



Department of Human Services
State of Rhode Island
25 Howard Avenue, Cranston, RI, 02920

RFP# PDGB52019

TITLE: Preschool Development Grant - Birth Through Age Five Initial Award Request for Proposal

Submission Deadline: March 4, 2019 at 4:30 PM ET

PRE-BID/ PROPOSAL CONFERENCE

MANDATORY: NO

DATE: February 11, 2019 at 3:00PM ET

LOCATION: West Wing Conference Room, Department of Human Services, 25 Howard Avenue, Cranston, RI, 02920

Questions concerning this solicitation must be received by the Department of Human Services at Cristina.LaPaz@dhs.ri.gov no later than **February 11, 2019**. Questions should be submitted in a *Microsoft Word attachment*. Please reference the RFP#PDGB52019 on all correspondence. Questions received, if any, will be posted on the Department of Human Services' website as an addendum to this solicitation. It is the responsibility of all interested parties to download this information.

BID SURETY BOND REQUIRED: No

PAYMENT AND PERFORMANCE BOND REQUIRED: No

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SECTION 1. INTRODUCTION

The Rhode Island Department of Human Services through delegated authority is soliciting proposals from qualified vendors to provide services to support the activities of the Rhode Island Preschool Development Grant Birth through Five Initial Award (PDG B-5), in accordance with the terms of this Request for Proposals (“RFP”) and the State’s General Conditions of Purchase, which may be obtained at the Division of Purchases’ website at www.purchasing.ri.gov.

The initial contract period will begin approximately March 15, 2019 and continue for eleven months. Contracts may be extended if the State is awarded an extension for the Federal grant.

This is a Request for Proposals, not a Request for Quotes. Responses will be evaluated on the basis of the relative merits of the proposal, in addition to cost; there will be no public opening and reading of responses received by the Department of Human Services pursuant to this solicitation, other than to name those offerors who have submitted proposals.

This RFP includes eight (8) separate Components. Applicants are encouraged to apply for as few or as many components as they wish. To do so, applicants should submit separate proposals for each Component.

PDG B-5 Award Background:

RI was awarded a federal Preschool Development Grant Birth to Age Five (PDG B-5) to support development, planning, and coordination of the State’s B-5 Early Childhood System. The full scope of RI’s PDG activities includes:

- 1) Conduct a comprehensive needs assessment by leveraging existing needs assessments and researching family demand, facilities, workforce, and funding needs across the system;
- 2) Develop a strategic plan that operationalizes the vision for the B-5 system and makes recommendations about governance, data infrastructure, workforce, family engagement, funding streams, expansion of quality programs (including universal Pre-Kindergarten (Pre-K)), and transitions across the system;
- 3) Maximize parent choice, knowledge, and engagement by supporting a media campaign, improving the B-5 website, piloting and evaluating parent programming, and engaging parents in system governance;
- 4) Support providers by sharing best practices, coordinating technical assistance and professional development supports across state agencies, piloting a staffed family child care network, and supporting transitions with coordinated data;
- 5) Improve overall quality by beginning to scale programs that have demonstrated success and supporting transitions; and
- 6) Conduct a performance evaluation to ensure that our work is leading toward improved child-level outcomes.

This Request for Proposal is to carry out activities as defined in the federal grant award.

Rhode Island’s Birth through Age Five Vision:

Governor Raimondo is committed to ensuring all Rhode Islanders develop the skills they need to succeed in the 21st century economy. Such development begins at birth, and an early, essential predictor of a bright and successful future is a child’s ability to read proficiently in third grade. To support our children in reading proficiently, we know that we must focus not only on the first few years of school, but also on a child’s education and development in their first five years and their effective transition to kindergarten. *Rhode Island’s vision is that all children birth through age 5 (B-5) have the services and supports they*

need to enter Kindergarten educationally and developmentally ready to succeed, putting them on a path to read proficiently by the end of 3rd grade.

Rhode Island’s Birth through Age Five Goals:

This vision is founded on three integrated child-level outcome goals:

- (1) Families and children B-5 are empowered to lead healthy and engaged lives through timely, targeted services
- (2) Children B-5 equitably access high quality early childhood care and education; and
- (3) 4-year-olds participate in high-quality Pre-K.

To enact this vision, we will continue moving the RI mixed delivery system to a comprehensive family-centered approach, requiring a higher standard of quality, coordination, alignment, and efficiency to meet the individualized needs of each child and family across all B-5 programs.

Target Populations:

RI is focused on the target populations of children who are most at-risk of not being educationally and developmentally ready for K. Our target child populations – as defined in the Early Learning Council’s strategic plan -- include children of low-income families (under 200% federal poverty level), infants & toddlers, children with developmental delays and disabilities, children who have behavioral or mental health challenges, children experiencing trauma – particularly victims of child abuse or neglect/foster children, children in non-English speaking families, and children who have experienced homelessness. Our short-term goals for these target populations are to ensure they are enrolled in appropriate, high-quality B-5 programs and services. Our long-term goal is for children to be educationally and developmentally ready for kindergarten.

Key Definitions: (As defined by the Federal PDG B-5 Grant Announcement)

B-5 Early Childhood State System. -- The term “B-5 Early Childhood State System” refers to core early childhood care and education programs, including the Child Care and Development Fund and State child care, which may include center-based, family child care, and informal care providers, Early Head Start and Head Start, the Maternal, Infant, and Early Childhood Home Visiting Program, and other State or locally funded home visiting services, Part C and Section 619 of Part B of Individuals with Disabilities Education Act (IDEA), State preschool programs, and programs funded by Title I of the Elementary and Secondary Education Act (ESEA). In addition, it also includes a wide range of early childhood care and education programs and services that strengthen, engage, and stabilize families and their infants and young children including supports that target health and wellness, such as Medicaid, the Children's Health Insurance Program (CHIP), Title V Maternal and Child Health Programs, Healthy Start, Child and Adult Care Food Program (CACFP), the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC), and the infrastructure components that support these programs and services.

Early childhood care and education (ECE) programs. -- This term has been updated to incorporate and reflect the definition of the term “early childhood education program,” which is defined in section 103 of the Higher Education Act of 1965 (20 U.S.C. 1003) as (A) a Head Start program or an Early Head Start program carried out under the Head Start Act (42 U.S.C. 9831 et seq.), including a migrant or seasonal Head Start program, an American Indian/Alaska Native Head Start program, or a Head Start program or an Early Head Start program that also receives State funding; (B) a State licensed or regulated child care program; or (C) a program that— (i) serves children from birth through age six that addresses the children’s cognitive (including language, early literacy, and early mathematics), social, emotional, and physical development; and (ii) is— (I) a State prekindergarten program; (II) a program authorized under section 619 or part C of the Individuals with Disabilities Education Act; or (III) a program operated by a local educational agency.

Mixed delivery system. -- The term “mixed delivery system,” as defined by the Every Student Succeeds Act (ESSA), Pub. L. 114-95, Section 9212(b)(5), means a system of early childhood care and education services that are delivered through a combination of programs, providers, and settings, such as Head Start, licensed family and center-based child care programs, public schools, and other community-based organizations, that is supported by a combination of public and private funds.

Services. --The term "services" refers to children’s developmental supports across a range of domains, including cognitive, social-emotional, physical, language, and literacy, and approaches to learning, as well as nutritional, mental, and behavioral health. “Services” also play a role in providing support for parents including engaging parents as key partners in promoting their children’s learning and healthy development, and promoting parental knowledge and choices about how and where their children receive the early developmental supports they need to be successful in school and later in life. Effective partnerships and coordination strategies across the various programs and networks in a State that provide services in these areas are a key component of a B-5 Early Childhood State System, and can improve the quality of and families’ access to the early childhood care and education supports that are needed to build the foundation for ongoing growth, learning, and services.

INSTRUCTIONS AND NOTIFICATIONS TO OFFERORS

1. Potential vendors are advised to review all sections of this RFP carefully and to follow instructions completely, as failure to make a complete submission as described elsewhere herein may result in rejection of the proposal.
2. Potential vendors are invited to submit separate proposals for any of the components of the RFP. Vendors will not be awarded or penalized for the number of components they choose to apply. Please submit a separate proposal and budget for each component for which you apply. Potential vendors who bid on multiple components can detail proposed economy of scale in their budget narrative.
3. Alternative approaches and/or methodologies to accomplish the desired or intended results of this RFP are solicited. However, proposals which depart from or materially alter the terms, requirements, or scope of work defined by this RFP may be rejected as being non-responsive.
4. All costs associated with developing or submitting a proposal in response to this RFP or for providing oral or written clarification of its content, shall be borne by the vendor. The State assumes no responsibility for these costs even if the RFP is cancelled or continued.
5. Proposals are considered to be irrevocable for a period of not less than 180 days following the opening date, and may not be withdrawn, except with the express written permission of the State Purchasing Agent.
6. All pricing submitted will be considered to be firm and fixed unless otherwise indicated in the proposal.
7. It is intended that an award pursuant to this RFP will be made to a prime vendor, or prime vendors in the various categories, who will assume responsibility for all aspects of the work. Subcontracts are permitted, provided that their use is clearly indicated in the vendor’s proposal and the subcontractor(s) to be used is identified in the proposal.
8. The purchase of goods and/or services under an award made pursuant to this RFP will be contingent on the availability of appropriated funds.

9. Vendors are advised that all materials submitted to the Department of Human Services for consideration in response to this RFP may be considered to be public records as defined in R. I. Gen. Laws § 38-2-1, *et seq.* and may be released for inspection upon request once an award has been made.

Any information submitted in response to this RFP that a vendor believes are trade secrets or commercial or financial information which is of a privileged or confidential nature should be clearly marked as such. The vendor should provide a brief explanation as to why each portion of information that marked should be withheld from public disclosure. Vendors are advised that the Division of Human Services may release records marked confidential by a vendor upon a public records request if the State determines the marked information does not fall within the category of trade secrets or commercial or financial information which is of a privileged or confidential nature, or otherwise protected from public disclosure by law.

10. Interested parties are instructed to peruse the Department of Human Services website on a regular basis, as additional information relating to this solicitation may be released in the form of an addendum to this RFP.
11. By submission of proposals in response to this RFP vendors agree to comply with R. I. General Laws § 28-5.1-10 which mandates that contractors/subcontractors doing business with the State of Rhode Island exercise the same commitment to equal opportunity as prevails under Federal contracts controlled by Federal Executive Orders 11246, 11625 and 11375.

Vendors are required to ensure that they, and any subcontractors awarded a subcontract under this RFP, undertake or continue programs to ensure that minority group members, women, and persons with disabilities are afforded equal employment opportunities without discrimination on the basis of race, color, religion, sex, sexual orientation, gender identity or expression, age, national origin, or disability.

Vendors and subcontractors who do more than \$10,000 in government business in one year are prohibited from engaging in employment discrimination on the basis of race, color, religion, sex, sexual orientation, gender identity or expression, age, national origin, or disability, and are required to submit an “Affirmative Action Policy Statement.”

Vendors with 50 or more employees and \$50,000 or more in government contracts must prepare a written “Affirmative Action Plan” prior to issuance of a purchase order.

- a. For these purposes, equal opportunity shall apply in the areas of recruitment, employment, job assignment, promotion, upgrading, demotion, transfer, layoff, termination, and rates of pay or other forms of compensation.
- b. Vendors further agree, where applicable, to complete the “Contract Compliance Report” (<http://odeo.ri.gov/documents/odeo-eeo-contract-compliance-report.pdf>), as well as the “Certificate of Compliance” (<http://odeo.ri.gov/documents/odeo-eeo-certificate-of-compliance.pdf>), and submit both documents, along with their Affirmative Action Plan or an Affirmative Action Policy Statement, prior to issuance of a purchase order. For public works projects vendors and all subcontractors must submit a “Monthly Utilization Report” (<http://odeo.ri.gov/documents/monthly-employment-utilization-report-form.xlsx>) to the ODEO/State Equal Opportunity Office, which identifies the workforce actually utilized on the project.

For further information, contact Vilma Peguero at the Rhode Island Equal Employment Opportunity Office, at 222-3090 or via e-mail at ODEO.EOO@doa.ri.gov .

11. In accordance with R. I. Gen. Laws § 7-1.2-1401 no foreign corporation has the right to transact business in Rhode Island until it has procured a certificate of authority so to do from the Secretary of State. This is a requirement only of the successful vendor(s). For further information, contact the Secretary of State at (401-222-3040).
12. In accordance with R. I. Gen. Laws §§ 37-14.1-1 and 37-2.2-1 it is the policy of the State to support the fullest possible participation of firms owned and controlled by minorities (MBEs) and women (WBEs) and to support the fullest possible participation of small disadvantaged businesses owned and controlled by persons with disabilities (Disability Business Enterprises a/k/a “DisBE”)(collectively, MBEs, WBEs, and DisBEs are referred to herein as ISBEs) in the performance of State procurements and projects. As part of the evaluation process, vendors will be scored and receive points based upon their proposed ISBE utilization rate in accordance with 150-RICR-90-10-1, “Regulations Governing Participation by Small Business Enterprises in State Purchases of Goods and Services and Public Works Projects”. As a condition of contract award vendors shall agree to meet or exceed their proposed ISBE utilization rate and that the rate shall apply to the total contract price, inclusive of all modifications and amendments. Vendors shall submit their ISBE participation rate on the enclosed form entitled “MBE, WBE and/or DisBE Plan Form”, which shall be submitted in a separate, sealed envelope as part of the proposal. ISBE participation credit will only be granted for ISBEs that are duly certified as MBEs or WBEs by the State of Rhode Island, Department of Administration, Office of Diversity, Equity and Opportunity or firms certified as DisBEs by the Governor’s Commission on Disabilities. The current directory of firms certified as MBEs or WBEs may be accessed at <http://odeo.ri.gov/offices/mbeco/mbe-wbe.php>. Information regarding DisBEs may be accessed at www.gcd.ri.gov.

For further information, visit the Office of Diversity, Equity & Opportunity’s website, at <http://odeo.ri.gov/> and see R.I. Gen. Laws Ch. 37-14.1, R.I. Gen. Laws Ch. 37-2.2, and 150-RICR-90-10-1. The Office of Diversity, Equity & Opportunity may be contacted at, (401) 574-8670 or via email Dorinda.Keene@doa.ri.gov

COMPONENT I. FAMILY NEEDS ASSESSMENT

SECTION I.2. BACKGROUND

Through the Preschool Development Grant (PDG) award RI committed to conducting a comprehensive needs assessment of the systems and programs that serve children birth to 5 years of age (B-5), and their families. RI is requesting the services of a consultant to carry out the Family Needs Assessment. RI seeks to enter into an agreement with a qualified consultant to take the lead on five key areas of work: methodology, survey development, mixed methods data collection, data analysis, and production of a final report. The consultant and state PDG core project team will work collaboratively throughout the process.

Anecdotal evidence and recent family focus groups (conducted during the 2018 Family Home Visiting (FHV) strategic planning process) demonstrate that RI's B-5 services can feel duplicative, disjointed, and confusing for families to navigate. To design a more family-centered system, we must understand families' barriers to accessing the mixed delivery system, such as affordability, transportation, hours of service, transitions across programs, access to information, and trust in the system. To understand how best to provide services that are relevant and accessible to families, we will engage a consultant to analyze family needs; the assessment will analyze families' greatest concerns/barriers in accessing ECE programs and comprehensive services, as well as transitioning between home and school, across programs, and into elementary school. Results of the needs assessment will inform strategic decision making, assist the state in developing priorities for system change, and priorities in allocating resources. The results may also be disseminated to other stakeholders and partners for their use to inform their activities.

