both soft copies and hard copies.

17 Try to get them in ahead of time,  
18 not five minutes before their due, on our  
19 email. Our email processing just can't handle  
20 that, large files take time to go through the  
21 outlook servers, and and get to me and to  
22 Sylvia, okay. After proposals are received

1 we'll have a technical panel review your  
2 proposals using the evaluation criteria which  
3 are set forth in section-M of the RFP.

4 We'll also be reviewing past  
5 performance as part of that process. This will  
6 be a best value process, since it will be  
7 taking your costs into consideration as well.  
8 When the reviews are completed generally what  
9 the co does is determine who is in the  
10 competitive range and those within the  
11 competitive range will eventually receive  
12 clarification and negotiation questions and  
13 we'll give you a deadline for that.

14 And of course after a contract  
15 award is made Ed will post the award notice  
16 under FedBizOps in the awards section. Okay.  
17 Now I'll turn it over to Andy Zukerberg and  
18 he'll be going over the statement of, of, I  
19 should say the performance work statement.

20 MR. ZUKERBERG: Okay, thank you.  
21 Can people hear me without the microphone? Is  
22 it--a little bit? So, use the mic? Okay. Is

1 this better? Okay. There's also, let me try  
2 one--perhaps a little volume control. Okay.

3 Great. I'd like to welcome  
4 everyone to the conference as well. What I'm  
5 going to do is not go through the entire  
6 statement of work but highlight some of the  
7 areas where we think maybe there needs to be  
8 a little bit more clarification or our  
9 requirements might be a bit unclear.

10 I'm also going to, I'll start off  
11 with a little bit of history of the NHES, the  
12 National household education survey. And then  
13 I'll talk a bit about our plans for 2012, and  
14 overview of the data collection activities,  
15 and then some NCS and Department of Education  
16 procedures and requirements that you should be  
17 aware of in considering in preparing your  
18 proposal.

19 And with that. A bit about the  
20 NHES. The National household education survey  
21 NHES is one of two main household data  
22 collections that the National center for

1 education statistics conducts, the other one  
2 being a literacy survey. So the NHES is our  
3 primary source of gathering data from  
4 households directly about education.

5 We use it to fill the gaps  
6 basically that institutional surveys which is  
7 the rest of what our surveys are they start us  
8 off, they start with schools, school  
9 districts, states, or Government agencies as  
10 the frame. This is the only frame that we have  
11 that starts with households as the frame.

12 So it allows us to collect data on  
13 a wide range of topics that we can't get  
14 through institutional frames like home  
15 schooling, early child care and education, and  
16 parent involvement in education, school  
17 readiness, and adult education.

18 For some of these topics, there's  
19 just no good frame available of institutions,  
20 or wouldn't be an appropriate frame. The other  
21 aspect of the design of the NHES it's  
22 interesting it allows us to track trends over

1 time so in the past the NHES has been  
2 conducted approximately every two to three  
3 years.

4 And it's contains a series of  
5 rotating modules. The samples have been  
6 nationally representative and we cover birth  
7 from grade 12 as well as adults. In the 2012  
8 we won't be surveying adults, but in past  
9 surveys we have included adults and had that  
10 adult education supplement.

11 Each Administration has a screener  
12 and then as I mentioned two or three what we  
13 call topical surveys. These are the modules  
14 that we rotate to get information on the  
15 specific topics We're interested in that  
16 particular year.

17 We have about 7 different rotating  
18 modules. We've conducted the NHES by  
19 telephone, since the beginning using RDD and  
20 most recently list assisted RDD designs. And  
21 interviews are conducted in English and  
22 Spanish, and the timing of the NHES is

1 important although it's not a school survey in  
2 that We're going to schools, we are asking  
3 questions about the child's education and the  
4 parent's participation in that education.

5 One of the questions being for  
6 example, how many times, how many meetings at  
7 the school the parent has gone to. So it's  
8 very important for us to hit the right time  
9 each year and the same time and we find that  
10 January through Mays work best for us, it's  
11 actually interesting during the pilot I'll  
12 talk about earlier I did we conducted the  
13 pilot in the fall and we could see differences  
14 in some of our numbers form changing that time  
15 period so We're very sensitive about the time  
16 period and it is a hard deadline for us in  
17 order to collect the data and be out in the  
18 field in may which is when basically the end  
19 of the school year we need to be out.

20 We absolutely have to start in  
21 January, so there are some tight constraints  
22 there eon the timing it's just by he nature of

1 the questionnaire and the topics we cover. So  
2 the redesign itself, in 2008 we awarded a  
3 contract to redesign the NHES. The reason for  
4 the redesign was that our telephone as you can  
5 imagine our RDD telephone rates had plummeted  
6 in the 2007 collection.

7 In addition there were some  
8 concerns about the coverage as I mentioned it  
9 was a list assisted landline RDD sample so we  
10 were missing the cell phone coverage and we  
11 did a bias study and we looked at coverage  
12 issues in 2007 and we didn't see a lot of  
13 issues there but we definitely saw a concern  
14 for, the, going forward with that design.

15 So the time, decision was made to  
16 look at redesigning the study. We let a  
17 contract in 2008, the contract has 2 phases.  
18 The first was a small pilot test to test out  
19 the new methodology that was conducted in  
20 2009. The second phase what we call the field  
21 test just started in January and of 2011 so it  
22 just we just mailed out about a week ago.

1           The final design will be guided by  
2 results from that 2011 field test and so one  
3 of the things that you probably noticed in the  
4 statement of work is that we have a lot of  
5 options in there. Those options are things  
6 that were actually testing right now in 2011  
7 and we'll have a pretty good idea bout which  
8 of those are the most, give us the most  
9 effective design by the time the contracts  
10 awarded, but or shortly after the contracts  
11 are awarded for some of them.

12           But anyways so we we built them in  
13 as options for now to allow us the flexibility  
14 to figure out what is the best design during  
15 this field test and to really use that to base  
16 the design for 2012 on. So, as I mentioned  
17 data collections beginning for the NHES in  
18 January of 2012 and end sin may of 2012.

19           It's a two phase design so the  
20 design that we've worked out that we tested in  
21 the 2009 pilot and that We're refining now in  
22 2011 is essentially a two phase and

1 potentially two mode design. We mailed to  
2 households first to screen the households for  
3 the presences of an eligible child, and I  
4 think some questions came up on this.

5           Based on the ACS data we expect  
6 about 25% of households should have a child  
7 within the NHES age range, and then with  
8 although that's the percent we would expect  
9 from the external data in our 2009 pilot we  
10 saw about 30 31% of households reporting a  
11 child, and I'll talk a little bit more about  
12 that later.

13           And then it so it's two phases, we  
14 screen the household we find and eligible  
15 child eligible children in the household we  
16 then do within household sampling and then we  
17 mail out a topical data collection topical  
18 questionnaire.

19           The followup or the second mode is  
20 telephone if we don't receive achieve our  
21 response rate goals my bail we go back to the  
22 household with telephone non-response

1 followup. That's listed again as an option in  
2 the contract or in the RFP in part because it  
3 was not very effective in 2009 we want to see  
4 how it plays out in 2011 before committing to  
5 that mode.

6 So the data collection itself as I  
7 mentioned households will be screened for  
8 eligible children, we're be fielding three  
9 topical surveys by mail in the 2012 the first  
10 is the early childhood program participation  
11 survey which as is mentioned targets children  
12 from birth through age six and not in  
13 kindergarten not yet starting kindergarten.

14 The second survey is called the  
15 parent family involvement in education and  
16 this is the one that focuses on the parent's  
17 involvement in the child's education. This  
18 targets children age six through 20 and in  
19 kindergarten through 12th grade. And then also  
20 includes we say that it's in the past on the  
21 on the telephone it was two question we only  
22 had two questionnaires but for for the mail

1 when we did the redesign we found that it was  
2 necessary to break out the home schooling  
3 component from the enrolled in a traditional  
4 school component of the parent family  
5 involvement in education so we actually have  
6 a third survey under that which is the home  
7 schooling questionnaire but it's really a  
8 subset of items from the PFI and then some  
9 items that are specific to home schooling  
10 situations.

11 We have Spanish versions of all  
12 instruments that we'll that will need to be  
13 offered and I also have a note on here about  
14 a bilingual questionnaire, We're right now  
15 testing at the screener level a screener  
16 that's entirely in Spanish and a bilingual  
17 screener and I brought some samples of the  
18 questionnaires up here for you to look at. I  
19 know we should have plenty of time after the  
20 conference to walk around and meet and greet  
21 and also you can take a look at some of the  
22 questionnaires and materials.

