

Notice of Blanket Purchase Agreement



State Of Rhode Island and Providence Plantations
Department of Administration
Division of Purchases
One Capitol Hill
Providence, RI 02908-5860

V E N D O R	EDUCATION DEVELOPMENT CTR INC 43 FOUNDRY AVE WALTHAM, MA 02453-8313 United States
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TECHNICAL ASSISTANCE AND SUPPORT SERVICES - RIDE (MPA-210)	
Award Number	3285253
Revision Number	5
Effective Period	01-JUL-2012 - 15-NOV-2016
Approved PO Date	28-OCT-2016
Vendor Number	7185-iSupplier

S H I P T O	MASTER PRICE AGREEMENT SEE BELOW RELEASE AGAINST, RI MPA United States
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Type of Requisition	ARCH, ENG & CONSULT
Requisition Number	1444521
Change Order Requisition Number	RIDE17NMC-0020
Solicitation Number	7449122
Freight	Paid
Payment Terms	NET 30
Buyer	Walsh, Gail -
Requester Name	Carinha, Nancy M
Work Telephone	401-222-4679

This Purchase Order is issued pursuant to and in accordance with the terms and conditions of the solicitation and applicable federal, state, and local law, including the State of Rhode Island's purchasing regulations, available at www.purchasing.ri.gov.

CHANGE TO PO #3285253

CHANGE EFFECTIVE PERIOD
 FROM: 7/1/12 - 6/30/16
 TO: 7/1/12 - 11/15/16

PER C/O I.D. RIDE17NMC-0020

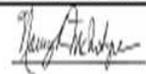
Line	Description	Unit	Unit Price (USD)
1	MPA-210 - 7/1/12-6/30/13 - MANAGING PROJECT DIRECTOR II - SALARY & FRINGE BENEFITS	Hour	183.64

INVOICE TO

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STATE PURCHASING AGENT

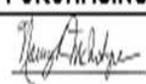

 Nancy R. McIntyre

Line	Description	Unit	Unit Price (USD)
1.1	MPA-210 FY16 - MANAGING PROJECT DIRECTOR II - SALARY & FRINGE BENEFITS	Hour	183.64
1.2	MPA-210 FY17 - MANAGING PROJECT DIRECTOR II - SALARY & FRINGE BENEFITS	Hour	183.64
2	MPA-210 - 7/1/12-6/30/13 - MANAGING PROJECT DIRECTOR I (1) - SALARY & FRINGE BENEFITS	Hour	178.97
2.1	MPA-210 FY16 - MANAGING PROJECT DIRECTOR I (1) - SALARY & FRINGE BENEFITS	Hour	178.97
2.2	MPA-210 FY17 - MANAGING PROJECT DIRECTOR I (1) - SALARY & FRINGE BENEFITS	Hour	178.97
3	MPA-210 - 7/1/12-6/30/13 - DEPUTY DIRECTOR - SALARY & FRINGE BENEFITS	Hour	178.97
3.1	MPA-210 FY16 - DEPUTY DIRECTOR - SALARY & FRINGE BENEFITS	Hour	178.97
3.2	MPA-210 FY17 - DEPUTY DIRECTOR - SALARY & FRINGE BENEFITS	Hour	178.97
4	MPA-210 - 7/1/12-6/30/13 - SENIOR CURRICULUM DESIGN ASSOCIATE II - SALARY & FRINGE BENEFITS	Hour	124.5
4.1	MPA-210 FY16 - SENIOR CURRICULUM DESIGN ASSOCIATE II - SALARY & FRINGE BENEFITS	Hour	124.5
4.2	MPA-210 FY17 - SENIOR CURRICULUM DESIGN ASSOCIATE II - SALARY & FRINGE BENEFITS	Hour	124.5
5	MPA-210 - 7/1/12-6/30/13 - PROJECT DIRECTOR II (1) - SALARY & FRINGE BENEFITS	Hour	124.5
5.1	MPA-210 FY16 - PROJECT DIRECTOR II (1) - SALARY & FRINGE BENEFITS	Hour	124.5
5.2	MPA-210 FY17 - PROJECT DIRECTOR II (1) - SALARY & FRINGE BENEFITS	Hour	124.5
6	MPA-210 - 7/1/12-6/30/13 - PRINCIPAL RESEARCH SCIENTIST - SALARY & FRINGE BENEFITS	Hour	178.97
6.1	MPA-210 FY16 - PRINCIPAL RESEARCH SCIENTIST - SALARY & FRINGE BENEFITS	Hour	178.97
6.2	MPA-210 FY17 - PRINCIPAL RESEARCH SCIENTIST - SALARY & FRINGE BENEFITS	Hour	178.97
7	MPA-210 - 7/1/12-6/30/13 - DISTINGUISHED SCIENTIST - SALARY & FRINGE BENEFITS	Hour	201.12
7.1	MPA-210 FY16 - DISTINGUISHED SCIENTIST - SALARY & FRINGE BENEFITS	Hour	201.12
7.2	MPA-210 FY17 - DISTINGUISHED SCIENTIST - SALARY & FRINGE BENEFITS	Hour	201.12
8	MPA-210 - 7/1/12-6/30/13 - SENIOR WRITER/DEVELOPMENT ASSOCIATE - SALARY & FRINGE BENEFITS	Hour	87.28
8.1	MPA-210 FY16 - SENIOR WRITER/DEVELOPMENT ASSOCIATE - SALARY & FRINGE BENEFITS	Hour	87.28
8.2	MPA-210 FY17 - SENIOR WRITER/DEVELOPMENT ASSOCIATE -	Hour	87.28