RI has developed a strong needs assessment foundation regarding the quality and availability of programming and supports for children B-5. Other essential needs assessment components – including a facilities study and workforce study (Component II) –will also be conducted as part of the PDG B-5 work. The consultant is expected to coordinate with these other PDG workstreams for the family needs assessment. Leveraging existing needs assessments and conducting new analyses will provide comprehensive information that is essential to the development of RI's B-5 Strategic Plan. The needs assessment will also provide important baseline data and allow RI to develop measurable, data-driven strategies to achieve our three system goals.

RI is focused on supporting children who are most at risk of not reading on grade level by the end of third grade. The family needs assessment should focus on ensuring that the most at-risk families are successfully accessing the services and supports available from the state – and identifying the barriers to access. The target populations include the follow groups, which are not mutually exclusive:

- a. Children in low-income families (under 200% FPL)
- b. Infants and toddlers
- c. Children with developmental delays and disabilities
- d. Children with behavioral or mental health challenges
- e. Children facing trauma—with a focus on victims of child abuse or neglect
- f. Children in non-English speaking families
- g. Children who have experienced homelessness

SECTION I.3: SCOPE OF WORK AND REQUIREMENTS

The consultant must be able to perform the following services and provide the associated deliverables:

Develop a Needs Assessment Plan. The consultant shall use best and promising needs assessment practices to outline and detail the approach for conducting the family needs assessment. In consultation

with the core PDG project team, the consultant will develop a family needs assessment plan, identify key tasks and associated timelines, and propose a structured methodology to conduct the needs assessment. As part of the development of the plan the consultant will need to meet with key stakeholders to get input regarding what information will be collected. The consultant will develop plans to assess needs on a community and regional level based on available resources, programs and stakeholders. PDG core staff will assist in identifying stakeholders and help address barriers.

Compile and Review Secondary Data. The consultant, in collaboration with PDG core staff, will work with community organizations that serve families to obtain and synthesize available secondary data that may already exist. The PDG B-5 team will be responsible for supporting the development and implementation of appropriate data sharing agreements. The consultant will also review and reference relevant national level studies and data as well as gather relevant information from government and other entities (foundations, universities) that may have relevant information.

Develop Needs Assessment instrument(s). The consultant shall develop the instrument(s) necessary to collect data. Data collection targets may include families, relevant organizations and/or community members, state government stakeholders and others. This may entail a mixed methods approach of surveys (online, telephone, or in-person), key informant interviews and/or focus groups, and other proposed data collection methods and approaches. The consultant will consult with PDG core staff in the development of the instrument and approach. The consultant may also include proposed methods for family engagement as needed.

Conduct Family Needs Assessment. The consultant shall conduct the family needs assessment in accordance with the plan, using the approved instrument(s). The consultant will also be prepared to support participating families in identifying and connecting with resources as possible.

Prepare Final Report The consultant shall prepare a final needs assessment report that includes an executive summary, introduction and background, methods (data collection, strengths and limitations, and key participants), key findings, recommendations, appendices (e.g., data collection instruments, schedule of activities). The consultant shall consult with PDG core staff to gather the pertinent background data.

To meet the goals of this critical federal grant, we are seeking a professional and fast-paced team, with the following qualifications:

- Experience conducting population-level research
- Experience conducting surveys and interviews
- Significant relevant experience is assessing community needs, five years or more preferred
- Experience with reaching, working with, and gaining the trust of communities
- Excellent written and verbal communication skills in English and Spanish
- Experience developing presentations and written reports tailed to specific audiences
- Ability to work with a team and independently
- Ability to manage deadlines and prioritize work

While familiarity with issues that impact young children and their families and communities is preferred, it is not required.

- In addition to the above, participate in related PDG B-5 related activities, including but not limited to the Strategic Planning data sessions, quarterly all-PDG vendor meetings, and Leadership meetings as needed.

- Other responsibilities aligned with above scope as needed and determined by the Department

Tentative Project Schedule

This project schedule may be amended based on progression of related PDG B-5 activities.

| Task | Deliverable | Scheduled Completion Date |
|-------------|---|--|
| 1 | Design study and prepare technical set-up necessary for administration. | On or before April 10 th , 2019 |
| 2 | Implement data collection as defined in the study design. | April – June 2019 |
| 3 | Maximize response rate by initiating callbacks to non-responders | June - July 2019 |
| 4 | Deliver preliminary results to stakeholders, as determined by DHS. Deliverable should include a searchable, clear data set that includes all information collected and categorized by key indicators and characteristics. An interim assessment of key findings should also be prepared by this time for use in the Strategic Planning process. | July 2019 |
| 5 | Statistical Analysis conducted meeting all requirements outlined in solicitation and/or provided by DHS | July - August 2019 |
| 6 | Collaboration with DHS and PDG B-5 Team regarding data interpretation and preparation of final reports | August - September 2019 |
| 7 | Final reports delivered to DHS for submission to the Federal Government | September 1 st , 2019 |
| 8 | Additional reports delivered to DHS, including a detailed report, project methodology, final cleaned data sets, summary presentation, and summary report | October 1st, 2019 |

All reports, surveys, and data produced through this contract will be products of the Department. As such, they shall become public information and the Department may advertise their availability and seek other partners for continued work in the future. Respondents should anticipate 20-30 days of multi-level review led by the Department with agreed upon revisions expected at each level to refine text and create web-ready document(s).

SECTION I.4: PROPOSAL

A. Technical Proposal

1. **Staff Qualifications** – Provide staff resumes/CV and describe qualifications and experience of key staff who will be involved in this project, including their experience in conducting surveys leading to reliable results, data analysis, background in B-5 system, and other relevant expertise. Indicate the amount of time each staff member will dedicate to this project and anticipated time in person on the project.

2. **Capability, Capacity, and Qualifications of the Offeror** - Provide a detailed description of the Vendor’s experience conducting similar research or studies, as well as ability to deliver the report in the proposed timeline. A list of relevant client references must be provided, to include client names, addresses, phone numbers, dates of service and type(s) of research provided.
3. **Work Plan & Approach Proposed** - Describe in detail the research methodology and process to deliver the family needs assessment. The following should be included in the workplan: 1) research methods that will ensure accuracy, reliability, and privacy protection of the data, including survey/research design, data collection and storage methods, and data analysis approach; 2) detailed timeline with interim deliverables to achieve proposed timeline (including regular review opportunities for the PDG B-5 Team), 3) anticipated requests for the PDG B-5 team to enable to the analysis. Provide as much detail as needed to create a thorough plan that can be implemented immediately if a contract is awarded.

B. Cost Proposal:

Prospective vendors must submit a detailed budget using the attached Appendix B: Budget Form. Also, include a detailed, thorough budget narrative that describes each of the proposed costs in the budget, and explicitly ties costs to the workplan, deliverables, and objectives.

C. ISBE Proposal

See Appendix A for information and the MBE, WBE, and/or Disability Business Enterprise Participation Plan form(s). Bidders are required to complete, sign and submit these forms with their overall proposal in a sealed envelope. Please complete separate forms for each MBE, WBE and/or Disability Business Enterprise subcontractor/supplier to be utilized on the solicitation.

SECTION I.5: EVALUATION

Proposals shall be reviewed by a technical evaluation committee (“TEC”) comprised of staff from State agencies. The TEC first shall consider technical proposals.

Technical proposals must receive a minimum of 60 (85.7%) out of a maximum of 70 points to advance to the cost evaluation phase. Any technical proposals scoring less than 60 points shall not have the accompanying cost or ISBE participation proposals opened and evaluated. The proposal will be dropped from further consideration.

Technical proposals scoring 60 points or higher will have the cost proposals evaluated and assigned up to a maximum of 30 points in cost category bringing the total potential evaluation score to 100 points. After total possible evaluation points are determined ISBE proposals shall be evaluated and assigned up to 6 bonus points for ISBE participation.

The Department of Human Services reserves the right to select the vendor(s) or firm(s) (“vendor”) that it deems to be most qualified to provide the goods and/or services as specified herein; and, conversely, reserves the right to cancel the solicitation in its entirety in its sole discretion.

Proposals shall be reviewed and scored based upon the following criteria:

| Criteria | Possible Points |
|------------------------------|-----------------|
| Staff Qualifications: | 10 |

| | |
|--|----------------|
| Quality of plan for staffing project, which includes individuals with the appropriate levels of experience and qualifications conducting the needs assessments | 4 |
| Experience in conducting needs assessments and population research. If staff are not identified, agency has described plan for recruiting staff with the relevant experience. | 4 |
| Experience in working with the early childhood sector | 2 |
| Capability, Capacity, and Qualifications of the Offeror | 15 |
| Applicant has included a description of the agency, including organizational structure, and description of all collaborating agencies and subcontractors if relevant | 2 |
| Applicant has included list of relevant client references with contact information | 1 |
| Applicant has provided detailed descriptions of previous experience conducting similar studies and research. If possible, applicant has provided examples of final deliverables from these projects. | 10 |
| Applicant has demonstrated that they have the capacity to complete the needs assessment in the timeframe described in the Project Schedule. | 2 |
| Work Plan | 20 |
| Agency has described, in detail, how it will meet each of the objectives described in the scope of work, and the expected dates of interim and final deliverables. | 10 |
| The quality of the timeline which shows a thorough, achievable approach to meeting the time frame described in this Project Schedule | 10 |
| Approach Proposed | 25 |
| The degree to which the applicant has proposed, articulated, and planned an appropriate, comprehensive, and relevant methodology to conduct the needs assessment. | 15 |
| The degree to which the applicant has proposed to include relevant stakeholder input and collaboration to develop the approach and methodology. | 5 |
| The degree to which the applicant has demonstrated ability to collaborate with other PDG workstreams, articulated when these collaborations may be needed, and how such feedback will be addressed and incorporated. | 5 |
| Total Possible Technical Points | 70 |
| Cost Proposal | 30 |
| Total Possible Evaluation Points | 100 |
| ISBE Participation** | 6 Bonus Points |

***Cost Proposal Evaluation:**

The vendor with the lowest cost proposal shall receive one hundred percent (100%) of the available points for cost. All other vendors shall be awarded cost points based upon the following formula:

$$(\text{lowest cost proposal} / \text{vendor's cost proposal}) \times \text{available points}$$

For example: If the vendor with the lowest cost proposal (Vendor A) bids \$65,000 and Vendor B bids \$100,000 for monthly costs and service fees and the total points available are thirty (30), Vendor B's cost points are calculated as follows:

$$\$65,000 / \$100,000 \times 30 = 19.5$$

****ISBE Participation Evaluation:**

a. Calculation of ISBE Participation Rate

1. ISBE Participation Rate for Non-ISBE Vendors. The ISBE participation rate for non-ISBE vendors shall be expressed as a percentage and shall be calculated by dividing the amount of non-ISBE vendor's total contract price that will be subcontracted to ISBEs by the non-ISBE vendor's total contract price. For example if the non-ISBE's total contract price is \$100,000.00 and it subcontracts a total of \$12,000.00 to ISBEs, the non-ISBE's ISBE participation rate would be 12%.
2. ISBE Participation Rate for ISBE Vendors. The ISBE participation rate for ISBE vendors shall be expressed as a percentage and shall be calculated by dividing the amount of the ISBE vendor's total contract price that will be subcontracted to ISBEs and the amount that will be self-performed by the ISBE vendor by the ISBE vendor's total contract price. For example if the ISBE vendor's total contract price is \$100,000.00 and it subcontracts a total of \$12,000.00 to ISBEs and will perform a total of \$8,000.00 of the work itself, the ISBE vendor's ISBE participation rate would be 20%.

b. Points for ISBE Participation Rate:

The vendor with the highest ISBE participation rate shall receive the maximum ISBE participation points. All other vendors shall receive ISBE participation points by applying the following formula:

$$(\text{Vendor's ISBE participation rate} \div \text{Highest ISBE participation rate}) \times \text{Maximum ISBE participation points}$$

For example, assuming the weight given by the RFP to ISBE participation is 6 points, if Vendor A has the highest ISBE participation rate at 20% and Vendor B's ISBE participation rate is 12%, Vendor A will receive the maximum 6 points and Vendor B will receive $(12\% \div 20\%) \times 6$ which equals 3.6 points.

General Evaluation:

Points shall be assigned based on the vendor's clear demonstration of the ability to provide the requested goods and/or services. Vendors may be required to submit additional written

information or be asked to make an oral presentation before the TEC to clarify statements made in the proposal.

COMPONENT II. WORKFORCE NEEDS ASSESSMENT

SECTION II.2. BACKGROUND

Part of Rhode Island's quality improvement efforts for the B-5 system include developing and sustaining an effective early care and education workforce. To understand how to create a strong, stable workforce, we first need baseline data on the characteristics of the current workforce across all programs. The goal of this solicitation is to conduct a study of the early care and learning workforce in Rhode Island, including but not limited to workforce in child care centers, family child care homes, Early Intervention, family home visiting programs, State Pre-Kindergarten classes, Head Start, and Early Head Start. A comprehensive workforce study across all programs has not previously been conducted, although surveys for specific programs or segments of the B-5 system have been undertaken in the past.

Previous Studies:

- The most recent study involving the child care system was the 2018 Market Rate study, which can be accessed here:
<http://www.dhs.ri.gov/Programs/CCAPProviderResourceNewPageLAC.php>
- A study involving the child care workforce was conducted in 2014 as part of the State's Race to the Top Early Learning Challenge grant. This study focused on the workforce in child care centers, family child care homes, and group family child care. It was conducted by Oldham Innovative Research. The report can be accessed here:
<https://exceed.ri.gov/Docs/Rhode%20Island%20Workforce%20Study%202013.pdf>
- Previously, another study was undertaken in 2011 by the University of Rhode Island's Charles T. Schmidt Labor Research Center. DHS, in partnership with the RI Department of Labor & Training, routinely conducts a biennial survey of the current market rates for child care. In 2011, the *Statewide Survey of Child Care Rates in Rhode Island* was expanded to include workforce related questions in an attempt to gain preliminary data on the characteristics of the early childhood workforce.
http://www.dhs.ri.gov/Portals/0/Uploads/Documents/Public/ChildCare/2011_cc_ratestudy.pdf
Separate questions were asked of child care centers and family child care homes, and though the response rate was low, the study was able to document different workforce characteristics of the two groups, including wages, benefits, and years of experience.
- Another study conducted in 2003 by Wellesley College entitled, *A Preliminary Look at Employee Turnover at Child Care Centers in Rhode Island*, focused on the issue of employee turnover specifically in licensed child care centers
<http://www.dhs.ri.gov/Portals/0/Uploads/Documents/Public/Research%20and%20Evaluation/TurnoverPaper.pdf>

Rhode Island recognizes the need to obtain information on the size and characteristics of all sectors of the early childhood workforce. One of the primary uses of the study results will be to inform initiatives that are part of the State's early childhood vision, including development of career pathways for early childhood workforce, such as development of pipelines for infant/toddler teachers and Pre-K teachers to support a strong infant/toddler system and universal Pre-K in Rhode Island. A critical component of this system is to ensure that professional development opportunities are inclusive of and available to all providers. Knowledge of the early childhood workforce characteristics and the population served will be helpful in designing more effective statewide policies and programs. This study will ultimately support early learning and development programs in improving the school readiness of children and to increase the quality and availability of services and programs for target families.

Many organizations throughout the state will benefit from the statistics in the workforce study. State agencies, child care programs, advocacy groups, philanthropic and professional organizations will use these data in their efforts to better address the issues of workforce recruitment, compensation, and professional standards within the early care and education system. In addition, the data compiled through this effort will serve as a baseline for future comparison.