1                   We've also included the materials  
2                   in the in the statement of work I believe they  
3                   were appendices in the statement of work. The  
4                   surveys have already been designed but may  
5                   need some slight updating so we'll definitely  
6                   need some obvious updates like changing dates  
7                   changing the OMB number but there's also the  
8                   potential to need to update some of the  
9                   content as well.

10                   WE'RE estimating less than 10% of  
11                   the items would actually need to be updated  
12                   and that's just on the topical. The screeners  
13                   we don't expect to have to do any any changes  
14                   to the content there will of course be the  
15                   updating of dates and OMB numbers things like  
16                   that, but those should be relatively static.

17                   SO in terms of the design of the  
18                   NHES we are we have switched now from an RDD  
19                   to an addressed base sample design. We're  
20                   sampling at ABSOLUTELY-S sampling of course is  
21                   drawing a sample of addressees from a nearly  
22                   universal listing of all addresses in the

1 United States all residential mail delivery  
2 locations and the frames should be based on  
3 the most recent delivery sequence file and the  
4 contractor will need to provide a plan that  
5 details how they'll handle the various issues  
6 of working with an ABS sample so it's  
7 important that you had experience with and  
8 have an understanding of the ABS frames  
9 because their unique characteristics of those  
10 frames that differ from and RDD frame in terms  
11 of how addresses are categorized and how to  
12 handle certain types of categories such as  
13 throwbacks vacant units P.O. boxes, and also  
14 that's at the sampling level and of course  
15 there are issues when you're in data  
16 collection like postmaster returns and on the  
17 other issues that come back and dealing with  
18 a mail survey.

19 I also we mentioned that a phone  
20 match will be required for the telephone non-  
21 response followup so the frame that you choose  
22 for the address based sample it will be

1 important that it matches to a foreign number  
2 frame as well that can be matched.

3 Okay. So in terms of the sampling  
4 itself obviously there's a final sample needs  
5 to be nationally representative of our two  
6 target populations as I mentioned before  
7 that's children 0 to 6 and not in kindergarten  
8 and children grades K through 12. And one of  
9 the things that I think can be somewhat  
10 confusing about the NHES is that although we  
11 interview adults We're interviewing them about  
12 their children and they're the population that  
13 We're generalizing to is the children so We're  
14 sampling and We're drawing our sample of  
15 children We're interviewing adults but when we  
16 talk about the population and when we write  
17 our reports We're writing about the parent's  
18 reports about their child.

19 So We're really focused on the  
20 child both in our sampling and in how we we  
21 talk about the data. On over sampling will  
22 likely be require to ensure adequate

1 representation of minority populations and and  
2 for analysis let's see the contractor will  
3 need to develop a plan for within household  
4 sampling so that within household sampling's  
5 really critical and when I get into a couple  
6 more slides about the data collection we'll  
7 talk about the need to quickly do the sampling  
8 and turn around the next questionnaire within  
9 the household.

10 So we estimated a starting sample  
11 of approximately 198000 households will be  
12 necessary to get us to the final sample that  
13 we need and that's again working back from the  
14 the fact that only about 30 to 35% of  
15 household have an eligible child so right  
16 there about 70% of the households We're  
17 screening won't fit in for the next stage.

18 And then also to get to the levels  
19 of precision that we want for the for the  
20 analysis. And again as it notes here you know,  
21 We're open to alternate suggestions of sample  
22 size jut make sure that its backed up by an

1       adequate look at what our past response rates  
2       have been and eligibility rates that sort of  
3       thing and and at least for the purposes of  
4       bidding like the 198 in mind as well.

5               Okay. The initial screener for the  
6       screening data collection will contain the  
7       first melon will contain an incentive right  
8       now We're testing a 2 dollar versus a 5 dollar  
9       incentive we used a 2 dollar incentive for the  
10      pilot and that twas reasonably successful but  
11      we'd like to get our response rate up a little  
12      bit so We're testing out a 5 dollar its cash  
13      incentive right now in that initial mailing.

14              Obviously with cash this being a  
15      cash contain incentive you'll need to have  
16      good security procedures in place for handling  
17      the cash incentives both with the email out  
18      and I think sometimes people forget about the  
19      return that if PMRS come back with the cash in  
20      them there need to be procedures when the  
21      envelopes are opened to also make sure that  
22      the money makes it back to our accounts.

1                   We also may include a magnet We're  
2                   testing a small magnet with the Department of  
3                   education logo on it in the testing in the  
4                   current field test and depending on how that  
5                   works out we would incorporate potentially  
6                   incorporate that into the mailing the initial  
7                   mailing as well.

8                   We're also testing a prenotice  
9                   letter prior to the initial screener mailing  
10                  rate now and again depending on how that works  
11                  out we will that's an option in the the  
12                  drafting of work that we may consider ordering  
13                  if if it is successful in boosting our  
14                  response rates.

15                  This is a example of the screener  
16                  we've actually tested two screeners we tested  
17                  three different screeners in 2009 We're  
18                  testing two screeners now in 2011. This is  
19                  what we call and I think refer to in the  
20                  statement of work as the screen out screener.  
21                  In essence it asks the household if there's  
22                  anyone 20 years old or younger in the

1 household if there's not there respondent's  
2 asked to just Mark the box and mail the  
3 questionnaire back to us.

4 If there is we enumerate all the  
5 children under 20 and under in the household  
6 and we we pull the key characteristics for  
7 sampling at that time. WE'RE starting with a  
8 couple things within here for example, asking  
9 name and not asking name we we ask name of  
10 everyone in 2009 we saw some interesting  
11 things happen around collecting the child's  
12 name so We're exploring now whether we can do  
13 the survey without collecting the child's name  
14 at the screener level so that's one thing that  
15 we'll be determining later.

16 But we have versions of both made  
17 up so again we just be updating whichever  
18 version we go forward with. The I think that's  
19 probably the most interesting characteristics  
20 about this one. The other screener that We're  
21 testing is designed to look more like a survey  
22 it's sometimes referred to as the engaging

1 screener and it asks a series of questions  
2 about the household or at the applicable not  
3 just to k through 12 but I think there's we  
4 sometimes find that there's a that respondents  
5 think that the surveys are surveys because  
6 We're the Department of of education or only  
7 relevant to K-12 people who families with K  
8 through 12 students.

9 SO to try to get around that a  
10 little bit we've designed that survey that has  
11 general adult general questions about  
12 education and asks some adult education  
13 questions as well just to try to indicate to  
14 households that hey this this is your we need  
15 your answers as well. And then it goes into he  
16 household screener because for this we  
17 actually do just need k through 12 but it's  
18 possible that in later years as we cycle  
19 through again that we would bring back our  
20 adult education component and need all  
21 households to report. SO We're trying to  
22 design this in such a way that it works not

1 just now but in the future as well.

2 SO we've been testing the other  
3 version and I'll talk about an option that we  
4 have for that one in a slide or two. Okay non-  
5 response followup in the screener. So we'll  
6 mail up to three screener questionnaires and  
7 I mentioned the possibility of the prenotice  
8 letter we'll do a reminder postcard third  
9 questionnaire mailing we'll use FedEx or  
10 priority mail We're experimenting with both  
11 right now.

12 And and depending on the outcome  
13 we'll pick one of the two methods for the  
14 third mailing. All packages will include a  
15 cover letter questionnaire and prepaid return  
16 envelope and I have examples of mailing  
17 packages that I mention here you won't receive  
18 a lookout but this is in essence would be a  
19 screener package looks like and so it has our  
20 compartment of ed logo both here and and light  
21 font and then here is the return address.

22 And then cover letter here and the

1 questionnaire itself. And prepaid return  
2 envelope so these are all pure if you want to  
3 take a look later. And then as I mentioned  
4 there's a telephone non-response option that  
5 maybe utilized. For the topical let me just  
6 flip ahead and just show some examples of the  
7 topical. These are this is a little bit of a  
8 choppy thing there were received some  
9 questions about the variable printing that we  
10 asked for so I'll walk through that on here as  
11 well.

12 But this is one of our topical  
13 surveys, this is the parent family involvement  
14 in education these boxes are mine but this is  
15 the cover page and then this is the example of  
16 the first page and what we do is we take  
17 information from the screener and print it  
18 onto the topical to tell the household which  
19 child to report on this is especially  
20 important in households with more than one  
21 child where we've sampled one for them to  
22 report it out so we need to do data

1 information to the respondent so what we do is  
2 we print this questionnaire these  
3 questionnaires should be filled in by a parent  
4 guardian who knows about and then if We're  
5 using names we do continue to collect name say  
6 johnny you know, your six year old who's in  
7 kindergarten now and and that would go here  
8 and would also go under the first question.