Key goals of this study include:

- Gaining baseline knowledge about the nature (i.e. demographics, education, experience, wages, career path, etc) of the current B-5 workforce across all programs
- Understanding the pathways into the B-5 workforce and the reasons for turnover and exit from the field
- Identifying opportunities to strengthen the quality and stability of the workforce to support an effective B-5 ecosystem
- Developing the data foundations to drive development of a pipeline for staffing universal, high-quality Pre-Kindergarten in RI while also supporting strong programs for 0-3 year olds

Child Care in Rhode Island: There are approximately 1,100 child care programs operating in Rhode Island today. The majority of programs (approximately 60%) are licensed family child care homes. According to recent data from the RI Department of Children, Youth, and Families (DCYF), in there are currently 650 licensed family child care homes, and 417 licensed center-based programs.

Early Intervention: Approximately 4,400 families are enrolled in Early Intervention. Direct staff include approximately 250 individuals in a variety of roles, including speech therapists, social workers, educators, and more.

Family Home Visiting: There are currently approximately 1,400 children enrolled in FHV. These FHV programs currently include over 100 full-time positions.

Early Head Start: As of October 2017, there were 641 children and pregnant women enrolled in Early Head Start. More than half of these children and women (325) are from the four core cities.

Head Start: There are 948 three year-olds, 1,275 four year olds, and 7 five year olds enrolled in 7 Head Start preschool programs.

State Pre-Kindergarten Classes: There are currently 60 classes in 11 communities with 23 education coordinators, and 60 teaching teams (include a lead teacher, teacher assistant, and community partners).

SECTION II.3: SCOPE OF WORK AND REQUIREMENTS

1. In coordination with the Department, collaborate with the PDG B-5 Core Project Management Team to gather input on the workforce study, including, but not limited to, data collection instruments, processes for gathering and analyzing information, and review of final reports.
2. Develop and conduct surveys of B-5 workforce. Survey administration will include arranging translation and/or interpreter services; pilot testing; directing and conducting the actual survey; callbacks to non-responders; data quality assessment and assurance; and data entry verification. Through the use of appropriate screening questions, the survey will identify a representative sample of: (1) child care center staff; (2) family child care providers; (3) early intervention workforce; (4) family home visiting workforce; (5) Early Head Start workforce; (6) Head Start workforce; (7) State Pre-K workforce, and others as identified by the Department.

3. The information collected through a combination of methodologies will meet the following objectives:
 - a. Provide an estimate of the size of the B-5 workforce by program type and setting
 - b. Compile baseline data on the demographics, wages, tenure, use of public assistance, work experience and history, and educational characteristics of the individuals employed within the B-5 workforce
 - c. Identify the extent to which their educational and work history backgrounds vary with respect to ethnicity, language and age, and tenure
 - d. Profile the business and program characteristics of programs, including organizational status, program budget, participation in various subsidy programs; turnover rates, benefits offered, program organizational/educational auspice, and number and ages of children served. This work will be coordinated with the other needs assessment work streams as part of PDG (including the Facilities Needs Assessment)
 - e. Profile the children that providers with varying characteristics serve, in terms of numbers, ages, subsidy status, and special needs;
 - f. Document the professional preparation of staff to work with children who are dual language learners and/or have special needs;
 - g. Develop a sound estimate of the number of staff in the various roles (assistant teachers, teachers, directors, etc) working in licensed child care centers; and the number of paid assistants working in licensed family child care homes. Identify information in a manner that can be cross-referenced with enrollment information to understand how staff qualifications / background vary with demographics of children served.
 - h. Identify differences among regions of the state, between programs with and without public subsidies, licensed and unlicensed settings, and between programs serving and not serving infants, with respect to staff, along the dimensions noted above (including wages).
 - i. Provide information that will be needed in order to analyze data by subgroups including, but not limited to: center staff position, location, whether or not the program cares for children enrolled in the Child Care Assistance Program, and whether or not the program cares for children with special needs.
 - j. Provide data on the financial supports received by B-5 practitioners including the number of scholarships, reimbursement for training expenses, and loans awarded.
 - k. Provide data on the number of early childhood-related degrees and credentials conferred annually to practitioners by setting.
 - l. Identify/profile credential pathways and higher education programs for B-5 workforce in the state; this profile should include number of spots available, costs, etc.
 - m. Provide a comparison of wages of other careers that require similar credentials.
 - n. Forecast the need for different jobs within the B-5 workforce, and the associated compensations needed to attract and retain a quality workforce
4. Present final report to the Department of Human Services, including:
 - a. An executive summary of the report
 - b. A succinct, user-friendly presentation document in the form of a PowerPoint presentation or fact sheets that summarizes the key study findings by category/topic.
 - c. Final report, including trends, themes, findings, and lessons learned, in both text and web-based formats. These findings should include, but are not limited to, recommendations on workforce development pathways / career pipelines to meet the critical needs in RI's B-5 workforce ecosystem, including Infant/Toddler workforce and teachers for Pre-Kindergarten classrooms.
 - d. A technical report on methods, process and costs.
 - e. Searchable, user-friendly database with cleaned data from all survey questions and research outputs to allow for further analysis.

- f. Public use data files of the survey data with accompanying survey instruments and codebooks that protect the anonymity of responders in accordance with state and federal privacy laws.
5. In addition to the above, participate in related PDG B-5 related activities, including but not limited to the Strategic Planning data sessions, quarterly all-PDG vendor meetings, and Leadership meetings as needed.
6. Other responsibilities aligned with above scope as needed and determined by the Department

All final reports produced through this contract will be products of the Department. As such, they shall become public information and the Department may advertise their availability and seek other partners for continued work in the future. Respondents should anticipate 20-30 days of multi-level review led by the Department with agreed upon revisions expected at each level to refine text and create web-ready document(s).

Responders may propose additional tasks or activities if they will substantially improve the results of the project. These items should be separated from the required items on the cost proposal.

Tentative Project Schedule

This project schedule may be amended based on progression of related PDG B-5 activities.

| Task | Deliverable | Scheduled Completion Date |
|-------------|---|----------------------------------|
| 1 | Receive program contact information from PDG B-5 team and verify accuracy. | Upon award of contract |
| 2 | Design study and prepare technical set-up necessary for administration. | April 2019 |
| 3 | Implement data collection as defined in the study design. | April – June 2019 |
| 4 | Maximize response rate by initiating callbacks to non-responders | June - July 2019 |
| 5 | Statistical Analysis conducted meeting all requirements outlined in solicitation and/or provided by DHS | July - August 2019 |
| 6 | Collaboration with DHS and PDG B-5 Team regarding data interpretation and preparation of final reports | August - September 2019 |
| 7 | Final reports delivered to DHS | September 1 st , 2019 |

SECTION II.4: PROPOSAL

A. Technical Proposal

4. **Staff Qualifications** – Provide staff resumes/CV and describe qualifications and experience of key staff who will be involved in this project, including their experience in conducting surveys leading to reliable results, data analysis, background in B-5 system, and other relevant expertise. Indicate the amount of time each staff member will dedicate to this project and anticipated time in person on the project.

5. **Capability, Capacity, and Qualifications of the Offeror** - Provide a detailed description of the Vendor's experience conducting similar research or studies, as well as ability to deliver the report in the proposed timeline. A list of relevant client references must be provided, to include client names, addresses, phone numbers, dates of service and type(s) of research provided.
6. **Work Plan & Approach** - Describe in detail the research methodology and process to deliver the workforce needs assessment. The following should be included in the workplan: 1) research methods that will ensure accuracy and reliability of the data, including survey/research design, data collection and storage methods, and data analysis approach; 2) detailed timeline with interim deliverables to achieve proposed timeline (including regular review opportunities for the PDG B-5 Team), 3) anticipated requests for the PDG B-5 team to enable to the analysis. Provide as much detail as needed to create a thorough plan that can implemented immediately if a contract is awarded.

B. Cost Proposal

Prospective vendors must submit a detailed budget using the attached Appendix B: Budget Form. Also, include a detailed, thorough budget narrative that describes each of the proposed costs in the budget, and explicitly ties costs to the workplan, deliverables, and objectives.

C. ISBE Proposal

See Appendix A for information and the MBE, WBE, and/or Disability Business Enterprise Participation Plan form(s). Bidders are required to complete, sign and submit these forms with their overall proposal in a sealed envelope. Please complete separate forms for each MBE, WBE and/or Disability Business Enterprise subcontractor/supplier to be utilized on the solicitation.

SECTION II.5: EVALUATION

Proposals shall be reviewed by a technical evaluation committee ("TEC") comprised of staff from State agencies. The TEC first shall consider technical proposals.

Technical proposals must receive a minimum of 60 (85.7%) out of a maximum of 70 points to advance to the cost evaluation phase. Any technical proposals scoring less than 60 points shall not have the accompanying cost or ISBE participation proposals opened and evaluated. The proposal will be dropped from further consideration.

Technical proposals scoring 60 points or higher will have the cost proposals evaluated and assigned up to a maximum of 30 points in cost category bringing the total potential evaluation score to 100 points. After total possible evaluation points are determined ISBE proposals shall be evaluated and assigned up to 6 bonus points for ISBE participation.

The Department of Human Services reserves the right to select the vendor(s) or firm(s) ("vendor") that it deems to be most qualified to provide the goods and/or services as specified herein; and, conversely, reserves the right to cancel the solicitation in its entirety in its sole discretion.

Proposals shall be reviewed and scored based upon the following criteria:

| Criteria | Possible Points |
|---|------------------------|
| Staff Qualifications: | 10 |
| Quality of plan for staffing project, which includes individuals with the appropriate levels of experience and qualifications conducting the study | 4 |
| Experience in conducting similar studies and research. If staff are not identified, agency has described plan for recruiting staff with the relevant experience. | 4 |
| Experience in working with the early childhood sector | 2 |
| Capability, Capacity, and Qualifications of the Offeror | 15 |
| Applicant has included a description of the agency, including organizational structure, and description of all collaborating agencies and sub-contractors if relevant | 2 |
| Applicant has included list of relevant client references with contact information | 1 |
| Applicant has provided detailed descriptions of previous experience conducting similar studies and research. If possible, applicant has provided examples of final deliverables from these projects. | 10 |
| Applicant has demonstrated that they have the capacity to complete the needs assessment in the timeframe described in the Project Schedule. | 2 |
| Work Plan | 20 |
| Agency has described, in detail, how it will meet each of the objectives described in the scope of work, and the expected dates of interim and final deliverables. | 10 |
| The timeline shows a thorough, achievable approach to meeting the Project Schedule | 10 |
| Approach | 25 |
| The degree to which the applicant has proposed, articulated, and planned an appropriate, comprehensive, and relevant methodology to conduct the needs assessment. | 15 |
| The degree to which the applicant has proposed to include relevant stakeholder input and collaboration to develop the approach and methodology. | 5 |
| The degree to which the applicant has demonstrated ability to collaborate with other PDG workstreams, articulated when these collaborations may be needed, and how resulting feedback will be addressed and incorporated. | 5 |
| Total Possible Technical Points | 70 |
| Cost Proposal | 30 |

| | |
|---|----------------|
| Total Possible Evaluation Points | 100 |
| ISBE Participation** | 6 Bonus Points |
| Total Possible Points | 106 |

The vendor with the lowest cost proposal shall receive one hundred percent (100%) of the available points for cost. All other vendors shall be awarded cost points based upon the following formula:

(lowest cost proposal / vendor's cost proposal) x available points

For example: If the vendor with the lowest cost proposal (Vendor A) bids \$65,000 and Vendor B bids \$100,000 for monthly costs and service fees and the total points available are thirty (30), Vendor B's cost points are calculated as follows:

$$\$65,000 / \$100,000 \times 30 = 19.5$$

****ISBE Participation Evaluation:**

a. Calculation of ISBE Participation Rate

1. ISBE Participation Rate for Non-ISBE Vendors. The ISBE participation rate for non-ISBE vendors shall be expressed as a percentage and shall be calculated by dividing the amount of non-ISBE vendor's total contract price that will be subcontracted to ISBEs by the non-ISBE vendor's total contract price. For example if the non-ISBE's total contract price is \$100,000.00 and it subcontracts a total of \$12,000.00 to ISBEs, the non-ISBE's ISBE participation rate would be 12%.

2. ISBE Participation Rate for ISBE Vendors. The ISBE participation rate for ISBE vendors shall be expressed as a percentage and shall be calculated by dividing the amount of the ISBE vendor's total contract price that will be subcontracted to ISBEs and the amount that will be self-performed by the ISBE vendor by the ISBE vendor's total contract price. For example if the ISBE vendor's total contract price is \$100,000.00 and it subcontracts a total of \$12,000.00 to ISBEs and will perform a total of \$8,000.00 of the work itself, the ISBE vendor's ISBE participation rate would be 20%.

b. Points for ISBE Participation Rate:

The vendor with the highest ISBE participation rate shall receive the maximum ISBE participation points. All other vendors shall receive ISBE participation points by applying the following formula:

$$(\text{Vendor's ISBE participation rate} \div \text{Highest ISBE participation rate})$$

$$\times \text{Maximum ISBE participation points}$$

For example, assuming the weight given by the RFP to ISBE participation is 6 points, if Vendor A has the highest ISBE participation rate at 20% and Vendor B's ISBE participation rate is 12%, Vendor A will receive the maximum 6 points and Vendor B will receive $(12\% \div 20\%) \times 6$ which equals 3.6 points.

General Evaluation:

Points shall be assigned based on the vendor's clear demonstration of the ability to provide the requested goods and/or services. Vendors may be required to submit additional written information or be asked to make an oral presentation before the TEC to clarify statements made in the proposal.

COMPONENT III. STRATEGIC PLAN

SECTION I.2. BACKGROUND

Over the past decade, RI has developed a multitude of plans relevant to specific sectors of the B-5 system all targeted at improving child outcomes. The Vendor will build on and enhance our existing strategic plans to create a single, comprehensive, purposeful and actionable B-5 plan that recommends collaboration, coordination, and quality improvement strategies and activities to achieve our three system goals. This will allow us to better serve children and families in existing programs and increase the overall participation of children B-5. To maximize opportunities for our target populations, we must also better align and optimize our funding streams to create efficiencies. RI has limited experience and success in braiding or blending funding from federal, state and local sources. The Vendor will research other states' efforts to maximize funding to support the B-5 system, analyze RI's current use and implementation of funding streams, and include recommendations in the final strategic plan for RI to enhance funding alignment and optimization.

Relevant existing strategic plans include:

- [Rhode Island's Strategic Plan for PK-12 & Adult Education](#)
- [ELC Strategic B-8 Advisory Plan 2016-2020:](#)
- [Governor's B-8 Third Grade Reading Action Plan](#)
- [Children's Cabinet Strategic Plan](#)
- [Race to the Top Early Learning Challenge Final Report, 2017](#)
- Family Home Visiting Strategic Plan, 2018
- [Maternal and Child Health Strategic Plan](#)
- RI's Pediatric Patient Centered Medical Home Framework
- CCDF Triennial Plan, 2018/CCDBG plan
- BrightStars Think Tank Recommendations and DHS Response
- CCAP Policy and Regulations
- New or updated Federal and State Statutory Requirements.

SECTION III.3: SCOPE OF WORK AND REQUIREMENTS

General Scope of Work

The Vendor will facilitate and lead the strategic planning process over the course of eight months. This process will be led in partnership with a stakeholder Design Team. The Vendor will create a strategic plan that will include recommendations in, but not limited to, the following areas: partnership opportunities among existing programs to increase coordination, quality, and service delivery; B-5 system governance structure and sustainability; data infrastructure; facilities; workforce development; parent and family engagement; resource alignment and efficiencies; aligned and optimized funding streams; expansion of quality ECE programs; and transitions from ECE programs into elementary school.

Specific Activities / Tasks

1. Assemble a Design Team, which will serve as the strategic planning steering committee and will consist of the internal PDG Project Team and an extended team. The PDG Project Team contains a member from each of the state agencies that are essential in developing a comprehensive, coordinated B-5 system plan: EOHHS, DHS, RIDE, RIDOH, DCYF, Children's Cabinet, and the Governor's Office. The Vendor will also assemble an extended team, consisting of members from the following essential stakeholder groups: families, Head Start agencies, Family Home Visiting, community-based providers, private entities (including faith and community-based coalitions, non-profits, and the business community), the Narragansett Indian Tribe, local governments, and LEAs.

2. Facilitate the Design Team in reviewing the three system goals, grant vision, and preliminary data available from needs assessments (including but not limited to Components I and II) to set core values to form the foundation of the strategic plan and drive towards recommendations.
3. Complete a detailed review and cross-walk of existing relevant strategic plans to identify strategies and activities that are currently being implemented and/or are already aligned and can be expanded, as well as areas needing additional research and strategic planning.
4. Facilitate frequent meetings with the Design Team in order to ensure the team plays an essential role in providing feedback, ensuring collaboration is occurring among stakeholders throughout the process and providing guidance about building on existing activities that have shown success in supporting our three system goals. Meeting facilitation includes identifying space, scheduling the meeting, planning agendas, developing materials, facilitating conversations, and owning next steps.
5. Conduct additional policy research to develop specific, actionable, and strategic recommendations tailored for RI. The vendor will conduct research on best practices for governance structures, data infrastructure, evaluation processes, transitions between programs, coordinated workforce development and technical assistance, and resource alignment and efficiency opportunities for all B-5.
6. Combine the information from needs-assessments (completed June 2019) with the collaborative work and extensive research to create data-driven, actionable recommendations for B-5 partnership opportunities, governance structure and sustainability, data infrastructure, facilities, workforce development, family engagement, resource alignment and efficiencies, expansion of quality programs, and transitions from ECE into elementary school (including a state definition of Kindergarten readiness and a statewide indicator to measure readiness).
7. Facilitate a working group comprised of state agencies, community partners, and providers to identify barriers and opportunities for optimizing funding from diverse sources. The analysis will include but not be limited to Title I, Medicaid, CCDF/CCDBG, Early Head Start/Head Start, Pre-K, CHIP, WIC, Title V Maternal and Child Health Program, Family First, and IDEA Part B and C. The Vendor will facilitate the working group – including managing meeting invitations, set-up, agendas, follow-up, etc – and conduct research on best practices.
8. Conduct an analysis of the costs necessary to implement high quality mixed delivery Pre-K program and develop a report detailing a recommendation for classroom budgets.
9. Produce a funding streams assessment that provides recommendations to align and optimize funding to support the B-5 system, to be included in the comprehensive B-5 strategic plan. The funding streams analysis should also:
 - a. Include detailed analysis of current Federal and State policy, State use, and potential opportunities across all funding streams in the B-5 system.
 - b. Include research into other states' efforts to braid and blend funding
 - c. Identify mechanisms to distribute funding in a mixed delivery system that leverages multiple funding streams
 - d. Identify actionable next steps for immediate and long-term implementation in Rhode Island. These next steps will be detailed and include recommended owners.
10. Produce a comprehensive B-5 strategic plan with a vision, key strategies, and short and long-term goals, and associated activities that will improve coordination and collaboration, better serve children and families in existing programs, and increase overall participation of vulnerable children in high quality ECE programs and comprehensive services in a mixed delivery system.
11. Identify actionable next steps for both the immediate and long term. These next steps should include recommendations for the appropriate owners of each action and lay out a clear pathway to accomplish these recommendations.
12. Identify existing partnership barriers and recommend strategies to support partnerships that leverage resources. The Vendor will use information surfaced from the cross-walk of strategic

plans, best practices from the policy research, and the outcomes of Activity 1 needs assessments to produce these recommendations.

13. Identify the key indicators for assessing progress and outcomes at the systems, provider, family, and child levels using criteria such as the ability to disaggregate data, the frequency of data availability, and the research literature on predictive indicators.
14. Engage a full range of stakeholders who will be meaningfully impacted -- especially families, providers, and agencies -- in the development and implementation processes of the strategic plan.
15. Convene opportunities for families of target populations to provide feedback and design these opportunities to meet family needs (i.e. at times, locations, and formats that serve target populations).
16. In addition to the above, participate in related PDG B-5 related activities, including but not limited to the Strategic Planning data sessions, quarterly all-PDG vendor meetings, and Leadership meetings as needed.
17. Other responsibilities aligned with above scope as needed and determined by the Department

Tentative Key Dates:

- Anticipated start date: March 2019
- July 2019 - Interim findings from needs assessments available to be included in strategic plan development (enhancing the policy research, stakeholder engagement, strategic plan cross-walk and review, funding streams analysis, and more defined above)
- September 1, 2019 - Strategic Plan must be finalized, with at least 30 days for State review beforehand

Deliverables: The State will require the following deliverables at minimum, and encourages respondents to propose additional deliverables in the work plan.

- Comprehensive report with detailed information about sources, research, background, and methodology
- Summary report detailing key findings, recommendations, and near- and long-term action steps for each of the key areas
- A detailed funding streams analysis with tools that can support decision-making and policy going forward, as well as actionable near-term and long-term recommendations
- Summary presentation detailing key findings and recommendations
- Online summary report that allows users to easily navigate report for topics of highest interest

SECTION III.4: PROPOSAL

A. Technical Proposal

The proposal should address specifically each of the following elements:

1. **Staff Qualifications** – Provide staff resumes/CV and describe qualifications, and the role in this work, of key staff who will be involved in this project, including their experiences in the early childhood sector, if any. Indicate the amount of time each staff member will dedicate to this project and anticipated time in person on the project.
2. **Capability, Capacity, and Qualifications of the Offeror** – Provide a detailed description of the Vendor’s experience with strategic planning, project management, meeting facilitation, and funding stream analysis. A list of relevant client references must be provided, to include client names, addresses, phone numbers, dates of service

3. **Work Plan** – Describe in detail, the framework within which requested strategic planning services will be performed. The following elements should be included: 1) methods for assembling and facilitating a design team, 2) methods for reviewing existing strategic plans, 3) methods for conducting policy research, 4) methods for producing a funding stream analysis, 5) methods for producing a comprehensive, actionable B-5 strategic plan, 6) methods for engaging stakeholders and convening meetings. Describe how the work plan will lead to a final strategic plan by September 1, 2019, as well as anticipated barriers and methods for overcoming these barriers.
4. **Approach/Methodology** – Define the methodology to be used for the design, development, and production of a comprehensive B-5 strategic plan.

B. Cost Proposal

Prospective vendors must submit a detailed budget using the attached Appendix C: Budget Form. Also, include a detailed, thorough budget narrative that describes each of the proposed costs in the budget, and explicitly ties costs to the workplan, deliverables, and objectives.

C. ISBE Proposal

See Appendix A for information and the MBE, WBE, and/or Disability Business Enterprise Participation Plan form(s). Bidders are required to complete, sign and submit these forms with their overall proposal in a sealed envelope. Please complete separate forms for each MBE, WBE and/or Disability Business Enterprise subcontractor/supplier to be utilized on the solicitation.

SECTION III.5: EVALUATION

Proposals shall be reviewed by a technical evaluation committee (“TEC”) comprised of staff from State agencies. The TEC first shall consider technical proposals.

Technical proposals must receive a minimum of 60 (85.7%) out of a maximum of 70 points to advance to the cost evaluation phase. Any technical proposals scoring less than 60 points shall not have the accompanying cost or ISBE participation proposals opened and evaluated. The proposal will be dropped from further consideration.

Technical proposals scoring 60 points or higher will have the cost proposals evaluated and assigned up to a maximum of 30 points in cost category bringing the total potential evaluation score to 100 points. After total possible evaluation points are determined ISBE proposals shall be evaluated and assigned up to 6 bonus points for ISBE participation.

The Department of Human Services reserves the right to select the vendor(s) or firm(s) (“vendor”) that it deems to be most qualified to provide the goods and/or services as specified herein; and, conversely, reserves the right to cancel the solicitation in its entirety in its sole discretion.

Proposals shall be reviewed and scored based upon the following criteria:

| Criteria | Possible Points |
|------------------------------|-----------------|
| Staff Qualifications: | 10 |

| | |
|---|------------------|
| Quality of plan for staffing project, which includes individuals with the appropriate levels of experience and qualifications conducting the strategic planning process | 4 |
| Experience in Strategic Planning with providers, young children, and their families. If staff are not identified, agency has described plan for recruiting staff with relevant experience. | 4 |
| Experience in working with the early childhood sector | 2 |
| Capability, Capacity, and Qualifications of the Offeror | 10 |
| Applicant has included a description of the agency, including organizational structure and has included description of all collaborating agencies and sub-contractors, if relevant | 3 |
| Applicant has demonstrated that they have the capacity to complete the needs assessment in the timeframe described in the Project Schedule. | 7 |
| Work Plan | 25 |
| Agency has described, in detail, how it will meet each of the objectives described in the work plan | 15 |
| Quality of the timeline which incorporates the timeframes described in this RFP, the anticipated interim and final deliverables, and will allow the state to meet deliverables | 10 |
| Approach/Methodology | 25 |
| The degree to which the applicant has proposed a thorough, targeted approach that is inclusive of stakeholders and is family-centered | 10 |
| Applicant has described how they will coordinate proposed work with other initiatives pertaining to enhancing the quality of child care in Rhode Island | 5 |
| The Degree to which the applicant has proposed an approach to developing and writing the strategic plan that shows appropriate process, incorporating Needs Assessment findings, coordinating with state leadership, communicating with stakeholders, developing recommendations, and producing a final product | 10 |
| Total Possible Technical Points | 70 points |
| Cost Proposal | 30 |
| Total Possible Evaluation Points | 100 |
| ISBE Participation** | 6 Bonus Points |
| Total Possible Points | 106 |

The vendor with the lowest cost proposal shall receive one hundred percent (100%) of the available points for cost. All other vendors shall be awarded cost points based upon the following formula:

$$(\text{lowest cost proposal} / \text{vendor's cost proposal}) \times \text{available points}$$

For example: If the vendor with the lowest cost proposal (Vendor A) bids \$65,000 and Vendor B bids \$100,000 for monthly costs and service fees and the total points available are thirty (30), Vendor B's cost points are calculated as follows:

$$\$65,000 / \$100,000 \times 30 = 19.5$$

**ISBE Participation Evaluation:

a. Calculation of ISBE Participation Rate

1. ISBE Participation Rate for Non-ISBE Vendors. The ISBE participation rate for non-ISBE vendors shall be expressed as a percentage and shall be calculated by dividing the amount of non-ISBE vendor's total contract price that will be subcontracted to ISBEs by the non-ISBE vendor's total contract price. For example if the non-ISBE's total contract price is \$100,000.00 and it subcontracts a total of \$12,000.00 to ISBEs, the non-ISBE's ISBE participation rate would be 12%.

2. ISBE Participation Rate for ISBE Vendors. The ISBE participation rate for ISBE vendors shall be expressed as a percentage and shall be calculated by dividing the amount of the ISBE vendor's total contract price that will be subcontracted to ISBEs and the amount that will be self-performed by the ISBE vendor by the ISBE vendor's total contract price. For example if the ISBE vendor's total contract price is \$100,000.00 and it subcontracts a total of \$12,000.00 to ISBEs and will perform a total of \$8,000.00 of the work itself, the ISBE vendor's ISBE participation rate would be 20%.

b. Points for ISBE Participation Rate:

The vendor with the highest ISBE participation rate shall receive the maximum ISBE participation points. All other vendors shall receive ISBE participation points by applying the following formula:

$$(\text{Vendor's ISBE participation rate} \div \text{Highest ISBE participation rate}$$

$$\times \text{Maximum ISBE participation points})$$

For example, assuming the weight given by the RFP to ISBE participation is 6 points, if Vendor A has the highest ISBE participation rate at 20% and Vendor B's ISBE participation rate is 12%, Vendor A will receive the maximum 6 points and Vendor B will receive $(12\% \div 20\%) \times 6$ which equals 3.6 points.

General Evaluation:

Points shall be assigned based on the vendor's clear demonstration of the ability to provide the requested goods and/or services. Vendors may be required to submit additional written information or be asked to make an oral presentation before the TEC to clarify statements made in the proposal.

COMPONENT IV. STAFFED FAMILY CHILD CARE NETWORK PILOT

SECTION IV.2. BACKGROUND

Rhode Island has a long history of developing and implementing strong B-5 programs and working together across sectors to promote coordination, collaboration, efficiency and transitions. Rhode Island has seen tremendous success in offering coordinated professional development and shared best practices as it relates to family home visiting, child welfare, early intervention, Head Start and early learning programming (including child care centers, family child care providers and state Pre-K classrooms.)

Rhode Island seeks a vendor(s) to build upon the existing framework for professional development and technical assistance and develop new processes/plans for supporting and sharing best practices across the birth-five workforce.

In collaboration with SEIU 1199, pilot a staffed family child care (FCC) network model: This one-year pilot will support twenty Family Child Care providers in increasing their quality and identify opportunities for expansion in future years.

SECTION IV.3: SCOPE OF WORK AND REQUIREMENTS

Goals

- Support FCC providers in increasing program quality by:
 - Sharing best practices among providers (including opportunities to leverage funding)
 - Developing new partnerships to reduce duplication and develop local economies of scale
 - Collaborating on the creation of professional development
 - Creating “lab experiences” for the entering workforce
- Evaluate effectiveness of a Staffed FCC Network in RI, and recommend program models for future years

Scope of Work

- In partnership with SEIU 1199, FCC partners, and other stakeholders, develop a pilot model and plan for a staffed FCC network based on best practices from around the country, including but not limited to the All Our Kin model in New Haven, CT
- Identify 3-4 FCC “ambassadors,” or experienced FCC providers whose programs are highly rated (4- or 5-Stars on the BrightStars Quality Rating Improvement System) to provide technical assistance and coaching to a group of twenty FCC providers.
- Coaching, mentoring and TA must be aligned to the state’s Quality Rating Improvement System (QRIS) and feature specific strategies for improving outcomes for birth-5 children
- Implement TA, coaching, lab experiences, and other opportunities as defined in the pilot model plan
- Document processes and training materials for future use by the Department or other stakeholders
- Regularly assess outcomes of the program to understand opportunities for model refinement and improvement
- Regularly survey FCC participants for feedback and satisfaction on training opportunities
- Collaborate with other PD and TA work in the B-5 ecosystem, including but not limited to the other PDG PDTA
- Participate in grant meetings as needed, including meetings with other vendors and consultants, State staff, State leadership, and others
- In addition to the above, participate in related PDG B-5 related activities, including but not limited to the Strategic Planning data sessions, quarterly all-PDG vendor meetings, and Leadership meetings as needed.
- Other responsibilities aligned with above scope as needed and determined by the Department

Deliverables

- Pilot model plan with input from stakeholders and research on national best practices
- Implementation of model with at least twenty FCC providers – including but not limited to training modules, coaching sessions, and lab experiences
- Assessment of progress, satisfaction, and quality outcomes for each aspect of the model
- Model documentation for future replication and expansion
- Final report with recommendations for expansion after grant period

Tentative Key Dates:

- Anticipated Start Date – Early March 2019
- Anticipated End Date - December 31, 2019 (may be extended if State is awarded an extension for the Federal grant)

SECTION IV.4: PROPOSAL

A. Technical Proposal

1. **Staff Qualifications** – Provide staff resumes/CV and describe qualifications, and the role in this work, of key staff who will be involved in this project, including their experiences in the early childhood sector, if any. Indicate the amount of time each staff member will dedicate to this project and anticipated time in person on the project.
2. **Capability, Capacity, and Qualifications of the Offeror** – Provide a detailed description of the Vendor’s experience with developing and implementing technical assistance and professional development for early childhood providers (or other systems, if applicable). A list of relevant client references must be provided, to include client names, addresses, phone numbers, dates of service.
3. **Approach/Methodology** – Define the methodology to be used for the design, development, and implementation of the Staffed FCC Network pilot. Please include an initial list of the proposed types of supports or opportunities that will be provided to FCC providers and describe how these will be implemented. For all aspects of the proposed approach, include progress and outcome metrics to define success for each stage of the approach.
4. **Work Plan** – Describe in detail how the Vendor will achieve the scope of work and deliverables using the approach/methodology. The following elements should be included: 1) detailed plan with associated timeline for deliverables 2) strategies for engaging “ambassadors” and broader FCC community 3) the number of FCC providers anticipated to be engaged at each point and the anticipated outcomes of that engagement 4) opportunities for data review and model revision.