9           The way that we handled this in  
10 2009 was actually we had a little bit  
11 different set up where there was a mailer a  
12 perforated runner across the top of the  
13 cover pages and we overprinted so all the  
14 questionnaires were printed at once and then  
15 we overprinted the child specific information  
16 on there.

17           What we went for in 2011 is just  
18 printing directly onto the form that  
19 information and we cover page what we also  
20 like to do is to be able to print some of the  
21 items so we ask an item we need to verify that  
22 we've got the right child and the right grade

1 range the right grade for the child. In cases  
2 where we don't have for example, the child's  
3 grade on file we would need to collect that  
4 grade if the parent didn't report it at the  
5 screener we would need to collect that here so  
6 we'd like to be able to change some of the  
7 questions to be customized based on how much  
8 information we collected in the screener or  
9 the information that we have on the screener.

10           And what we do with that from a  
11 printing perspective is not such a problem  
12 what we're understanding is that it can be on  
13 the data entry side if you're scanning and you  
14 got it in set up for each of the possible  
15 combinations of the files so that's something  
16 to consider as you're thinking through the  
17 printing approach we know that it's fairly  
18 easy to print custom text but on the data  
19 capture side that you can also do that without  
20 a problem, something to consider.

21           And so that covers a bit about the  
22 topical let me just back up. Again we'll mail

1 up to three topical questionnaires the first  
2 mailing right now is a little bit more  
3 complicated. What we found un 2009 was we  
4 learned that some respondents we used the same  
5 mailing package outgoing envelope as we had  
6 used for the screener because this is a two  
7 phase design what we found is that some  
8 respondents thought that our first topical  
9 mailing was us just mailing them the screener  
10 again maybe we didn't get it it got crossed  
11 in the mail.

12 And they tossed out our first  
13 topical mailing so in 2011 We're experimenting  
14 with a number of different approaches for that  
15 topical mailing We're experimenting with an  
16 alternate design of the outgoing envelope  
17 We're experimenting with using priority mail  
18 and FedEx well priority mail I think special  
19 delivery for the first mailing of the topical  
20 questionnaire again to set it apart from what  
21 they already did.

22 And we've changed the wording on

1 the envelope to indicate you know, we've  
2 basically we've got your earlier questionnaire  
3 this is the next step. I I think we over put  
4 the envelopes I mean like this is the final  
5 step or thank you for your help this is the  
6 last step. That wording will upload the  
7 envelope that We're using with the dressing of  
8 work that in essence We're trying to  
9 distinguish the first phase form the second  
10 phase in the respondents mind because we know  
11 although we tell them in the screener survey  
12 that they may be eligible for a second survey  
13 we know that people don't read that and don't'  
14 attend to it in the second survey come sit  
15 could be opened by someone else so we need to  
16 make a bit of a distinction there and show  
17 that this is a separate task that we already  
18 received the first task the households already  
19 participated.

20 So again We're experimenting with  
21 a number of things they're all laid out as  
22 options right now, in the statement of work

1 and I think as we get closer or just after  
2 award we should have the better sense of which  
3 ones working the best and how how we want to  
4 go forward in 2012.

5           Again all packages include a cover  
6 letter questionnaire and prepaid return  
7 envelope and again we have the option of a  
8 telephone non-response followup. Another area  
9 where we'll need some custom printing and this  
10 also effects the telephone non-response  
11 followup is that on the last page of the  
12 parent family involvement in education we  
13 collect the name of the school that the child  
14 currently attends and the way that we do that  
15 is we take a list of schools from what's  
16 called the CCD or the common curve data it's  
17 a list that the Department produces of all  
18 public schools in the us and the private  
19 school survey or PSS which is a list of all  
20 private schools in the U.S.

21           We pool from those lists and print  
22 onto the questionnaire the schools that are

1 likely to be in that child's neighborhood  
2 based on the zip code so we'll need to be able  
3 to print that on there and then we have a box  
4 to collect if we haven't hit the school that  
5 they're at we have a box for them to Mark and  
6 then provide that information.

7 This is also important in the data  
8 file side because we'll need to we then merge  
9 based on whatever school they've select ed we  
10 merge da ta about that school from the CCD or  
11 PSS onto our our restricted use data file so  
12 we use we do capture this information for a  
13 reason and use it and its important to give  
14 the respondent accurate choices to that again  
15 require merging data files in with your  
16 printing.

17 Okay. Some thing so just think  
18 about in terms of the volume were starting  
19 with 198000 cases I mentioned over the three  
20 waves of the mailing we can expect potentially  
21 as many as 472000 screeners to be mailed  
22 across the three topical waves approximately

1 86000 questionnaires could be mailed you know,  
2 in an ideal world everybody would respond to  
3 the first mailing and it would just be the 198  
4 and the and the 80 or so or the 40000 or so  
5 that We're mailing of the topical but we  
6 don't' expect that to happen based on what  
7 we've seen in the pilot these are about the  
8 numbers in term so overall volume that we  
9 think We're looking at.

10 So we would like to see and hear  
11 from you in terms of experience and  
12 demonstrated experience in managing mailing  
13 operations of this size and complexity also  
14 quality control is really critical. It's we  
15 can't have a questionnaire and a cover letter  
16 mismatched in an envelope that's considered a  
17 privacy breach and it would be a reportable  
18 one which is a road that none of us I think  
19 want to go down.

20 So QC is important at all stages  
21 in the data collection but especially here in  
22 the outgoing mail and as well in how the

1 questionnaires are handled when they come  
2 back. Okay. Some of the other options I  
3 mentioned the the screener switch or I  
4 mentioned that we had the two versions of the  
5 screeners one of the things that We're testing  
6 now is to see if if the screeners we under we  
7 saw in 2009 when we tested three different  
8 screeners we saw some very interesting  
9 differences in who responded to the different  
10 screeners that we offered.

11           And so what We're thinking now is  
12 that it's possible that by switching the  
13 screeners after the first mailing we may be  
14 able to pull in some people who wouldn't  
15 respond to the initial one currently in 2011  
16 We're testing that sw2itch between the two  
17 screeners and if it's successful it could be  
18 something that we implement in 2012 so you  
19 would in essence be sending a household on  
20 screener at the first mailing and then a  
21 different version for the screener at the  
22 second mailing again there's some evidence

1 that changing the stimuli can impact the  
2 response so We're looking into that and  
3 depending on how that works out that's  
4 something we would need to do but again  
5 there's some management complexity in that in  
6 knowing the versions that We're sending and  
7 and being able to flip those for the second  
8 mailing.

9 I mentioned before the prenotice  
10 letter and We're testing a variety of topical  
11 context strategies (?!?!?) Which again I  
12 mention I mention some of those but I'll one  
13 of the ones I didn't is We're testing  
14 differing incentive levels in the 2009 pilot  
15 we tested 0 intolerant incentive with the  
16 topical the five dollar ten and fifteen or  
17 five dollar and five ten and fifteen dollar  
18 incentive.

19 We saw some evidence that perhaps  
20 we hadn't reached the threshold where we could  
21 maximize our response so We're testing a 20  
22 dollar incentive right now with the topicals

1 as well as those other levels to see if we  
2 can't boost our response rate at the topical  
3 at the and depending on that outcome we'll  
4 probably vary the incentive level for 2012.

5 Telephone non-response followup so  
6 as I mentioned the telephone underperformed  
7 the mail in the 2009 pilot. We used the way  
8 that the 2009 pilot was structured we started  
9 after the first mailing we started pulling  
10 cases off and sending them to early phone  
11 followup. What we've seen out in the field is  
12 that a lot of people who are using addressed  
13 based samples are still pushing respondents to  
14 phone to try to take advantage of caddy and  
15 the speed to using a phone data collection.

16 What we found is that staying in  
17 mail actually boosted our response rates over  
18 moving to phone so as a result We're looking  
19 at telephone now just as a strictly a non-  
20 response followup mode after the third  
21 mailing.

22 If the option is exercised

1 obviously we'd be looking for most cost  
2 effective implementation and which is to say  
3 that We're pretty open in terms of how you  
4 handle it and and and what how we'd like to  
5 see a more simplified or simplified  
6 programming in terms of the caddy so that gets  
7 that out there faster and is flexible for  
8 change if there are changes.

9            Screener and topical are totally  
10 separate events another thing that we found in  
11 2009 because our screener was only about 2  
12 minutes or less for 70% of the households  
13 again remembering that 30 only 30 to 35% of  
14 households have an eligible child, for 70% of  
15 the households it's really just one question,  
16 do you have anyone under the age of 20 in your  
17 household.