B. Cost Proposal

Prospective vendors must submit a detailed budget using the attached Appendix B: Budget Form. Also, include a detailed, thorough budget narrative that describes each of the proposed costs in the budget, and explicitly ties costs to the workplan, deliverables, and objectives.

C. ISBE Proposal

See Appendix A for information and the MBE, WBE, and/or Disability Business Enterprise Participation Plan form(s). Bidders are required to complete, sign and submit these forms with their overall proposal in a sealed envelope. Please complete separate forms for each MBE, WBE and/or Disability Business Enterprise subcontractor/supplier to be utilized on the solicitation.

SECTION IV.5: EVALUATION

Proposals shall be reviewed by a technical evaluation committee (“TEC”) comprised of staff from State agencies. The TEC first shall consider technical proposals.

Technical proposals must receive a minimum of 60 (85.7%) out of a maximum of 70 points to advance to the cost evaluation phase. Any technical proposals scoring less than 60 points shall not have the accompanying cost or ISBE participation proposals opened and evaluated. The proposal will be dropped from further consideration.

Technical proposals scoring 60 points or higher will have the cost proposals evaluated and assigned up to a maximum of 30 points in cost category bringing the total potential evaluation score to 100 points. After total possible evaluation points are determined ISBE proposals shall be evaluated and assigned up to 6 bonus points for ISBE participation.

The Department of Human Services reserves the right to select the vendor(s) or firm(s) (“vendor”) that it deems to be most qualified to provide the goods and/or services as specified herein; and, conversely, reserves the right to cancel the solicitation in its entirety in its sole discretion.

Proposals shall be reviewed and scored based upon the following criteria:

| Criteria | Possible Points |
|--|------------------------|
| Staff Qualifications: | 15 |
| Quality of plan for staffing project, which includes individuals with the appropriate levels of experience and qualifications to develop and implement the Staffed FCC Network pilot | 5 |
| Experience in professional development and technical assistance for early childhood providers. If staff are not identified, agency has described plan for recruiting staff with relevant experience. | 5 |
| Experience in working with the early childhood sector | 5 |
| Capability, Capacity, and Qualifications of the Offeror | 15 |
| Strong, applicable experience in developing and implementing PD and TA | 10 |
| Applicant has demonstrated that they have the capacity to complete the scope of work | 5 |
| Approach/Methodology | 25 |
| Quality, detail, relevance, and strength of proposed methodology to achieve goals and scope of work | 15 |
| Strong approach to program, progress, and outcome evaluation | 10 |
| Work Plan | 15 |

| | |
|--|------------|
| Agency has described, in detail, how it will meet each of the objectives described in the scope of work, and the expected dates of interim and final deliverables. | 5 |
| The timeline shows a thorough, achievable approach to meeting the project objectives | 5 |
| The work plan is high quality, thorough, and includes all requirements | 5 |
| Total Possible Technical Points | 70 |
| Cost Proposal | 30 |
| Total Possible Evaluation Points | 100 |

| | |
|------------------------------|----------------|
| ISBE Participation** | 6 Bonus Points |
| Total Possible Points | 106 |

The vendor with the lowest cost proposal shall receive one hundred percent (100%) of the available points for cost. All other vendors shall be awarded cost points based upon the following formula:

$$(\text{lowest cost proposal} / \text{vendor's cost proposal}) \times \text{available points}$$

For example: If the vendor with the lowest cost proposal (Vendor A) bids \$65,000 and Vendor B bids \$100,000 for monthly costs and service fees and the total points available are thirty (30), Vendor B's cost points are calculated as follows:

$$\$65,000 / \$100,000 \times 30 = 19.5$$

****ISBE Participation Evaluation:**

a. Calculation of ISBE Participation Rate

1. ISBE Participation Rate for Non-ISBE Vendors. The ISBE participation rate for non-ISBE vendors shall be expressed as a percentage and shall be calculated by dividing the amount of non-ISBE vendor's total contract price that will be subcontracted to ISBEs by the non-ISBE vendor's total contract price. For example if the non-ISBE's total contract price is \$100,000.00 and it subcontracts a total of \$12,000.00 to ISBEs, the non-ISBE's ISBE participation rate would be 12%.

2. ISBE Participation Rate for ISBE Vendors. The ISBE participation rate for ISBE vendors shall be expressed as a percentage and shall be calculated by dividing the amount of the ISBE vendor's total contract price that will be subcontracted to ISBEs and the amount that will be self-performed by the ISBE vendor by the ISBE vendor's total contract price. For example if the ISBE vendor's total contract price is \$100,000.00 and it subcontracts a total of \$12,000.00 to ISBEs and will perform a total of \$8,000.00 of the work itself, the ISBE vendor's ISBE participation rate would be 20%.

b. Points for ISBE Participation Rate:

The vendor with the highest ISBE participation rate shall receive the maximum ISBE participation points. All other vendors shall receive ISBE participation points by applying the following formula:

$$\begin{aligned} & (\text{Vendor's ISBE participation rate} \div \text{Highest ISBE participation rate} \\ & \times \text{Maximum ISBE participation points}) \end{aligned}$$

For example, assuming the weight given by the RFP to ISBE participation is 6 points, if Vendor A has the highest ISBE participation rate at 20% and Vendor B's ISBE participation rate is 12%, Vendor A will receive the maximum 6 points and Vendor B will receive $(12\% \div 20\%) \times 6$ which equals 3.6 points.

General Evaluation:

Points shall be assigned based on the vendor's clear demonstration of the ability to provide the requested goods and/or services. Vendors may be required to submit additional written information or be asked to make an oral presentation before the TEC to clarify statements made in the proposal.

COMPONENT V. ON SITE COACHING AND MODELING FOR B-5 PROVIDERS

SECTION V.2. BACKGROUND

Rhode Island has a long history of developing and implementing strong early childhood education programs and working together across sectors to promote coordination, collaboration, efficiency and transitions for children B-5. Rhode Island has seen tremendous success in offering coordinated professional development and shared best practices as it relates to family home visiting, child welfare, early intervention, Head Start and early learning programming (including child care centers, family child care providers and state Pre-K classrooms.)

Rhode Island seeks a vendor(s) to build upon the existing framework for professional development and technical assistance and develop new capacity, as well as processes/plans for an ongoing mechanism to support and share best practices across the birth-five workforce.

Provide targeted, systematic technical assistance to B-5 providers. For early childhood education centers, this should focus on those needing differentiated support - including on-site coaching -- to increase their quality rating (BrightStars), improve access for families seeking high-quality child care, and support expansion of quality programs. For other types of B-5 providers, the on-site coaching will be focused on increasing quality of programs and enhancing business functions, and will be individually tailored based on the relevant assessments for the program/service. The Vendor will coordinate across state agencies, institutions of higher education and community-based organizations to develop quality improvement plans that provide for the provision of comprehensive, onsite coaching and modeling (TA) to B-5 providers in order to increase quality, effectiveness, sustainability, transitions, and coordination across the system. The State may award more than one Vendor in this Component to meet the needs of B-5 providers.

SECTION V.3: SCOPE OF WORK AND REQUIREMENTS

- For Early Learning Providers:
 - Provide and promote access to high quality professional development and technical assistance (PDTA) for the B-5 workforce. PDTA will support and enhance the state's mixed service delivery model for serving children in quality early learning programming.
 - Use Needs Assessment results to coordinate with existing efforts and develop new TA where needed.
 - Identify high quality ECE providers who with targeted assistance can reach a five-star BrightStars level and/or high quality Pre-K standards and provide the onsite support to reach increased quality ratings
 - Provide onsite support and coaching to ECE providers of all quality ratings, including not limited to:
 - Business coaching to maximize use of funding and ensure program strength and sustainability
 - Systems and processes to manage business functions
 - Modeling for best practices for teaching
 - Best practices for classroom management
 - Modeling best practices for supporting families of young children
- For all B-5 Providers:
 - Identify all types of B-5 providers who would benefit from focused TA to increase overall quality and provide individualized and specialized TA, such as providing TA around using a trauma informed approach to service delivery, or TA to help providers increase children's social emotional competence

- Ensure all PDTA is aligned to the state’s early care and education goals, standards and competencies, including but not limited to:
 - i. Rhode Island Early Learning Development Standards (RIELDS)
 - ii. DHS Office of Child Care CCDF State Plan (2019-2021)
 - iii. Rhode Island Child Care Licensing Regulations (DCYF)
 - iv. Rhode Island Early Care and Education Workforce Knowledge and Competencies Frameworks
 - v. Rhode Island’s Quality Rating and Improvement System and Standards, BrightStars.
 - vi. Rhode Island’s Home Visiting Core Competencies
 - vii. Rhode Island Early Intervention Core Competencies
- Support B-5 providers in building needed collaborations and partnerships to support a holistic approach to B-5 development
 - This includes, but is not limited to, promoting collaboration with Early Intervention and Early Childhood Special Education to identify children with special needs and to implement strategies in a child’s IFSP/IEP.
- Support B-5 providers in sustainably expanding the number of slots available in quality programs or adding additional programming to meet the needs of young children using existing funding streams and resources in RI (such as the RI Child Care Facilities Fund)
 - This includes, but is not limited to, Pre-Kindergarten classes, infant/toddler classes, aftercare programming, health supports, etc
- Demonstrate the appropriate staffing and experience, or the capacity to secure staff or consultants with appropriate staffing and experience, to provide high quality coaching and TA
- Collaborate with other PD and TA work in the B-5 system, including but not limited to the other PDG PDTA
- In addition to the above, participate in related PDG B-5 related activities, including but not limited to the Strategic Planning data sessions, quarterly all-PDG vendor meetings, and Leadership meetings as needed.
- Other responsibilities aligned with above scope as needed and determined by the Department

Deliverables:

- Plan for conducting outreach, providing support, and assessing outcomes
- Plan of how outreach to B-5 providers to offer support and services will be conducted
- Engagement with B-5 providers to provide targeted, individualized supports
- Regular assessment of impact of supports, including but not limited to
 - Provider satisfaction
 - Provider increases in quality ratings resulting from support
 - Additional B-5 slots available

Tentative Key Dates:

- Anticipated Start Date –March 2019
- Anticipated End Date - December 31, 2019 (may be extended if State is awarded an extension for the Federal grant)

SECTION V.4: PROPOSAL

A. Technical Proposal

5. **Staff Qualifications** – Provide staff resumes/CV and describe qualifications, and the role in this work, of key staff who will be involved in this project, including their experiences in the early

childhood sector, if any. Indicate the amount of time each staff member will dedicate to this project and anticipated time in person on the project.

6. **Capability, Capacity, and Qualifications of the Offeror** – Provide a detailed description of the Vendor’s experience with developing and implementing technical assistance and professional development for B-5 providers (or other systems, if applicable). A list of relevant client references must be provided, to include client names, addresses, phone numbers, dates of service.
7. **Approach/Methodology** – Define the methodology to be used for the design, development, coordination, and delivery of the on site coaching and modeling. Please include an initial list of the proposed types of supports or opportunities that will be provided to B-5 providers, and describe how these will be implemented, including estimates of the number of providers served. In particular, include how evidence-based or promising practices will be leveraged or utilized in the approach. For all aspects of the proposed approach, include progress and outcome metrics to define success for each stage, component, or module.
8. **Work Plan** – Describe in detail how the Vendor will achieve the scope of work and deliverables using the approach/methodology. The following elements should be included: 1) detailed plan with associated timeline for deliverables 2) types of B-5 providers to be supported, strategies for engaging and identifying providers, and anticipated number of providers receiving support 3) anticipated levels and types of support by provider category, 3) opportunities for data review and model revision, and 4) anticipated needs from the PDG B-5 Team 5) anticipated barriers to the work and strategies for overcoming barriers

B. Cost Proposal

Prospective vendors must submit a detailed budget using the attached Appendix B: Budget Form. Also, include a detailed, thorough budget narrative that describes each of the proposed costs in the budget, and explicitly ties costs to the workplan, deliverables, and objectives.

C. ISBE Proposal

See Appendix A for information and the MBE, WBE, and/or Disability Business Enterprise Participation Plan form(s). Bidders are required to complete, sign and submit these forms with their overall proposal in a sealed envelope. Please complete separate forms for each MBE, WBE and/or Disability Business Enterprise subcontractor/supplier to be utilized on the solicitation.

SECTION V.5: EVALUATION

Proposals shall be reviewed by a technical evaluation committee (“TEC”) comprised of staff from State agencies. The TEC first shall consider technical proposals.

Technical proposals must receive a minimum of 60 (85.7%) out of a maximum of 70 points to advance to the cost evaluation phase. Any technical proposals scoring less than 60 points shall not have the accompanying cost or ISBE participation proposals opened and evaluated. The proposal will be dropped from further consideration.

Technical proposals scoring 60 points or higher will have the cost proposals evaluated and assigned up to a maximum of 30 points in cost category bringing the total potential evaluation score to 100 points. After total possible evaluation points are determined ISBE proposals shall be evaluated and assigned up to 6 bonus points for ISBE participation.

The Department of Human Services reserves the right to select the vendor(s) or firm(s) (“vendor”) that it deems to be most qualified to provide the goods and/or services as specified herein; and, conversely, reserves the right to cancel the solicitation in its entirety in its sole discretion.

Proposals shall be reviewed and scored based upon the following criteria:

| Criteria | Possible Points |
|--|------------------------|
| Staff Qualifications: | 20 |
| Quality of plan for staffing project, which includes individuals with the appropriate levels of experience and qualifications to provide high quality, effective on-site coaching | 10 |
| Experience in professional development and technical assistance for B-5 providers. If staff are not identified, agency has described plan for recruiting staff with relevant experience. | 5 |
| Experience in working with the early childhood sector | 5 |
| Capability, Capacity, and Qualifications of the Offeror | 10 |
| Strong, applicable experience in developing and implementing PD and TA | 7 |
| Applicant has demonstrated that they have the capacity to complete the scope of work | 3 |
| Approach/Methodology | 25 |
| Quality, detail, relevance, and strength of proposed methodology to achieve goals and scope of work | 15 |
| Strong approach to program, progress, and outcome evaluation | 10 |
| Work Plan | 15 |
| Agency has described, in detail, how it will meet each of the objectives described in the scope of work, and the expected dates of interim and final deliverables. | 5 |
| The timeline shows a thorough, achievable approach to meeting the project objectives | 5 |
| The work plan is high quality, thorough, and includes all requirements | 5 |
| Total Possible Technical Points | 70 points |
| Cost Proposal | 30 points |
| Total Possible Evaluation Points | 100 points |
| ISBE Participation** | 6 Bonus |

| | Points |
|-------------------------------------|--------------------------|
| <i>Total Possible Points</i> | <i>106 points</i> |

The vendor with the lowest cost proposal shall receive one hundred percent (100%) of the available points for cost. All other vendors shall be awarded cost points based upon the following formula:

$(\text{lowest cost proposal} / \text{vendor's cost proposal}) \times \text{available points}$

For example: If the vendor with the lowest cost proposal (Vendor A) bids \$65,000 and Vendor B bids \$100,000 for monthly costs and service fees and the total points available are thirty (30), Vendor B's cost points are calculated as follows:

$\$65,000 / \$100,000 \times 30 = 19.5$

****ISBE Participation Evaluation:**

a. Calculation of ISBE Participation Rate

1. ISBE Participation Rate for Non-ISBE Vendors. The ISBE participation rate for non-ISBE vendors shall be expressed as a percentage and shall be calculated by dividing the amount of non-ISBE vendor's total contract price that will be subcontracted to ISBEs by the non-ISBE vendor's total contract price. For example if the non-ISBE's total contract price is \$100,000.00 and it subcontracts a total of \$12,000.00 to ISBEs, the non-ISBE's ISBE participation rate would be 12%.
2. ISBE Participation Rate for ISBE Vendors. The ISBE participation rate for ISBE vendors shall be expressed as a percentage and shall be calculated by dividing the amount of the ISBE vendor's total contract price that will be subcontracted to ISBEs and the amount that will be self-performed by the ISBE vendor by the ISBE vendor's total contract price. For example if the ISBE vendor's total contract price is \$100,000.00 and it subcontracts a total of \$12,000.00 to ISBEs and will perform a total of \$8,000.00 of the work itself, the ISBE vendor's ISBE participation rate would be 20%.

b. Points for ISBE Participation Rate:

The vendor with the highest ISBE participation rate shall receive the maximum ISBE participation points. All other vendors shall receive ISBE participation points by applying the following formula:

$$(\text{Vendor's ISBE participation rate} \div \text{Highest ISBE participation rate} \\ \times \text{Maximum ISBE participation points})$$

For example, assuming the weight given by the RFP to ISBE participation is 6 points, if Vendor A has the highest ISBE participation rate at 20% and Vendor B's ISBE participation rate is 12%, Vendor A will receive the maximum 6 points and Vendor B will receive $(12\% \div 20\%) \times 6$ which equals 3.6 points.