18            But having it as one instrument  
19 that then rolls into the topical our interview  
20 length is much longer we have to tell the  
21 respondent that the interview could take ten  
22 twenty to twenty-five minutes but then 70% of

1 the households it's really a two minute event.  
2 So what we've found is an test testing now is  
3 the impact of separating out the screener  
4 event from the topical so just attempting to  
5 collect the screeners as screener non response  
6 and then mailing them a topical questionnaire  
7 and then do a separate topical telephone non-  
8 response followup.

9           So that means that your system it  
10 needs to be a distinct event as well or or  
11 capable of being distinct events the control  
12 system needs to be able to move cases back and  
13 forth between modes so it's not uncommon when  
14 you reach a respondent on the phone for them  
15 to say well just mail me a questionnaire I  
16 don't I don't do this over the phone you need  
17 to mail me something.

18           That means that you case  
19 management system that case needs topical go  
20 back to phone needs to go back to mail you  
21 need to put a hold on it and I talk about this  
22 in a few more slides what we think that its

1 important that you be able to control these  
2 cases and move them automatically between  
3 modes.

4           Again interviews are conducted in  
5 English and Spanish when the telephone I think  
6 there's been a question about this in the past  
7 five percent of our screener interviews a  
8 little under 5% of our screener interviews  
9 were conducted in Spanish for the for the mail  
10 mode though the 5% number's a little  
11 deceiving.

12           Right now what We're doing in the  
13 pilots is targeting what are called  
14 linguistically isolated areas but those are  
15 areas census areas that have high language  
16 minority populations in them basically high  
17 incidence of households where no adults in the  
18 household speak a language speak English well.  
19 And so based on that definition we're  
20 targeting our mailings at bilingual  
21 questionnaires so it's possible that you'll be  
22 mailing out more than 5% of instruments in

1 Spanish to collect that.

2 We're also looking at targeting  
3 Spanish households in the General population  
4 as well in the non the non linguistically  
5 isolated areas. So we'll have more results of  
6 that again after the field test but but again  
7 in terms of thinking through the numbers and  
8 how many bilinguals there will be we've had 5  
9 we'd expect 5% to be completed in Spanish but  
10 we'd expect more than that need to be mailed  
11 out in Spanish to get to that number.

12 Another thing to keep in mind in  
13 the telephone portion is that all cases will  
14 be treated as refused to conversion at this  
15 point they've not responded to three they've  
16 not responded to three mailings from us so in  
17 some ways when you call them when they've been  
18 attending to the mailings and throwing them  
19 away consciously in in some ways that initial  
20 call is a refusal conversion call so we ask in  
21 that draft statement of work for you to  
22 provide information on the number of

1 experienced interviewers you have or that you  
2 would be able to you plan to staff the project  
3 with we think that it's important to have  
4 experienced staff who are used to doing  
5 refusal conversation at the very beginning of  
6 this project because it's really not it's not  
7 a traditional RDD call where some households  
8 are going to cooperate it's the first time  
9 you've contacted them this is really your  
10 fourth contact with the household.

11 We'd also like to hear more about  
12 your overall response rates from past National  
13 studies that you've conducted again just to  
14 give us a measure of how how your phone staff  
15 operates.

16 Some telephone some additional  
17 telephone considerations approximately 32000  
18 screener non-response cases We're anticipating  
19 based on our 2009 results that we'll hit about  
20 32000 we'll have about 32000 cases coming to  
21 phone. And there's roughly a five week period  
22 to work those cases before the topicals start

1 coming in so the topical non-response so again  
2 it's it's a a large workload and and you need  
3 to be sure that you're prepared to handle that  
4 kind of an up and down about 7000 topical non-  
5 response cases would follow a few weeks after  
6 that.

7           Mention that, a topical instrument  
8 on one other thing to think about in the  
9 topical instrument as I mentioned we do load  
10 information from the screener into the topical  
11 so it will be loading both the child's  
12 information into the into the topical  
13 telephone interview so that the interviewer  
14 can hone in on the child that we've selected.

15           And then we'll also be loading  
16 that school lookup table in so the interviewer  
17 can ask about schools in the neighborhood or  
18 at least code a school in the neighborhood  
19 when the respondent gives the name of the  
20 school that the child attends. And again here  
21 we'd like to see demonstration in the response  
22 of experience managing a telephone operation

1 of this scale and complexity and especially  
2 within the NHES schedule we do have a tight  
3 schedule as I mentioned at the outset it's  
4 really constrained by the school year so we  
5 don't have the ability to slip on the on the  
6 closeout side and and really because other  
7 holidays and everything else we can't start  
8 earlier so we are constrained and we'd like to  
9 see that you're able to work within that kind  
10 of a time lane and have the resources  
11 available to do this in that that time period.

12 Okay. There's also at ask for  
13 telephone number look up this is again because  
14 We're starting with an address based sample as  
15 opposed to an RDD sample there will be cases  
16 where we don't have where your vendor is not  
17 able to match a phone number and you may need  
18 to go to databases to do lookups. One thing  
19 that we want to remind you to consider is that  
20 whatever the various NCS data security  
21 standards apply to the contractors database  
22 that you're looking up names in so we you need

1 to have a contractual arrangement in place  
2 with that contractor that holds them up to the  
3 same standards for data security that you're  
4 held up to and meets things like not updating  
5 and in the past some vendors sometimes use  
6 credit reporting files things like that which  
7 are updated with the information from that you  
8 put in for the search we that doesn't fit with  
9 our policies.

10 SO things like that are things to  
11 be aware of as your';e thinking about how you  
12 will handle the telephone number lookup and  
13 again as I mentioned the data protection  
14 contract needs to be in place between the  
15 contractor and and whoever's doing that  
16 matching or whatever database you're using for  
17 that matching.

18 Okay. In terms of the data  
19 collection another thing to consider is these  
20 timelines and that the screeners have to be  
21 QC'ed and entered however whichever mechanism  
22 you're proposing to enter the questionnaires

1 to enter the data into a machinery to format  
2 needs to be done quickly to prepare for the  
3 topical mailing.

4 What we've, there's a couple  
5 things let me back up. The names if we're  
6 collecting names what we found in the 2009  
7 pilot was that we needed to do an automated  
8 review of the names as well as a manual review  
9 to identify appropriate name so print on the  
10 topical. We collected nicknames, we collected  
11 other names some of the other things that we  
12 collected may have been a child's nickname but  
13 there are certainly things that the Government  
14 would not feel printing onto a form that was  
15 being mailed out.

16 SO it's in really important that  
17 there be a QC step if we do end up deciding  
18 that a name works collecting the name works  
19 best for the to--for the next phase it's very  
20 important that you have procedures in place to  
21 check the names as they're coming in on the  
22 screener and after sampling is done and make

1       sure that they're appropriate names for  
2       printing on the questionnaires.

3               The next thing that's important to  
4       keep in mind is that what we've learned in  
5       2009 is that it seems to be the sweet spot for  
6       mailing the topical is two weeks after we  
7       received the screener but less but no more  
8       than three weeks so in essence you've got  
9       about 21 days to process the screener that  
10      have come in sample the child prepare the  
11      print file for the topical or or whatever  
12      mechanism you're proposing for printing the  
13      topical but print it label it get the cover  
14      letter and the package out the door.

15              That's, that's a tight time frame  
16      when you think bout the volume that's coming  
17      in from out the first mailing 198000 mailed  
18      out and a good percent of those coming back in  
19      the first couple weeks. But again we've got we  
20      found that three weeks seems to work two to  
21      three weeks and so that's what We're aiming  
22      for.

1                   We're also because this is the  
2                   first time We're collecting this data in a  
3                   production setting and generally we anticipate  
4                   is we've proposed this in the option there  
5                   will be various experiments and NCS in general  
6                   is interesting in having metrics of how our  
7                   data collections are working so we can  
8                   continually improve them. It's very important  
9                   that your systems be able to collect and  
10                  report metadata on all aspects of the study.

11                  By metadata what We're looking for  
12                  is data that will help us evaluate the  
13                  effectiveness of the collection strategies and  
14                  modes and the case management systems. We're  
15                  looking for things like the date the  
16                  questionnaire was mailed, the date it was  
17                  received at the contractor, the questionnaire  
18                  wave that it was.

19                  We want to see if for example,  
20                  respondents we got back more wave one  
21                  questionnaires after wave two waves being the  
22                  mailing first wave one being the initial

1 questionnaire mailing wave two being the first  
2 non-response mailing, wave three being the  
3 second non-response mailing.

4 We want to see which version o the  
5 mailing the contractor or the respondent  
6 responded to for example, we want maintenance  
7 of call logs when respondents call in to ask  
8 questions so that we can improve our training  
9 materials for the future or our contact  
10 materials if we see a certain question coming  
11 up a lot.

12 We want to obviously we need to  
13 keep track of postmaster returns as we compute  
14 response rates and if we go into telephone  
15 then case status information becomes very  
16 important call attempts and outcome codes and  
17 we do want you to track and keep those and so  
18 that's something to keep in mind in terms of  
19 how your systems operate and whether you'd be  
20 able to whether you're able to persist that  
21 information with the case.

22 And then in terms of the followup

1 preparation again we're tracking metadata we  
2 want to flag all the variables that are edited  
3 or imputed we want to know at what rate the  
4 autocoding worked or didn't work the number of  
5 miss skip patterns we really do like to look  
6 at the data on how the survey is working so  
7 that we can make improvements for the next  
8 time as a result its its important that your  
9 systems be able to track those types of  
10 things.

11 I talked earlier a bit about the  
12 data entry, I do want to talk a little bit  
13 more in that we know because of the volume of  
14 the mailing that various systems may be  
15 proposed for moving the data from the  
16 questionnaire into the into a a a file into a  
17 electronic format. It's very important that  
18 whatever system you choose be accurate we are  
19 collecting numbers, We're collecting counts of  
20 thing we want to make sure those counts are  
21 being accurately reported.

22 If scanning is being used for

1 example, we like to see some evidence that  
2 this system does accurately pick up this this  
3 scanned numbers or an alternate proposal for  
4 how to handle numeric and letter data if you  
5 go the scanning route versus a keying route.  
6 If you're going a keying route you know, we  
7 want to see some evidence that there's  
8 validation of the keying.

9           Those are probably the biggest  
10 things again because quality control is very  
11 important to is and you'll see you should see  
12 throughout this presentation that we are very  
13 focused on the quality for the data that we  
14 collected and produce and obviously getting it  
15 into that machinery able format is the first  
16 step in maintaining that quality.

17           So that's that's very important in  
18 something to consider and and discuss in your  
19 RFP. Let's see. The other aspect that's  
20 important again is this ability to check in  
21 and process large quantities of questionnaires  
22 that are coming back in waves so we really do

1 expect uneven work flows where we'll have an  
2 initial very large response to the first  
3 mailing a bit of a drop down another bit of a  
4 drop after the second mailing and another drop  
5 after the third mailing and then a big  
6 tapering off and then maybe a little bit of a  
7 bounce we've seen when telephone non-response  
8 followup starts it serves in some ways as a  
9 reminder of people and they say oh well let me  
10 just get the questionnaire in the mail so  
11 they'll stop bothering me so we get a bit of  
12 a a little bit of a bounce there so again you  
13 know, in terms of thinking about resources we  
14 want to know that you have the ability to  
15 handle and staff that this way this sort of  
16 this sort of a return with in a way that keeps  
17 the backlog to a minimum because we are really  
18 targeting that three week for the topical  
19 mailing.

20 Let's see. Again, data entry  
21 approach and ability to process these  
22 quantities of questionnaires. And then ability

1 to track and control the individual formats  
2 for the printing stage to our cogent because  
3 there is so much volume of paper it's helpful  
4 if you have automated systems that move the  
5 questionnaire to the various processes that  
6 you're using them through all the way to final  
7 storage.

8 So that we know that the so that  
9 we can find a questionnaire if we need to look  
10 it up on it's not uncommon when we get a data  
11 file to have questions about a particular case  
12 and to need to go back to the original  
13 questionnaire to find that case so being able  
14 to track these things and see where they are  
15 is helpful and again from check in to  
16 processing allows us to know if there's a  
17 backlog and be able to manage around that  
18 backlog.

19 Again the case control systems  
20 this is just a little bit more I think ti  
21 emphasize the importance of having a good on  
22 medicate control system it is a short data

1 collection we know when we think about what  
2 we're doing two phases and potentially two  
3 modes its important that you have something in  
4 place that can manage this type of complexity  
5 and we also think that it's useful while we  
6 request weekly reports we also think it's  
7 useful the project manager has daily access to  
8 the performance of the sample especially the  
9 film mode to ensure that the phone center for  
10 example, enough hours are being put on the  
11 phone calls that the screener level to clear  
12 out the workload before the topical wave hits.  
13 Things like that so it's important that within  
14 your own house that you have the, the ability  
15 to track these things at a very close granular  
16 level.

17           Although we won't necessarily be  
18 tracking at that level. Let's see, again I  
19 think I talked about this example earlier but  
20 if a request comes in for an additional paper  
21 questionnaire from the respondent you need to  
22 generate a new mailing package put the put the

1 call the telephone portion on hold for a  
2 couple weeks to allow the respondent a chance  
3 to get the questionnaire and send it back  
4 before we start calling again.

5 And so again we think an automated  
6 system is best suited to that and then as  
7 noted in the draft statement of work we have  
8 some options for additional mailings, if we  
9 find that we're not hitting our response rate  
10 targets on the three mailings that we have  
11 it's possible and we have some options in  
12 there for doing some non-response conversation  
13 or refusal conversion mailings that may  
14 include some additional incentives and other  
15 things so again your system needs to be  
16 flexible enough to load in new mailings at a  
17 late date you know, while we're in the field  
18 and track them.

19 So the end product talk a little  
20 bit now about the post data collection  
21 activities we end with two separate data files  
22 one for the ECPP the early childhood program

1 participation and one for the PFI and then  
2 within those we have a restricted use version  
3 and a public use version.

4 The public use version goes  
5 through a data review Board which I'll talk  
6 about in a little bit the restricted use file  
7 is for people who apply for to NCS for a  
8 license to have access to that data and it  
9 includes additional variables that while still  
10 protecting the identity of respondents gives  
11 a bit more data on the respondent for example,  
12 the school that they attended and data about  
13 the school that the child attended.

14 The contractor be responsible for  
15 drafting and implementing specifications at  
16 impute the data to should have experience at  
17 email survey data is is very difference  
18 process than telephone survey data. WE do 100%  
19 imputation of missing and outer range values,  
20 we utilize hot deck procedures where we have  
21 in the past so again a demonstrated experience  
22 with hot deck imputation of the useful.

1           We don't' allow any unreadable fields or  
2           unmalleable characters. All valid skips need  
3           to be cleared and not not imputed and can be  
4           distinguished from valid zeros and nonzero  
5           data. Phones are checked for internal  
6           consistency and tables are run and reviewed  
7           this is in essence what what a data falls  
8           should look like before it comes to us for  
9           review.

10                   And duplicate responses are  
11           reconciled so it is possible in a mail  
12           situation to have two questionnaires come back  
13           from the same household, two mail  
14           questionnaires or three it's also possible to  
15           have a phone questionnaire and a mail  
16           questionnaire from the same household and so  
17           we need to have procedures in place to  
18           reconcile those types of things. And so that  
19           should all be done before the data files are  
20           released to us.

21                   WE also have composite and  
22           classification variables that are created

1 independent from files these are basically  
2 variables that are created from external  
3 sources or by taking an index of information  
4 that we've collected on the data file. There's  
5 usually about 20 to 30 of those they're  
6 explained in considerably more detail in the  
7 statement of work but you can also find  
8 examples of ones that have been created before  
9 in our past users manuals if you go to the  
10 website and I think there are links in the in  
11 the statement of work to those manuals on the  
12 website.

13           Again it's very important that the  
14 variables be consistent with past NHES studies  
15 and and I should say that although we've  
16 changed the mode and it's required us to  
17 reword some of the items our aim is to  
18 maintain the trend lines as b establish we can  
19 we understand that it's not a complete  
20 maintenance of the trend lines we've we've  
21 obviously We're rewording the questions we've  
22 changed the mode so these factors but we see

1 this as the start of a new set of trend lines  
2 but also something that researches should be  
3 able to look at how these items were answered  
4 in the past and make judgments about whether  
5 it is a use whether the trend line has  
6 continued or not.

7 So as a result of that it's  
8 important that how we handle the data in the  
9 data files be as consistent as possible as how  
10 it was handled before so for example, in the  
11 creation of these composite variables in the  
12 editing and imputation that we're consistent  
13 with our past policies and procedures.

14 Okay so as I mentioned there's  
15 preparation for the data review Board or  
16 disclosure review Board that requires  
17 preparation for a data analysis plan  
18 disclosure analysis plan which in essence  
19 talks about how the data will be protected  
20 from disclosure and that can be things like  
21 topcoding, perturbing the data, and other  
22 disclosure avoidance techniques but again we

1 want to be consistent with how we've done this  
2 in the past.