General Evaluation:

Points shall be assigned based on the vendor's clear demonstration of the ability to provide the requested goods and/or services. Vendors may be required to submit additional written information or be asked to make an oral presentation before the TEC to clarify statements made in the proposal.

COMPONENT VI. EVIDENCE-BASED PROFESSIONAL DEVELOPMENT FOR EARLY LEARNING AND DEVELOPMENT WORKFORCE

SECTION VI.2. BACKGROUND

Rhode Island has a long history of developing and implementing strong early childhood education programs and working together across sectors to promote coordination, collaboration, efficiency and transitions. Rhode Island has seen tremendous success in offering coordinated professional development and shared best practices as it relates to family home visiting, child welfare, early intervention, Head Start and early learning programming (including child care centers, family child care providers and Pre-K classrooms.)

Rhode Island seeks a vendor(s) to build upon the existing framework for professional development and technical assistance and develop new processes/plans for supporting and sharing best practices across the birth-five workforce.

Scale evidence-informed professional development to share best practices among the early learning workforce to serve the state’s targeted populations in the birth-5 early childhood system: Vendor will increase collaboration, efficiency and quality by funding interdisciplinary trainings, coaching opportunities, and modules on evidence-based or promising programming. Training should be offered to cross-disciplinary early childhood providers and will include, but not be limited to, workforce in family home visiting, early intervention, Head Start, child care, state Pre-K and preventative services for families involved with the child welfare agency, DCYF. Coordination with higher education institutions will play a key role in supporting workforce planning and pipeline development.

Rhode Island seeks organizations and/or experienced professionals to provide professional development (PD) to the B-5 workforce on key competencies that support the State’s goals and the needs of the target population.

The State may award more than one Vendor in this Component to meet the needs of multiple target populations.

SECTION VI.3: SCOPE OF WORK AND REQUIREMENTS

Goals:

- 1- Train the B-5 workforce to implement evidence-based and promising practices
- 2- Target B-5 workforce members who serve vulnerable, underserved populations as defined by Rhode Island’s Early Learning Council Strategic Plan:
 - a. Children in low-income families (under 200% FPL)
 - b. Infants and toddlers
 - c. Children with developmental delays and disabilities
 - d. Children with behavioral or mental health challenges
 - e. Children facing trauma—with a focus on victims of child abuse or neglect
 - f. Children in non-English speaking families
 - g. Children who have experienced or are experiencing homelessness
- 3- Provide access to comprehensive, targeted Continuous Quality Improvement (CQI) PDTA that incorporates onsite coaching and mentoring for educators/providers. PDTA will be designed to model and strengthen best practice strategies for programs to achieve higher quality standards.
- 4- Provide access to online, onsite and contracted PDTA opportunities which meets the needs of providers at all education levels and language needs. Provide specific PDTA to support the identified bilingual and Spanish speaking workforce.
- 5- Develop, coordinate and manage PDTA that is designed to:
 - b. Increase educator’s knowledge of child development

- c. Improve teaching and learning strategies
- d. Advance language and literacy goals for children 0-5
- e. Support educators in caring for, supporting, and educating children and their families at all stages of development and abilities, including those children/families experiencing trauma, identified with developmental delays or mental health concerns.
- f. Increase educator's capacity to engage families.
- g. Increase educator's capacity to work with LEA's to provide specialized instruction to children with developmental delays, including social-emotional concerns
- h. Increase educator's capacity to implement evidence-based practices and interventions to meet the educational and developmental needs of all children in their care.
- i. Increase educator's capacity to support effective transitions to Kindergarten
- Collaborate with other PD and TA work in the B-5 system, including but not limited to the other PDG PDTA and aligned PDTA workstreams across the State
- Participate in grant meetings as needed, including meetings with other vendors and consultants, State staff, State leadership, and others
- Other responsibilities aligned with above scope as needed and determined by the Department

Tentative Key Dates:

- Anticipated Start Date – March, 2019
- Anticipated End Date - December 31, 2019

SECTION VI.4: PROPOSAL

A. Technical Proposal

1. **Staff Qualifications** – Provide staff resumes/CV and describe qualifications, and the role in this work, of key staff who will be involved in this project, including their experiences in the early childhood sector, if any. Indicate the amount of time each staff member will dedicate to this project and anticipated time in person on the project.
2. **Capability, Capacity, and Qualifications of the Offeror** – Provide a detailed description of the Vendor's experience with developing and implementing technical assistance and professional development for B-5 providers (or other systems, if applicable). A list of relevant client references must be provided, to include client names, addresses, phone numbers, dates of service.
3. **Approach/Methodology** – Define the methodology to be used for the design, development, coordination, and delivery of the on site coaching and modeling. Please include an initial list of the proposed types of supports or opportunities that will be provided to B-5 providers, and describe how these will be implemented. In particular, include how evidence-based or promising practices will be leveraged or utilized in the approach. For all aspects of the proposed approach, include progress and outcome metrics to define success for each stage, component, or module.
4. **Work Plan** – Describe in detail how the Vendor will achieve the scope of work and deliverables using the approach/methodology. The following elements should be included: 1) detailed plan with associated timeline for deliverables 2) types of B-5 providers to be supported, strategies for engaging and identifying providers, and anticipated number of providers receiving support 3) anticipated levels and types of support by provider category, 3) opportunities for data review and model revision, and 4) anticipated needs from the PDG B-5 Team 5) anticipated barriers to the work and strategies for overcoming barriers

B. Cost Proposal.

Prospective vendors must submit a detailed budget using the attached Appendix B: Budget Form. Also, include a detailed, thorough budget narrative that describes each of the proposed costs in the budget, and explicitly ties costs to the workplan, deliverables, and objectives.

C. ISBE Proposal

See Appendix A for information and the MBE, WBE, and/or Disability Business Enterprise Participation Plan form(s). Bidders are required to complete, sign and submit these forms with their overall proposal in a sealed envelope. Please complete separate forms for each MBE, WBE and/or Disability Business Enterprise subcontractor/supplier to be utilized on the solicitation.

SECTION VI.5: EVALUATION

Proposals shall be reviewed by a technical evaluation committee (“TEC”) comprised of staff from State agencies. The TEC first shall consider technical proposals.

Technical proposals must receive a minimum of 60 (85.7%) out of a maximum of 70 points to advance to the cost evaluation phase. Any technical proposals scoring less than 60 points shall not have the accompanying cost or ISBE participation proposals opened and evaluated. The proposal will be dropped from further consideration.

Technical proposals scoring 60 points or higher will have the cost proposals evaluated and assigned up to a maximum of 30 points in cost category bringing the total potential evaluation score to 100 points. After total possible evaluation points are determined ISBE proposals shall be evaluated and assigned up to 6 bonus points for ISBE participation.

The Department of Human Services reserves the right to select the vendor(s) or firm(s) (“vendor”) that it deems to be most qualified to provide the goods and/or services as specified herein; and, conversely, reserves the right to cancel the solicitation in its entirety in its sole discretion.

Proposals shall be reviewed and scored based upon the following criteria:

| Criteria | Possible Points |
|--|-----------------|
| Staff Qualifications: | 20 |
| Quality of plan for staffing project, which includes individuals with the appropriate levels of experience and qualifications to provide high quality, effective on-site coaching | 10 |
| Experience in professional development and technical assistance for B-5 providers. If staff are not identified, agency has described plan for recruiting staff with relevant experience. | 5 |
| Experience in working with the early childhood sector | 5 |
| Capability, Capacity, and Qualifications of the Offeror | 10 |
| Strong, applicable experience in developing and implementing PD and TA | 7 |

| | |
|--|-------------------|
| Applicant has demonstrated that they have the capacity to complete the scope of work | 3 |
| Approach/Methodology | 25 |
| Quality, detail, relevance, and strength of proposed methodology to achieve goals and scope of work | 15 |
| Strong approach to program, progress, and outcome evaluation | 10 |
| Work Plan | 15 |
| Agency has described, in detail, how it will meet each of the objectives described in the scope of work, and the expected dates of interim and final deliverables. | 5 |
| The timeline shows a thorough, achievable approach to meeting the project objectives | 5 |
| The work plan is high quality, thorough, and includes all requirements | 5 |
| Total Possible Technical Points | 70 points |
| Cost Proposal | 30 points |
| Total Possible Evaluation Points | 100 points |
| ISBE Participation** | 6 Bonus Points |
| Total Possible Points | 106 points |

The vendor with the lowest cost proposal shall receive one hundred percent (100%) of the available points for cost. All other vendors shall be awarded cost points based upon the following formula:

$$(\text{lowest cost proposal} / \text{vendor's cost proposal}) \times \text{available points}$$

For example: If the vendor with the lowest cost proposal (Vendor A) bids \$65,000 and Vendor B bids \$100,000 for monthly costs and service fees and the total points available are thirty (30), Vendor B's cost points are calculated as follows:

$$\$65,000 / \$100,000 \times 30 = 19.5$$

****ISBE Participation Evaluation:**

a. Calculation of ISBE Participation Rate

1. ISBE Participation Rate for Non-ISBE Vendors. The ISBE participation rate for non-ISBE vendors shall be expressed as a percentage and shall be calculated by dividing the amount of non-ISBE vendor's total contract price that will be subcontracted to ISBEs by the non-ISBE vendor's total contract price. For example if the non-ISBE's total contract price is \$100,000.00 and it subcontracts a total of \$12,000.00 to ISBEs, the non-ISBE's ISBE participation rate would be 12%.

2. ISBE Participation Rate for ISBE Vendors. The ISBE participation rate for ISBE vendors shall be expressed as a percentage and shall be calculated by dividing the amount of the ISBE vendor's total contract price that will be subcontracted to ISBEs and the amount that will be self-performed by the ISBE vendor by the ISBE vendor's total contract price. For example if the ISBE vendor's total contract price is \$100,000.00 and it subcontracts a total of \$12,000.00 to ISBEs and will perform a total of \$8,000.00 of the work itself, the ISBE vendor's ISBE participation rate would be 20%.

b. Points for ISBE Participation Rate:

The vendor with the highest ISBE participation rate shall receive the maximum ISBE participation points. All other vendors shall receive ISBE participation points by applying the following formula:

$$\text{(Vendor's ISBE participation rate} \div \text{Highest ISBE participation rate} \\ \text{X Maximum ISBE participation points)}$$

For example, assuming the weight given by the RFP to ISBE participation is 6 points, if Vendor A has the highest ISBE participation rate at 20% and Vendor B's ISBE participation rate is 12%, Vendor A will receive the maximum 6 points and Vendor B will receive $(12\% \div 20\%) \times 6$ which equals 3.6 points.

General Evaluation:

Points shall be assigned based on the vendor's clear demonstration of the ability to provide the requested goods and/or services. Vendors may be required to submit additional written information or be asked to make an oral presentation before the TEC to clarify statements made in the proposal.

COMPONENT VII. EARLY CHILDHOOD DATA SYSTEM AND WEBSITE DEVELOPMENT

SECTION VII.2. BACKGROUND

A coordinated, integrated data system provides essential infrastructure for a successful B-5 system. RI seeks to continue the development of Rhode Island's Early Care and Education Data System (ECEDS) that tracks critical information about our children starting at birth. It leverages systems and data that are already available in our Department of Education's Longitudinal Data System (PK – 12), our Department of Health's KIDSNET data system, and other state agency data such as in the EOHHHS Data Ecosystem. By strengthening data linkages and analytical reporting capacity, RI will be able to gain further insight into the accessibility and effectiveness of our early learning programs and services in preparing our youngest children to succeed in school and life.

ECEDS was first developed as part of the State's Race to the Top Early Learning challenge and has served as the basis for linking child data across B-5 systems. With PDG B-5, we seek to enhance this system to establish further data linkages, facilitate transitions across programs and into elementary school, and gain further understanding about the state of the B-5 system through additional data collection and analysis. Please find a summary of the ECEDS development in the [Race to the Top Early Learning Challenge 2017 Final Report](#).

In this contract, the State seeks to (1) develop and implement a comprehensive data system plan for RI's Early Childhood Information Data System, which encompasses several separate data systems across departments and programs, many of which have changed or been established since ECEDS was first created and (2) enhance the public-facing website to be more accessible and useful for families.

SECTION VII.3: SCOPE OF WORK AND REQUIREMENTS

(1) Business Systems Analysis – Data System Plan and Implementation

To conduct the Business Systems Analysis, the vendor will work with existing state agency personnel and business stakeholders to assemble existing business analyses of early childhood data systems functions, collect and analyze new business requirements, compare to existing federal requirements, and translate them all into technical specifications. The Vendor will establish the data system plan for the B-5 system and provide direction for initiation and future completion of the work associated with the program portal, the workforce registry, and any other elements of the early childhood data systems as deemed necessary. Upon mutual agreement, the vendor will then implement near-term elements as defined in the data system plan and ensure ongoing system sustainability by training State staff.

In addition, the Business Systems Analysis workstream will include the following duties:

- Help develop user interface guides, functional specification documents, and specifications for Graphical User Interface (GUI).
- Work with a development lead to develop testing protocols that ensure that the end product will satisfy the client's business needs upon completion (help to design and execute test scripts and test conditions).
- Advise business users in mapping business processes and data flows.
- Communicate development updates to external and internal business stakeholders, to deliver product's functional requirements.
- Help to manage and track change requests.
- Document the acquired results of analysis and workflows and help obtain approvals from business stakeholders.

- Perform additional duties not listed here but consistent with the role of a Business Systems Analyst.

Key Deliverables include:

- Draft early childhood data system strategic plan for the State of RI that is inclusive of all relevant data systems for review by project team by June 2019
- Final early childhood data system strategic plan for the State of RI that is inclusive of all relevant data systems that addresses recommendations from the review by August 2019
- Specifications for improvements to early childhood data systems to support business needs of B-5 state agencies and partners
- Test scripts and test conditions for proposed data system development
- Pending budget and upon mutual agreement, development and implementation of the near-term elements defined in the data system strategic plan
- Sustainability of system management and build through documentation of new elements and training of State staff
- System to manage and track change requests

(2) Web Applications Development

For the Web Applications Development, the vendor will be responsible for enhancing Exceed.RI.Gov -- which includes both a public interface as well as a user authenticated interface - to better support family needs and meet State requirements. This may include, but is not limited to, design updates to increase accessibility, development of web applications by performing some analysis, system design, programming, unit testing, environment and configuration management, installation and deployments, and problem resolution. The focus of work is to help the data team plan and initiate the work associated with the program portal, the workforce registry, and any other elements of the Exceed.RI.gov website as deemed necessary.