3 We also weight to ACS and census  
4 and we're creating those person level weights  
5 we do raking to population totals for the  
6 standard errors we report our standard because  
7 of the complex sample design we use or have  
8 used in the past jackknifed methods and psu  
9 and strata variables for Taylor series various  
10 estimates. We also compute and document the  
11 design effects for certain key variables so  
12 that researchers who aren't going to use some  
13 of the other techniques can still compute the  
14 complex of standard errors.

15 And our goal is to release the  
16 data files within eight months of data  
17 collection so that's eight months from the  
18 closeout of data collection to the release of  
19 the public use data file. We recognize that  
20 that's a relatively tight timelines and again  
21 that's where we want to see some expertise and  
22 experience in getting things out the door.

1                   In terms of the data field we  
2                   create SASS, SPSS, and STATA versions. We  
3                   upload the files to something called EDAT, in  
4                   the past we had an electronic codebook and I  
5                   think the wording maybe a bit unclear in the  
6                   statement of work here because we're know  
7                   moving to this EDAT system which is a web-  
8                   based tool that the center's created but in  
9                   essence the input is the same it's a data file  
10                  that we can upload into the system so that  
11                  researchers can come to our website and select  
12                  the variables that they want to use and  
13                  download them and do their analysis and you  
14                  know, and download the code necessary to run  
15                  them in sass or STATA or SPSS.

16                  WE also produce codebooks that  
17                  include a listing of each variable it's values  
18                  labels and unweighted and weighted frequencies  
19                  and the users manual as I mentioned and we do  
20                  one for the PFI one for the ECPP and one for  
21                  the restricted use data sets.

22                  And those manuals if you haven't

1 had experience with the NCS manuals before  
2 they're they're it's a great deal of  
3 documentation and in some ways they go beyond  
4 just documenting what was done but they also  
5 explain some of the survey methodological  
6 techniques that were used to help users really  
7 understand the data set that they're working  
8 with and how it came to be so there are more  
9 detailed than I think I've seen from some  
10 agencies and that's worth bearing in mind and  
11 again there examples off on the website.

12 Another aspect to consider is the  
13 NHES the NCS review process. As I mentioned we  
14 thoroughly document the data sets we have  
15 fully documented sampling plan weighting plan  
16 the added specifications are all in there the  
17 quality control procedures will all be in  
18 there and documented. There will need to be a  
19 a bias analysis looking at a non-response as  
20 most of you probably know it will be sets in  
21 80% goal for response rates to surveys and  
22 sort of thought below that need to do some

1 sort of bias analysis a non-response bias  
2 analysis we while we'd love to see it go over  
3 80% because of the two phase design and past  
4 experience we expect to be below that so We're  
5 anticipating that we will need the bias  
6 analysis and that is in there as an as an  
7 item.

8 It's important to accurately  
9 document response rates and case outcome codes  
10 again because we report that as part of our  
11 data set the documentation. It's also worth  
12 bearing in mind what we view as the draft it  
13 should be a complete product of high quality  
14 before it comes to us it should be fully  
15 formatted and free of grammatical and  
16 typographical errors, and we expect really  
17 only minor revisions needed for draft to  
18 become final so again in your planning and  
19 scheduling it's worth bearing that in mind  
20 that our expectations of what a draft is are  
21 relatively high.

22 And all reports must adhered to

1 our guidelines for stalling content those are  
2 included there are links to those in the draft  
3 statement of work and a draft will not be  
4 considered acceptable if it doesn't meet these  
5 guidelines.

6 In terms of thinking through the  
7 time line we do have an extensive review  
8 process for publications these are for  
9 external publications and there is a  
10 requirement in the statement of work one of  
11 the tasks has some external publications going  
12 in it in addition to the users manuals so it  
13 would be a review by the core and that usually  
14 takes about we usually allow two weeks for  
15 that a management review is about three weeks,  
16 a senior management review and technical  
17 review which have been concurrently is about  
18 six weeks commissioner's review is 4 weeks and  
19 then an IES review is six weeks.

20 So this is a relatively lengthy  
21 review process and again you want to bear that  
22 tin mind as you're thinking through your

1 schedule and the cost obviously there can be  
2 request for changes that may be outside the  
3 sort of grammatical and typographical errors  
4 but there may be requests for additional  
5 analysis or other changes at any one of these  
6 steps so you need to build in back and forth  
7 time for that as well as the time for the  
8 review.

9           So then just some additional  
10 security considerations because data security  
11 is very important to us and there is  
12 accreditation and other processes that that  
13 any systems will have to go through and we'll  
14 talk about those in the next few slides and  
15 give you some links to resources for thinking  
16 through that but again you know, we could have  
17 as many as 250,000 questionnaire come paper  
18 questionnaires come back that you need to have  
19 the facilities to securely store as well as  
20 being able to store up you know, the up to  
21 half a million in the outgoing side before  
22 they go out on the pay of how you handle the

1 printing.

2           The sample information as well as  
3 questionnaire is considered PII or personally  
4 identifiable information. There are obviously  
5 Federal guidelines on how that information is  
6 handled and attempts need to be made to  
7 minimize the number of subcontractors who need  
8 access to that information. Again its  
9 something to think through in terms of how you  
10 might handle printing telephone work and the  
11 the partnerships that you made.

12           Everyone who's going to have  
13 access to the PII will need to follow the same  
14 requirements as the prime contractor and this  
15 includes background investigations and  
16 information systems certification and  
17 accreditation. SO again if you if you have  
18 subs or key staff who aren't willing to  
19 undergo a background investigation or can't go  
20 through one that's something to bear in mind  
21 as you're thinking about your proposal or if  
22 your subcontractors do or somebody that you're

1 thinking of partnering with.

2 Additional considerations again if  
3 you use an outside vendor for the sample frame  
4 we have some procedures there that additional  
5 cases need to be drawn so the vendor doesn't  
6 know who the final sample is. We do take  
7 create steps at all stages of the data  
8 collection to protect the identity of the  
9 rural respondents so again this is you know,  
10 another example of a consideration that we  
11 draw a larger sample than we actually need and  
12 then subsample within that so that the vendor  
13 who shows the sample doesn't know exactly who  
14 is in our final corral.

15 We you'll need to produce a data  
16 security plan and this is a one of the tasks  
17 or part of one of the tasks in there, this is  
18 where you identify all the processes where PII  
19 is collected handled and transferred both  
20 within your organization and with any  
21 subcontractors or partners.

22 You'll need to explain how the PII

1 will be protected during all the phases of the  
2 collection including the handling and transfer  
3 within your staff and information systems as  
4 well as those of any of your subcontractors or  
5 partners in this I alluded to this a little  
6 bit in terms of just thinking through like if  
7 you're using a database to search for phone  
8 numbers these are things apply to that as  
9 well.

10 So the contractor and any  
11 subcontractors will need to go through  
12 certification and accreditation process for  
13 the computer systems. And receive that  
14 authority to operate or ATO before data  
15 collection can begin so there's a fair amount  
16 I'll talk in the next slide about the time  
17 line for this that that has to be done before  
18 and in place well before January when data  
19 collection starts.

20 There's extensive documentation  
21 required for that C&A process as well as  
22 onsite visits to inspect your facilities and

1 equipment and you should allow three months  
2 from submission of the complete paperwork to  
3 receiving the ATO. If you've had if you've had  
4 a C&A before and received ATOS before from the  
5 Government that can certainly speed the  
6 process up.

7 In terms of thinking about your  
8 systems capacity to meet these requirements  
9 and and to document them, these, and these are  
10 all in the statement of work as well, but here  
11 are some things that you should be familiar  
12 with. I won't read through all these they're  
13 in there but again it's a good list to make  
14 sure that you're familiar with that you're  
15 familiar with and can be in compliance with.

16 When thinking about whether your  
17 systems will meet the ATO will meet the  
18 requirements for an ATO. So the process itself  
19 as I mentioned can take up to three months,  
20 There's the creation of the documents  
21 conducting security assessments and scanning  
22 final reviews and then accreditation of the

1 system and again we say about three three  
2 months or so from the time your paperwork's  
3 submitted to receiving the final  
4 documentation.

5 So in terms of thinking through  
6 the timing of the project as a whole because  
7 again this is an important constraint for us  
8 the only thing to consider is that there's  
9 many complex documents that we'll need to be  
10 produced right after the contract's awarded to  
11 meet the scheduled dates. The C&A documents  
12 that I just mentioned the data security plan,  
13 that I talked about a few minutes ago,  
14 updating the cover letters and questionnaires  
15 preparing the sampling plan the project  
16 schedule and the OMB package are all due  
17 roughly around the same time so again in terms  
18 of thinking through the resources that you  
19 have available to do this and the timing it's  
20 a consideration to make as you as you're  
21 preparing your RFP and thinking through your  
22 partners or or whether this is something you

1 can do in house.