In addition, the Web Applications Development vendor is expected to support the following duties:

- Identify user needs for website improvements, based on focus groups or other engagement with clients, and with the results of the family needs assessment
- Identify and prioritize builds that are key requirements under federal reauthorization, such as requirements for the Child Care and Development Fund
- Collaborate with the Business Systems Analysis to help develop viable solutions that satisfy the business requirements and design.
- Development of a comprehensive website enhancement plan
- The development of web applications, support of systems design, programming, unit testing, environment and configuration management, code deployments and installations, and problem resolution related to application development coding.
- Help to architect web sites, design data driven applications, and implement efficient solutions using industry standard development tools as defined in the website enhancement plan
- Work in conjunction with the other developers on the team to ensure solutions are consistent across the board and work seamlessly.
- Develop test strategies and participate in the testing process including resolving break/fix situations, including use of a system to track requests.
- Perform additional duties not listed here but considered consistent with the role of a Web Applications Developer.

Additional Competitive Factors

The following factors will lead to more competitive applications:

Business Systems Analysis

- Knowledge of information system business analysis, systems design, development, implementation, and user support.
- Skilled in working with business leaders and client stakeholders to obtain business requirements.
- Ability to translate business requirements into detailed designs that can be given to the development team.
- Solid communication skills, both oral and written.
- Experience in information system business analysis, project management, data management and planning.
- Solid understanding of project life cycle development pertaining to systems design and implementations.
- Skilled as an analytical and creative thinker.
- Deep experience and background in developing SQL Server Reporting Services SSRS Reports
- Deep experience and background in connecting and optimizing relational databases
- Deep experience and background in data modeling to optimize both operations and analysis

Web Applications Development

- Experience with website design to meet target client needs
- Experience with the .NET environment using SQL Server 2008, C#, Java, and other related languages.
- Solid understanding of the .NET and ASP.NET application development models.
- Solid understanding of web development principles and practices.
- Experience using Microsoft SQL Integration Services with SQL Server 2008.
- Knowledge of SQL Server Analysis Services a plus.

SECTION VII.4: PROPOSAL

A. Technical Proposal Required Elements

1. **Staff Qualifications** – Provide staff resumes/CV and describe qualifications, and the role in this work, of key staff who will be involved in this project, including their experiences working with similar systems or projects. Indicate the amount of time each staff member will dedicate to this project and anticipated time in person on the project. For each staff member provide documentation pertaining to their job skills and technical expertise. Highlight those qualifications, skills, and capabilities that would pertain to the expected job requirements as described above and relate them to the demands of this project. If staff are not already part of the team, share in detail how the vendor will subcontract or hire to ensure needed expertise is available to complete project scope. A list of relevant client references must be provided, to include client names, addresses, phone numbers, dates of service.
2. **Approach/Methodology** – Define and describe in detail the methodology to be used for the design, development, coordination, and delivery of the scope of work. How will the proposed plan attain the desired outcomes as specified in the scope of work? Include successes and lessons learned in previous experiences.
3. **Work Plan** – Describe in detail how the Vendor will achieve the scope of work and deliverables using the approach/methodology. The following elements should be included: 1) detailed plan with associated timeline for deliverables 2) detailed description of deliverables 3) opportunities for data review and model revision, and 4) anticipated needs from the PDG B-5 Team 5) anticipated barriers to the work and strategies for overcoming barriers. Applicants are encouraged to include other relevant details to demonstrate a thorough, achievable plan.

B. Cost Proposal.

Prospective vendors must submit a detailed budget using the attached Appendix B: Budget Form. Also, include a detailed, thorough budget narrative that describes each of the proposed costs in the budget, and explicitly ties costs to the workplan, deliverables, and objectives.

C. ISBE Proposal

See Appendix A for information and the MBE, WBE, and/or Disability Business Enterprise Participation Plan form(s). Bidders are required to complete, sign and submit these forms with their overall proposal in a sealed envelope. Please complete separate forms for each MBE, WBE and/or Disability Business Enterprise subcontractor/supplier to be utilized on the solicitation.

SECTION VII.5: EVALUATION

Proposals shall be reviewed by a technical evaluation committee (“TEC”) comprised of staff from State agencies. The TEC first shall consider technical proposals.

Technical proposals must receive a minimum of 60 (85.7%) out of a maximum of 70 points to advance to the cost evaluation phase. Any technical proposals scoring less than 60 points shall not have the accompanying cost or ISBE participation proposals opened and evaluated. The proposal will be dropped from further consideration.

Technical proposals scoring 60 points or higher will have the cost proposals evaluated and assigned up to a maximum of 30 points in cost category bringing the total potential evaluation score to 100 points. After total possible evaluation points are determined ISBE proposals shall be evaluated and assigned up to 6 bonus points for ISBE participation.

The Department of Human Services reserves the right to select the vendor(s) or firm(s) (“vendor”) that it deems to be most qualified to provide the goods and/or services as specified herein; and, conversely, reserves the right to cancel the solicitation in its entirety in its sole discretion.

Proposals shall be reviewed and scored based upon the following criteria:

| Criteria | Possible Points |
|---|------------------------|
| Staff Qualifications: | 25 |
| Quality of plan for staffing project, which includes individuals with the appropriate levels of experience and qualifications to deliver on the scope of work. This should include the percent of time that each staff member will dedicate to the project. | 5 |
| Relevant and clear experience in data system development, business planning, and integration | 5 |
| Relevant and clear experience with data security, protections, and laws (i.e. HIPAA, FERPA, etc). | 5 |
| Strong, applicable experience in planning, developing, and implementing data systems across entities | 6 |

| | |
|--|-------------------|
| Includes contact information for relevant reference clients | 1 |
| Applicant has demonstrated that they have the capacity - time, knowledge, experience, staffing, equipment, systems, etc - to complete the scope of work | 3 |
| Approach/Methodology | 25 |
| Quality, detail, relevance, and strength of proposed methodology to achieve goals and scope of work | 25 |
| Work Plan | 20 |
| Vendor has described, in detail, how it will meet each of the objectives described in the scope of work, and the expected dates of interim and final deliverables. | 10 |
| The timeline shows a thorough, achievable approach to meeting the project objectives and includes all requirements | 10 |
| Total Possible Technical Points | 70 points |
| Cost Proposal | 30 points |
| Total Possible Evaluation Points | 100 points |
| ISBE Participation** | 6 Bonus Points |
| Total Possible Points | 106 points |

The vendor with the lowest cost proposal shall receive one hundred percent (100%) of the available points for cost. All other vendors shall be awarded cost points based upon the following formula:

$(\text{lowest cost proposal} / \text{vendor's cost proposal}) \times \text{available points}$

For example: If the vendor with the lowest cost proposal (Vendor A) bids \$65,000 and Vendor B bids \$100,000 for monthly costs and service fees and the total points available are thirty (30), Vendor B's cost points are calculated as follows:

$$\$65,000 / \$100,000 \times 30 = 19.5$$

****ISBE Participation Evaluation:**

a. Calculation of ISBE Participation Rate

1. ISBE Participation Rate for Non-ISBE Vendors. The ISBE participation rate for non-ISBE vendors shall be expressed as a percentage and shall be calculated by dividing the amount of non-ISBE vendor's total contract price that will be subcontracted to ISBEs by the non-ISBE vendor's total contract price. For example if the non-ISBE's total contract price is \$100,000.00 and it subcontracts a total of \$12,000.00 to ISBEs, the non-ISBE's ISBE participation rate would be 12%.

2. ISBE Participation Rate for ISBE Vendors. The ISBE participation rate for ISBE vendors shall be expressed as a percentage and shall be calculated by dividing the amount of the ISBE vendor's total contract price that will be subcontracted to ISBEs and the amount that will be self-performed by the ISBE vendor by the ISBE vendor's total contract price. For example if the ISBE vendor's total contract price is \$100,000.00 and it subcontracts a total of \$12,000.00 to ISBEs and will perform a total of \$8,000.00 of the work itself, the ISBE vendor's ISBE participation rate would be 20%.

b. Points for ISBE Participation Rate:

The vendor with the highest ISBE participation rate shall receive the maximum ISBE participation points. All other vendors shall receive ISBE participation points by applying the following formula:

$$\left(\frac{\text{Vendor's ISBE participation rate}}{\text{Highest ISBE participation rate}} \right) \times \text{Maximum ISBE participation points}$$

For example, assuming the weight given by the RFP to ISBE participation is 6 points, if Vendor A has the highest ISBE participation rate at 20% and Vendor B's ISBE participation rate is 12%, Vendor A will receive the maximum 6 points and Vendor B will receive $(12\% \div 20\%) \times 6$ which equals 3.6 points.

General Evaluation:

Points shall be assigned based on the vendor's clear demonstration of the ability to provide the requested goods and/or services. Vendors may be required to submit additional written information or be asked to make an oral presentation before the TEC to clarify statements made in the proposal.

COMPONENT VIII. FACILITATING GRANTS TO FAMILY-SERVING ORGANIZATIONS FOR PILOTS AND EVALUATION

SECTION VIII.2. BACKGROUND

The State is dedicated to supporting families through timely, targeted, and quality supports and information. Family members are the first – and often most important – educators in a child’s early life. Yet vulnerable families face significant economic, socioemotional, and other barriers to fulfilling that role. Given these challenges, RI has worked to maximize the accessibility, choice, affordability, and intensity of programs that are available at the local level.

Rhode Island benefits from having many parent-focused community-based programs that seek to increase parent involvement and engagement through coaching, trainings, material supports, and other program models. However, not every target parent or family has been reached or has a program specifically targeted for their needs. With grants from PDG B-5, the State will support program pilots and/or evaluate programs that support parent involvement and engagement in target children’s development and education, as well as transitions into elementary school. Funding will be for (1) community-based organizations that seek to pilot and evaluate a program serving families of a target population, if the organization can demonstrate a need and a lack of existing programs and (2) existing programs empowering parents in their child’s education and development that have not yet conducted a thorough, third-party evaluation of their program’s effectiveness.

The State is seeking a vendor who will manage all aspects of the grant-making to organizations and programs that meet the criteria above.

SECTION VIII.3: SCOPE OF WORK AND REQUIREMENTS

Scope of Work:

The State seeks a vendor to support the following scope of work:

1. Development of an awarding process, including but not limited to the below. In collaboration with the Department, develop:
 - a. Criteria for selection of programs and organizations to receive funding
 - b. Metrics for evaluating success for recipient organizations
 - c. Establishment of a process for reviewing, selecting, and awarding funding to recipient organizations. Process must include a Selection and Oversight Committee that includes State representatives as defined by the Department.
2. Facilitation of awarding process, including but not limited to:
 - a. Development of grant solicitation
 - b. Promotion of grant solicitation
 - c. Engaging the Selection and Oversight Committee meeting by scheduling and facilitating meetings to finalize award decisions
 - d. Development of grant award letters and terms, as approved by the Selection and Oversight Committee and in line with the criteria for selection
3. Support, facilitation, and oversight for recipient organizations, including but not limited to:
 - a. Regular one-on-one check-ins to monitor progress, metrics, and impact of recipient organizations in order to support their success
 - b. Convening of multiple recipient organizations to support collaboration, coordination, and sharing of best practices

- c. Provision of technical assistance for recipient organizations as needed to support success
4. Fund management, including but not limited to:
 - a. Dispersion of funding as defined in award letters and as determined by the Selection Committee
 - b. Compliance with all State and Federal standards for use of PDG B-5 award funding
5. Reporting on outcomes and impact, including but not limited to:
 - a. Monthly reports on progress to the Department
 - b. Final report on the combined and individual outcomes from the recipient organizations, lessons learned from the recipient organizations, and recommendations to the State and to partners for future investment
6. Participate in grant meetings as needed, including meetings with other vendors and consultants, State staff, State leadership, and others
7. Other responsibilities aligned with above scope as needed and determined by the Department

Tentative Project Schedule

This project schedule may be amended based on progression of related PDG B-5 activities.

| Task | Deliverable | Scheduled Completion Date |
|-------------|--|-----------------------------------|
| 1 | Development of an awarding process | One month after award of contract |
| 2 | Grant solicitation released | One month after award of contract |
| 3 | Recipient organizations/projects selected | May 2019 |
| 4 | Recipient organizations begin projects | June 2019 |
| 5 | Support, facilitation, and oversight for recipient organizations | June - December 2019 |
| 6 | Final report delivered to DHS | December 2019 |

SECTION VIII.4: PROPOSAL

A. Technical Proposal Required Elements

1. **Staff Qualifications** – Provide staff resumes/CV and describe qualifications, and the role in this work, of key staff who will be involved in this project, including their experiences overseeing and managing grants and/or experience in the B-5 sector, if any. Indicate the amount of time each staff member will dedicate to this project and anticipated time in person on the project.
2. **Capability, Capacity, and Qualifications of the Offeror** – Provide a detailed description of the Vendor’s experience with development, selection, management, and oversight of grant recipients. Describe the Vendor’s experience with financial management of State or Federal funding.
3. **Approach/Methodology** – Define the approach to be used for the design, development, coordination, and delivery of the scope of work. Provide a detailed description for how each component of the scope of work (1-7 in the Scope) will be accomplished.

4. **Work Plan** – Describe in detail how the Vendor will achieve the scope of work and deliverables using the approach/methodology. Include a detailed plan with associated timeline for deliverables. Include anticipated barriers to the work and strategies for overcoming barriers

B. Cost Proposal.

Prospective vendors must submit a detailed budget using the attached Appendix B: Budget Form. Also, include a detailed, thorough budget narrative that describes each of the proposed costs in the budget, and explicitly ties costs to the workplan, deliverables, and objectives. The budget must only include the costs of fulfilling the scope of work, not of the potential grants to be awarded.

C. ISBE Proposal

See Appendix A for information and the MBE, WBE, and/or Disability Business Enterprise Participation Plan form(s). Bidders are required to complete, sign and submit these forms with their overall proposal in a sealed envelope. Please complete separate forms for each MBE, WBE and/or Disability Business Enterprise subcontractor/supplier to be utilized on the solicitation.

SECTION VIII.5: EVALUATION

Proposals shall be reviewed by a technical evaluation committee (“TEC”) comprised of staff from State agencies. The TEC first shall consider technical proposals.

Technical proposals must receive a minimum of 60 (85.7%) out of a maximum of 70 points to advance to the cost evaluation phase. Any technical proposals scoring less than 60 points shall not have the accompanying cost or ISBE participation proposals opened and evaluated. The proposal will be dropped from further consideration.

Technical proposals scoring 60 points or higher will have the cost proposals evaluated and assigned up to a maximum of 30 points in cost category bringing the total potential evaluation score to 100 points. After total possible evaluation points are determined ISBE proposals shall be evaluated and assigned up to 6 bonus points for ISBE participation.

The Department of Human Services reserves the right to select the vendor(s) or firm(s) (“vendor”) that it deems to be most qualified to provide the goods and/or services as specified herein; and, conversely, reserves the right to cancel the solicitation in its entirety in its sole discretion.