2 And again our goal is to release  
3 the data within eight months of data  
4 collection. So I think that's that's you take  
5 questions and understand there are questions.

6 MS. REID: Just wanted to make sure  
7 that everybody understands that once this  
8 conference is over in a few days we will close  
9 out the Andy's slides all the questions, all  
10 the answers and a list of all the Companies  
11 that attended the conference on FedBizOps.

12 MR. ZUKERBERG: Okay. Yes and if  
13 you haven't if you could leave a business card  
14 up here that would be great s well, thank you.  
15 So this first question actually looks like  
16 it's one maybe for Sylvia or Sharon and it  
17 looks like there's two versions of it, let me  
18 see, you don't think that small business prime  
19 must be 51% of the work how does that  
20 calculate the 51%. If if so if it looks like  
21 so will 51% of labor or does it include other  
22 costs such as mortgage two printing maybe or

1 distribute am I close in that AAR?

2 PARTICIPANT: I guess is it just on  
3 labor or are you including things like  
4 incentives postage the total value.

5 MR. ZUKERBERG: Postage, okay.

6 PARTICIPANT: Labor. Labor.

7 MR. ZUKERBERG: Okay. And then the  
8 next one is does small business need to have  
9 51% of the work or can more than one small  
10 business together account for 51% or more of  
11 the work with the Companies accounting for 51%  
12 by themselves with no Companies accounting for  
13 51% by themselves so example two small  
14 businesses that total up to 55% of the work  
15 and then a large business for 45.

16 PARTICIPANT: Okay. That's--that's  
17 almost like if you're going to have a prime,  
18 so you're going to have you're going to have  
19 to decide who's the prime, so the prime will  
20 have to have the 51% of the work because if  
21 you have two you're going to have somebody's  
22 going to have to be a subcontractor so the

1 prime should have 51% of labor.

2 MR. ZUKERBERG: Okay there are two  
3 questions here--

4 MS. REID: Let me, let me explain--  
5 okay. Like I was saying, if you have two small  
6 businesses and there is no large businesses  
7 then you're okay, that's, 100% is small  
8 business. If you have--one's prime and one  
9 sub, then you're okay. But, problem come sin  
10 if you have two small businesses and then a  
11 large is dealing with.

12 MR. ZUKERBERG: Is doing more,  
13 okay, so there's two small business and  
14 they're both together account for account for  
15 say 55% or 60%--

16 MS. REID: One has the be prime,  
17 the 51%, and the other one has to be 1%.

18 MR. ZUKERBERG: I see. Okay. There  
19 are two questions about copies of the  
20 presentation. Yes, we will post it up either  
21 to the FedBizOps or we'll include as a link in  
22 the statement of work when the final statement

1 of work goes out, and we'll also have ea  
2 transcription of today's meeting as well that  
3 we'll post with it.

4 And will there be a request for  
5 capability statements before the release of  
6 the RFP, will only some firms be invited to  
7 submit proposals?

8 MS. REID: And then it goes  
9 straight to RFP. Because of Andy's time line.

10 MR. ZUKERBERG: And then the next  
11 question is, when will the field test 2011  
12 findings be available, when will final, let me  
13 take a step--the field test findings will be  
14 coming on a full basis as I mentioned we  
15 started to mail out in January. We'll be  
16 receiving weekly reports form the contractor  
17 and and able to make decisions I think as we  
18 get in a couple months in to see how the first  
19 stage of the screener mailings work out we'll  
20 be bale to make some decisions about the  
21 screener design and then as the topical winds  
22 its way through we'll make some decisions

1 there which leads me to the next question of  
2 when will final design decisions be made.

3 In terms of thinking through some  
4 of the options there are some where the  
5 decisions will be made after the contract is  
6 awarded but I think you know, our our aim as  
7 was mentioned earlier is to have the final RFP  
8 up in early February and it'll be up for  
9 thirty days and then to make a decision within  
10 a relatively short time period after that.

11 So, we would have final design  
12 decisions I think around the time the contract  
13 is awarded when we have that initial kickoff  
14 meeting we'll have made many of the decisions  
15 about the options at that point and then and  
16 then some of the others we'll wait within will  
17 happen within a month or so.

18 Expect a contract award date  
19 again--We're We're looking at an award around  
20 the middle of May, early to mid May on the  
21 early side of May, let's say. As early as  
22 possible because as as you can tell there

1 there is a lot of work and we want to get it  
2 started.

3 Good, so there was another series  
4 of questions that came in via email and I'll  
5 take some of those unless there is additional  
6 questions from people here. By the--right now,  
7 we don't anticipate there will be. It's on our  
8 plan and we think that it shouldn't be--

9 MS. REID: Can I answer that, it  
10 depends on, it depends on how what Congress  
11 says on the CR what how long they extend it  
12 for and what they give agencies the ability to  
13 do in terms of recompetes versus new, new new  
14 new stuff. We would probably argue that this  
15 is a recompute of something that is currently  
16 on and normally CR's say you can continue work  
17 but it's it's hard to tell it's hard to tell  
18 what they're going to do with the departments  
19 budget so we'll just see.

20 MR. ZUKERBERG: Okay, so the first  
21 question is exhibits one and two do not align  
22 particularly with tasks 6.7 6.8. Based on the

1 exhibits are we correct in assuming our--oh,  
2 sorry, exhibits one and two do not perfectly  
3 align with tasks 6.7 and 6.8. Based on the  
4 exhibits are we correct in assuming that there  
5 will be a telephone follow up of  
6 nonrespondents after the third screener  
7 mailing and the third topical mailing, if so  
8 what is the maximum number of telephone  
9 attempts required and expected response rate  
10 for telephone follow-ups.

11 And, the answer is yes, there  
12 would be telephone non-response followup after  
13 the third mailing, excuse me. In terms of the  
14 maximum number of attempts, we have not  
15 finalized that number yet but we and it will  
16 be in the final statement of work, I don't  
17 want to guess right now but I with a sense of  
18 where it will be but we'll finalize that and  
19 that will be in the final statement of work  
20 that's presented and and the expected response  
21 rate for telephone follow-ups there again we  
22 don't really have ea good idea as I mentioned

1 in the 2009 pilot the telephone was not very  
2 successful We're going to be looking more  
3 careful at it in health activities in this  
4 mode in this design as a final method of  
5 contact in 2011, we'll have a better sense  
6 especially on, we begin screener telephone non  
7 response in March and that's really the that's  
8 of the two phases that's the phase where we  
9 most need to boost our response rate so we  
10 would be looking to we would know I think by  
11 early April or may rather the screeners  
12 whether the telephone's working how much of a  
13 response boost it's giving us.

14 What percentage of respondents to  
15 the screener survey can we anticipate will be  
16 eligible for the topical survey, what  
17 proportion of the surveys will be PFI and what  
18 proportion will be ECPP. And according to the  
19 ACS as I mentioned 35% of households have an  
20 eligible child we usually break down to get  
21 the numbers that we want about 70% of the  
22 interviews will be PFI and 30% of the

1 interviews will be ECPP among the eligible  
2 children--you know, just, so in in terms of  
3 the population about 70% of the households  
4 that have eligible children work out to be  
5 eligible for the PFI and about 30% for the  
6 ECPP. And what we look for what we've done in  
7 past NHES's is we've ended with around 20,000  
8 complete on the PFI and about 8000 or so  
9 completes on the ECPP and that gives us about  
10 2000 in each age group which allows us to do  
11 some of the cuts that we're interested in  
12 doing.

13           What percentage of the respondents  
14 to the PFI and ECPP surveys should we  
15 anticipate will require Spanish versions, and  
16 we mention the 5% there and that the more  
17 bilingual materials could be needed. Such an  
18 individual item--yes this is about the  
19 printing which I think we covered, the  
20 tailoring of the printing requires a  
21 contractor to update the--this is a good one.

22           Task 6.4--oh, I'm sorry. So task

1 6.4 requires us to requires the contractor to  
2 update the NHES website and asks about the  
3 programming language and any other information  
4 about the original code. The website is a  
5 static website, it's live now because we're in  
6 the field it's an this will be in the  
7 presentation but it's at surveys.ncs.ed.gov.

8 It's static html pages, we don't  
9 do a lot of fancy programming with this it's  
10 really just there for respondent information.  
11 We anticipate adding a few more page links to  
12 it but again it would be static content and  
13 it's not, we generally prepare it or load it  
14 up once. This question arises because in the  
15 statement of work we prefer to host the  
16 respondent information website, we think it  
17 adds legitimacy to the survey if it's on our  
18 servers as opposed to a contractor's servers.