Proposals shall be reviewed and scored based upon the following criteria:

| Criteria | Possible Points |
|---|------------------------|
| Staff Qualifications: | 10 |
| Quality of plan for staffing project, which includes individuals with the appropriate levels of experience and qualifications to deliver on the scope of work. This should include the percent of time that each staff member will dedicate to the project. | 10 |
| Capability, Capacity, and Qualifications of the Offeror | 20 |

| | |
|---|-------------------|
| Applicant has demonstrated that they have the capability, capacity, and qualifications to complete the scope of work | 10 |
| Applicant has demonstrated adequate experience in management of funds, including compliance with Federal and State laws | 10 |
| Approach/Methodology | 25 |
| Quality, detail, relevance, and strength of proposed methodology to achieve deliverables and scope of work | 25 |
| Work Plan | 15 |
| Vendor has described, in detail, how it will meet each of the objectives described in the scope of work | 5 |
| The timeline shows a thorough, achievable approach to meeting the project objectives and includes all requirements | 10 |
| Total Possible Technical Points | 70 points |
| Cost Proposal | 30 points |
| Total Possible Evaluation Points | 100 points |
| ISBE Participation** | 6 Bonus Points |
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For example: If the vendor with the lowest cost proposal (Vendor A) bids \$65,000 and Vendor B bids \$100,000 for monthly costs and service fees and the total points available are thirty (30), Vendor B's cost points are calculated as follows:

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****ISBE Participation Evaluation:**

a. Calculation of ISBE Participation Rate

1. ISBE Participation Rate for Non-ISBE Vendors. The ISBE participation rate for non-ISBE vendors shall be expressed as a percentage and shall be calculated by dividing the amount of non-ISBE vendor's total contract price that will be subcontracted to ISBEs by the non-ISBE vendor's total contract price. For example if the non-ISBE's total contract price is \$100,000.00 and it subcontracts a total of \$12,000.00 to ISBEs, the non-ISBE's ISBE participation rate would be 12%.

2. ISBE Participation Rate for ISBE Vendors. The ISBE participation rate for ISBE vendors shall be expressed as a percentage and shall be calculated by dividing the amount of the ISBE vendor's total contract price that will be subcontracted to ISBEs and the amount that will be self-performed by the ISBE vendor by the ISBE vendor's total contract price. For example if the ISBE vendor's total contract price is \$100,000.00 and it subcontracts a total of \$12,000.00 to ISBEs and will perform a total of \$8,000.00 of the work itself, the ISBE vendor's ISBE participation rate would be 20%.

b. Points for ISBE Participation Rate:

The vendor with the highest ISBE participation rate shall receive the maximum ISBE participation points. All other vendors shall receive ISBE participation points by applying the following formula:

$$\begin{aligned} & (\text{Vendor's ISBE participation rate} \div \text{Highest ISBE participation rate} \\ & \quad \times \text{Maximum ISBE participation points}) \end{aligned}$$

For example, assuming the weight given by the RFP to ISBE participation is 6 points, if Vendor A has the highest ISBE participation rate at 20% and Vendor B's ISBE participation rate is 12%, Vendor A will receive the maximum 6 points and Vendor B will receive $(12\% \div 20\%) \times 6$ which equals 3.6 points.

General Evaluation:

Points shall be assigned based on the vendor's clear demonstration of the ability to provide the requested goods and/or services. Vendors may be required to submit additional written information or be asked to make an oral presentation before the TEC to clarify statements made in the proposal.

SECTION 6. QUESTIONS

Questions concerning this solicitation must be e-mailed to the Department of Human Services Cristina.LaPaz@dhs.ri.gov no later than the date and time indicated on page one of this solicitation. No other contact with State parties is permitted. Please reference **RFP #PDGB52019** on all correspondence. Questions should be submitted in writing in a Microsoft Word attachment in a narrative format with no tables. Answers to questions received, if any, shall be posted on the Department of Human Services website as an addendum to this solicitation. It is the responsibility of all interested parties to monitor the Department of Human Services website for any procurement related postings such as addenda. If technical assistance is required, call the Department at (401) 462-6865.

SECTION 7. PROPOSAL CONTENTS

A. Proposals shall include the following:

1. One completed and signed Rhode Island W-9 (included in the original copy only) downloaded from the Division of Purchases website at <http://www.purchasing.ri.gov/rivip/publicdocuments/fw9.pdf>. *Do not include any copies in the Technical or Cost proposals.*
2. Two (2) completed original and copy versions, signed and sealed Appendix A. MBE, WBE, and/or Disability Business Enterprise Participation Plan. Please complete separate forms for each MBE/WBE or Disability Business Enterprise subcontractor/supplier to be utilized on the solicitation. *Do not include any copies in the Technical or Cost proposals.*
3. Technical Proposal - describing the qualifications and background of the applicant and experience with and for similar projects, and all information described earlier in this solicitation. The technical proposal is limited to fifteen (15) pages per RFP Component (this excludes any appendices and as appropriate, resumes of key staff that will provide services covered by this request).
 - a. One (1) Electronic copy on a CD-R, marked "Technical Proposal - Original".
 - b. One (1) printed paper copy, marked "Technical Proposal -Original" and signed.
 - c. Four (4) printed paper copies
4. Cost Proposal - A separate, signed and sealed cost proposal per RFP Component reflecting the appropriate cost and fee structure, proposed to complete all of the requirements of this project. If an applicant is applying for more than one RFP Component and proposes related economies of scale, these should be noted in each Component Cost Proposal.
 - a. One (1) Electronic copy on a CD-R, marked "Cost Proposal -Original".
 - b. One (1) printed paper copy, marked "Cost Proposal -Original" and signed.
 - c. Four (4) printed paper copies

B. Formatting of proposal response contents should consist of the following:

- A. Formatting of CD-Rs – Separate CD-Rs are required for the technical proposal and cost proposal. All CD-Rs submitted must be labeled with:
 - a. Vendor's name
 - b. RFP #
 - c. RFP Title
 - d. Proposal type (e.g., technical proposal or cost proposal)
 - e. If file sizes require more than one CD-R, multiple CD-Rs are acceptable. Each

CD-R must include the above labeling and additional labeling of how many CD-Rs should be accounted for (e.g., 3 CD-Rs are submitted for a technical proposal and each CD-R should have additional label of '1 of 3' on first CD-R, '2 of 3' on second CD-R, '3 of 3' on third CD-R).

Vendors are responsible for testing their CD-Rs before submission as the Division of Purchase's inability to open or read a CD-R may be grounds for rejection of a Vendor's proposal. All files should be readable and readily accessible on the CD-Rs submitted with no instructions to download files from any external resource(s). If a file is partial, corrupt or unreadable, the Division of Purchases may consider it "non-responsive". USB Drives or any other electronic media shall not be accepted. Please note that CD-Rs submitted, shall not be returned.

B. Formatting of written documents and printed copies:

- a. For clarity, the technical proposal shall be typed. These documents shall be single-spaced with 1" margins on white 8.5"x 11" paper using a font of 12 point Calibri or 12 point Times New Roman.
- b. All pages on the technical proposal are to be sequentially numbered in the footer, starting with number 1 on the first page of the narrative (this does not include the cover page or table of contents) through to the end, including all forms and attachments. The Vendor's name should appear on every page, including attachments. Each attachment should be referenced appropriately within the proposal section and the attachment title should reference the proposal section it is applicable to.
- c. The cost proposal shall be typed
- d. Printed copies are to be only bound with removable binder clips.

SECTION 8. PROPOSAL SUBMISSION

Interested vendors must submit proposals to provide the goods and/or services covered by this RFP on or before the date and time listed on the cover page of this solicitation. Responses received after this date and time, as registered by the official time clock in the reception area of the Department of Human Services, shall not be accepted.

Proposals should be mailed or hand-delivered in a sealed envelope marked "**RFP# PDGB52019**" to:

RI Dept. of Human Services
Cristina LaPaz
1st floor
25 Howard Ave
Cranston, RI 02920

NOTE: Proposals received after the above-referenced due date and time shall not be accepted. Proposals misdirected to other State locations or those not presented to the Department of Human Services by the scheduled due date and time shall be determined to be late and shall not be accepted. Proposals faxed, or emailed, to the Department of Human Services shall not be accepted. The official time clock is in the reception area of the Department of Human Services.

SECTION 9. CONCLUDING STATEMENTS

Notwithstanding the above, the Department of Human Services reserves the right to award on the basis of cost alone, to accept or reject any or all proposals, and to award in the State's best interest.

Proposals found to be technically or substantially non-responsive at any point in the evaluation process will be rejected and not considered further.

If a Vendor is selected for an award, no work is to commence until a purchase order is issued by the Division of Purchases.

The State's General Conditions of Purchase contain the specific contract terms, stipulations and affirmations to be utilized for the contract awarded for this RFP. The State's General Conditions of Purchases can be found at the following URL:

<https://www.purchasing.ri.gov/RIVIP/publicdocuments/ATTA.pdf>.

APPENDIX A. PROPOSER ISBE RESPONSIBILITIES AND MBE, WBE, AND/OR DISABILITY BUSINESS ENTERPRISE PARTICIPATION FORM

A. Proposer’s ISBE Responsibilities (from 150-RICR-90-10-1.7.E)

1. Proposal of ISBE Participation Rate. Unless otherwise indicated in the RFP, a Proposer must submit its proposed ISBE Participation Rate in a sealed envelope or via sealed electronic submission at the time it submits its proposed total contract price. The Proposer shall be responsible for completing and submitting all standard forms adopted pursuant to 105-RICR-90-10-1.9 and submitting all substantiating documentation as reasonably requested by either the Using Agency’s MBE/WBE Coordinator, Division, ODEO, or Governor’s Commission on Disabilities including but not limited to the names and contact information of all proposed subcontractors and the dollar amounts that correspond with each proposed subcontract.
2. Failure to Submit ISBE Participation Rate. Any Proposer that fails to submit a proposed ISBE Participation Rate or any requested substantiating documentation in a timely manner shall receive zero (0) ISBE participation points.
3. Execution of Proposed ISBE Participation Rate. Proposers shall be evaluated and scored based on the amounts and rates submitted in their proposals. If awarded the contract, Proposers shall be required to achieve their proposed ISBE Participation Rates. During the life of the contract, the Proposer shall be responsible for submitting all substantiating documentation as reasonably requested by the Using Agency’s MBE/WBE Coordinator, Division, ODEO, or Governor’s Commission on Disabilities including but not limited to copies of purchase orders, subcontracts, and cancelled checks.
4. Change Orders. If during the life of the contract, a change order is issued by the Division, the Proposer shall notify the ODEO of the change as soon as reasonably possible. Proposers are required to achieve their proposed ISBE Participation Rates on any change order amounts.
5. Notice of Change to Proposed ISBE Participation Rate. If during the life of the contract, the Proposer becomes aware that it will be unable to achieve its proposed ISBE Participation Rate, it must notify the Division and ODEO as soon as reasonably possible. The Division, in consultation with ODEO and Governor’s Commission on Disabilities, and the Proposer may agree to a modified ISBE Participation Rate provided that the change in circumstances was beyond the control of the Proposer or the direct result of an unanticipated reduction in the overall total project cost.

B. MBE, WBE, AND/OR Disability Business Enterprise Participation Plan Form:

Attached is the MBE, WBE, and/or Disability Business Enterprise Participation Plan form. Bidders are required to complete, sign and submit with their overall proposal in a sealed envelope. Please complete separate forms for each MBE, WBE and/or Disability Business Enterprise subcontractor/supplier to be utilized on the solicitation.



**STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS DEPARTMENT
OF ADMINISTRATION
ONE CAPITOL HILL PROVIDENCE,
RHODE ISLAND 02908**

MBE, WBE, and/or DISABILITY BUSINESS ENTERPRISE PARTICIPATION PLAN

Bidder's Name:

Bidder's Address:

Point of Contact:

Telephone:

Email:

Solicitation No.:

Project Name:

This form is intended to capture commitments between the prime contractor/vendor and MBE/WBE and/or Disability Business Enterprise subcontractors and suppliers, including a description of the work to be performed and the percentage of the work as submitted to the prime contractor/vendor. Please note that all MBE/WBE subcontractors/suppliers must be certified by the Office of Diversity, Equity and Opportunity MBE Compliance Office and all Disability Business Enterprises must be certified by the Governor's Commission on Disabilities at time of bid, and that MBE/WBE and Disability Business Enterprise subcontractors must self-perform 100% of the work or subcontract to another RI certified MBE in order to receive participation credit. Vendors may count 60% of expenditures for materials and supplies obtained from an MBE certified as a regular dealer/supplier, and 100% of such expenditures obtained from an MBE certified as a manufacturer. This form must be completed in its entirety and submitted at time of bid. **Please complete separate forms for each MBE/WBE or Disability Business Enterprise subcontractor/supplier to be utilized on the solicitation.**

| | |
|---------------------------------|--|
| Name of Subcontractor/Supplier: | |
|---------------------------------|--|

| | |
|---------------------------|---|
| Type of RI Certification: | <input type="checkbox"/> MBE <input type="checkbox"/> WBE <input type="checkbox"/> Disability Business Enterprise |
|---------------------------|---|

| | |
|----------|--|
| Address: | |
|----------|--|

| | |
|-------------------|--|
| Point of Contact: | |
|-------------------|--|

| | |
|------------|--|
| Telephone: | |
|------------|--|

| | | | | | |
|--|--|-------------------------|--|------------------------------|--|
| Email: | | | | | |
| Detailed Description of Work To Be Performed by Subcontractor or Materials to be Supplied by Supplier: | | | | | |
| Total Contract Value (\$): | | Subcontract Value (\$): | | ISBE Participation Rate (%): | |
| Anticipated Date of Performance: | | | | | |
| I certify under penalty of perjury that the forgoing statements are true and correct. | | | | | |
| Prime Contractor/Vendor Signature | | Title | | Date | |
| | | | | | |
| Subcontractor/Supplier Signature | | Title | | Date | |
| | | | | | |

APPENDIX B. BUDGET FORM – Components I, II, IV-VIII

Detailed Budget and Budget Narrative:

Use this format to submit your budget. All items included in this Budget Form must be fully explained in a Budget Narrative.

| Category | Hourly Rate | Total # of Hours | Total |
|---|----------------------------|------------------|-------|
| Personnel (Name, Title) | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Fringe Benefits (provide breakdown of fringe benefits) | Fringe % Rate | | Total |
| | % | | |
| | % | | |
| | % | | |
| | % | | |
| | % | | |
| Consultants/Sub-Contractors (Name and Description of Service, Cost) | | | \$ |
| In-State Travel (Purpose, breakdown of cost) | .535 per mile @ # of miles | | \$ |
| Out-of-State Travel (Name, Purpose, Breakdown of costs) | | | \$ |
| Printing/Copying | | | \$ |
| Supplies | | | \$ |
| Postage | | | \$ |
| Other: (if your expense does not fit into a category above please list and specify below) | | | \$ |
| Equipment (Lease, Purchase, Rental) | | | \$ |
| Indirect/Administrative Costs* (not to exceed 10%) | | | |
| Total Costs | | | |

APPENDIX C. BUDGET FORM – Component III

Detailed Budget and Budget Narrative:

Use this format to submit your budget. All items included in this Budget Form must be fully explained in a Budget Narrative.

| Service/Material Provided | | | Total Cost |
|---|----------------------|-------------------------|-------------------|
| Personnel over the 8 months <i>(Name, Title)</i> | <i>Hourly Rate</i> | <i>Total # of Hours</i> | \$ |
| Fringe Benefits | <i>Fringe % Rate</i> | | \$ |
| Consultants <i>(Name and Description of Service)</i> | <i>Hourly Rate</i> | <i>Total # of Hours</i> | \$ |
| Travel expenses <i>(Name and Breakdown of costs)</i> | | | \$ |
| Materials | | | \$ |
| Report design and dissemination | | | |
| Printing/Copying | | | \$ |
| Meeting Facilitation Expenses <i>(Include # of meetings and breakdown of costs)</i> | | | \$ |
| Education/Resource Materials | | | |
| Other expenses | | | \$ |
| Indirect rate (if applicable) | | | |
| TOTAL | | | \$ |