19 So we we host it but we ask that  
20 the contractor do the updates to the html to  
21 get it ready and then we just load it up. But  
22 We're looking for a relatively simple and

1 clean design here and and similar to what we  
2 have up there now, it would be primarily  
3 updating that and adding a few more pieces of  
4 information.

5           Would you consider offering  
6 respondents the option of a web based survey,  
7 and for this one, not at this time. Our, we  
8 prefer to focus on the mail and telephone  
9 modes as they have been shown to be the most  
10 effective in boosting response rates in  
11 National representative household surveys so  
12 at this time we're not looking at a web  
13 version.

14           What are your expectations  
15 regarding online reporting or user generated  
16 reports. In task 6.5 and again task 5.11 if we  
17 exercise the telephone option talk about the  
18 reporting requirements we're interest at our  
19 level in receiving a weekly report and online  
20 reporting while it's nice it's not a  
21 requirement of the contract so we'll accept  
22 reports via email or or other mechanism as

1 well as you know, certainly if if it online  
2 reporting is available that's fine too, but we  
3 just need weekly updates of the status of the  
4 cases and that is as is outlined in the  
5 contract, or the statement of work the status  
6 of the mail as well as the telephone options  
7 exercise combined so we're looking at the  
8 overall response rates as well as the  
9 individual nodes and how they're performing.

10 The next question, what have been  
11 the biggest issues in conducting the NHES.  
12 What issues have arisen during the feasibility  
13 test. And I would say the biggest issue has  
14 been achieving the desired response rates in  
15 the complex survey design. We really are after  
16 improvements in our response rates, and so  
17 making sure that we're getting up to our  
18 targets there.

19 And then ability to handle the  
20 mailing and data entry requirements. Our field  
21 test was 60000 cases as we think in terms of  
22 magnifying this up to 198000 possibly cases

1 you know our concerns are around the ability  
2 to manage something of that size--can you hear  
3 me? Is that--so--okay, I'll stay closer to it.

4 What if, barrier based concerns  
5 about the NHES 2012 and again it's achieving  
6 a high response rate and delivering a clean  
7 high quality data file within 8 months of data  
8 collection. The next question is, who are the  
9 incumbents, that is, who's been conducting the  
10 NHES, who's conducting the polit test with  
11 small business that participated as  
12 subcontractors on the NHES and the pilot. West  
13 side is currently the incumbent on the design  
14 project in 2009 they had a subcontractor named  
15 e services who provided the printing an  
16 mailing services.

17 That subcontract or was replaced  
18 for the 2011 data collection with copy general  
19 and in focus and reda, R-E-D-A will provide  
20 telephone interviewing in 2011 also child  
21 trends has provided technical support and  
22 assistance with cognitive interviewing and

1 other aspects of the redesign as has eureka  
2 facts they were focused on the cognitive  
3 interviewing.

4           What was the total dollar value of  
5 the most recent NHES contract and how many  
6 years did that cover. What was, so, that one  
7 in the total dollar value, pilot test, the  
8 most recent contract to conduct the NHES was  
9 awarded in 2003 and covered both the 2005 and  
10 7 data collections. The total contract value  
11 was around 11.7 to--11.7 million is, yes, the  
12 contract value but it's important to note that  
13 these contracts included a lot of  
14 methodological studies including a a biostudy  
15 that utilized an independent sample so in that  
16 biostudy's actually very interesting it's up  
17 on our website you can get links to it but  
18 there are a lot included in there that was  
19 beyond what we would traditionally do in an  
20 NHES design and also this was the old design  
21 RDD design.

22           As a final decision been made to

1 make NHES a small business set-aside or an 8A  
2 set-aside, if not when will the decision be  
3 made on what basis will you make the decision.  
4 And as has been noted ed plans to set this  
5 acquisition aside for small business 8A  
6 Companies may submit proposals.

7 When do you anticipate the final  
8 RFP will be issued, early February. What  
9 contracting vehicle do you plan to use, that  
10 is what the contract is through edstat, mobis,  
11 or FedBizOps. And we play to post a full and  
12 open RFP as a total small business set-aside  
13 on FedBizOps and I think Sharon talked more in  
14 more detail about that earlier.

15 And on the final RFP request that  
16 you had page numbers which we will definitely  
17 do. Good, are there other questions?

18 PARTICIPANT: Yes, could address  
19 the NIACS codes, I wonder if you consider  
20 multiple NIACS codes or several processing  
21 codes might be appropriate because of the  
22 emphasis on systems, so would you consider

1 multiple NIACS codes?

2 PARTICIPANT: I'm sorry, could you  
3 repeat that questions?

4 MS. CHANG: I don't believe there's  
5 one out there, why don't you talk to Sylvia  
6 after the meeting we'll have some suggestions.

7 PARTICIPANT: Okay.

8 MS. CHANG: There is one out there-  
9 -excuse me.

10 MR. ZUKERBERG: I've got a couple  
11 other questions.

12 MS. MASCIANA: The NIACS code, the  
13 NIACS code? The one we put on the draft was  
14 541.720 which is research and development in  
15 the social sciences and humanities.

16 MS. REID: Talk to us afterwards if  
17 you have other suggestions or otherwise.

18 MS. MASCIANA: 541.720. Research  
19 and development in the social sciences and  
20 humanities.

21 MR. ZUKERBERG: Okay, so this  
22 question is we start with the one that I can

1 answer easier, is there any insight as to why  
2 the telephone mode underperformed in the 2009  
3 pilot. We don't have a a strong sense from the  
4 pilot but we think that the mail we don't  
5 really have a good handle why except that RDD  
6 telephone interview response rates Generally  
7 have been going down and that's you know,  
8 that's what we saw in our 2007 data collection  
9 and we think that perhaps the mail just adds  
10 a level of legitimacy and as you'll see frm  
11 the mailing materials you know, we emphasize  
12 that the Government connection whereas on the  
13 telephone you have caller i.d. issues and the  
14 contractor's caller i.d. you know, showing up  
15 and so it's not necessarily it doesn't look  
16 like it's coming from the Government  
17 necessarily the call and so we think that that  
18 may have been some of what did it also  
19 generally you know, our telephone match rates  
20 were relatively low although that was not you  
21 know, when we analyzed how the phone did we  
22 excluded cases where ewe couldn't match a

1 telephone and tried to match the cases where  
2 we had telephone numbers available but  
3 generally I think its just the phone is  
4 becoming more and more difficult to collect  
5 data on and so We're now really and  
6 surprisingly in some ways just did a much  
7 better job and the question the next question  
8 which I'll think I'll turn over to the  
9 contracts folks, is as a small business We're  
10 concerned about the steep startup cost before  
11 any deliverable is produced that would trigger  
12 a payment, has NCS considered this issue  
13 relative interview required to have all the  
14 financial resources in place to start up  
15 initial mailing of 198000 screeners etiology  
16 cetera.

17 MS. REID: Yes. Unfortunately  
18 that's that's what's going to have to.

19 MR. ZUKERBERG: So do you want to  
20 talk a little more I mean followup there.

21 MS. REID: I I guess the question  
22 is, will small business be required to have

1 the startup cost before any deliverables are  
2 and the answer is yes because this is right  
3 now we're thinking this is going to be a a  
4 hybrid which is a grumpex price and a cost  
5 type contract and the data collection part of  
6 it is the cost portion of it and the other  
7 parts will be the grumpex price. Yes?

8 PARTICIPANT: Just a quick question  
9 for clarification about the relationship  
10 between small business and another contractor.  
11 If the small business let's say has 55% of the  
12 labor can it be a subcontractor to a large  
13 business that has 45% of the labor, or must it  
14 be--

15 MS. REID: No. If it's a small  
16 business set-aside then the small business has  
17 to do 51%, bottom line.

18 PARTICIPANT: But it doesn't matter  
19 if it's prime or sub?

20 MS. REID: No, it does matter--if  
21 it, if the, if it's a small business set-  
22 aside, the small business has to be primed at

1 51%.

2 MR. ZUKERBERG: Are there  
3 questions?

4 MS. REID: Okay, thank you very  
5 much. This is the time now you can actually  
6 meet and greet other industry partners for  
7 possible teaming and we have business cards  
8 also. Thank you so very very much, if you have  
9 other questions we will be here. And I think  
10 Andy has some, some handouts are far as  
11 examples.

12 (Whereupon, the above entitled  
13 matter under discussion was taken off the  
14 record at 11:24 a.m.)

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In the matter of: Pre-Proposal Conference

Before: US Dept. of Education

Date: 01-19-11

Place: Washington, DC

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