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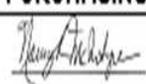
STATE PURCHASING AGENT

 Nancy R. McIntyre

Line	Description	Unit	Unit Price (USD)
	SALARY & FRINGE BENEFITS		
9	MPA-210 - 7/1/12-6/30/13 - DISTINGUISHED SCHOLAR - SALARY & FRINGE BENEFITS	Hour	183.64
9.1	MPA-210 FY16 - DISTINGUISHED SCHOLAR - SALARY & FRINGE BENEFITS	Hour	183.64
9.2	MPA-210 FY17 - DISTINGUISHED SCHOLAR - SALARY & FRINGE BENEFITS	Hour	183.64
10	MPA-210 - 7/1/12-6/30/13 - PROJECT DIRECTOR III - SALARY & FRINGE BENEFITS	Hour	149.67
10.1	MPA-210 FY16 - PROJECT DIRECTOR III - SALARY & FRINGE BENEFITS	Hour	149.67
10.2	MPA-210 FY17 - PROJECT DIRECTOR III - SALARY & FRINGE BENEFITS	Hour	149.67
11	MPA-210 - 7/1/12-6/30/13 - MANAGING PROJECT DIRECTOR I (2) - SALARY & FRINGE BENEFITS	Hour	178.97
11.1	MPA-210 FY16 - MANAGING PROJECT DIRECTOR I (2) - SALARY & FRINGE BENEFITS	Hour	178.97
11.2	MPA-210 FY17 - MANAGING PROJECT DIRECTOR I (2) - SALARY & FRINGE BENEFITS	Hour	178.97
12	MPA-210 - 7/1/12-6/30/13 - RESEARCH SCIENTIST II - SALARY & FRINGE BENEFITS	Hour	149.67
12.1	MPA-210 FY16 - RESEARCH SCIENTIST II - SALARY & FRINGE BENEFITS	Hour	149.67
12.2	MPA-210 FY17 - RESEARCH SCIENTIST II - SALARY & FRINGE BENEFITS	Hour	149.67
13	MPA-210 - 7/1/12-6/30/13 - SENIOR CURRICULUM & INSTRUCTIONAL DESIGN ASSOCIATE I - SALARY & FRINGE BENEFITS	Hour	104.79
13.1	MPA-210 FY16 - SENIOR CURRICULUM & INSTRUCTIONAL DESIGN ASSOCIATE I - SALARY & FRINGE BENEFITS	Hour	104.79
13.2	MPA-210 FY17 - SENIOR CURRICULUM & INSTRUCTIONAL DESIGN ASSOCIATE I - SALARY & FRINGE BENEFITS	Hour	104.79
14	MPA-210 - 7/1/12-6/30/13 - SENIOR RESEARCH ASSOCIATE I (1) - SALARY & FRINGE BENEFITS	Hour	124.5
14.1	MPA-210 FY16 - SENIOR RESEARCH ASSOCIATE I (1) - SALARY & FRINGE BENEFITS	Hour	124.5
14.2	MPA-210 FY17 - SENIOR RESEARCH ASSOCIATE I (1) - SALARY & FRINGE BENEFITS	Hour	124.5
15	MPA-210 - 7/1/12-6/30/13 - SENIOR RESEARCH SCIENTIST I (1) - SALARY & FRINGE BENEFITS	Hour	124.5
15.1	MPA-210 FY16 - SENIOR RESEARCH SCIENTIST I (1) - SALARY & FRINGE BENEFITS	Hour	124.5
15.2	MPA-210 FY17 - SENIOR RESEARCH SCIENTIST I (1) - SALARY & FRINGE BENEFITS	Hour	124.5
16	MPA-210 - 7/1/12-6/30/13 - SENIOR RESEARCH ASSOCIATE I (2) -	Hour	124.5

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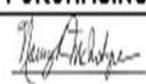
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Line	Description	Unit	Unit Price (USD)
	SALARY & FRINGE BENEFITS		
16.1	MPA-210 FY16 - SENIOR RESEARCH ASSOCIATE I (2) - SALARY & FRINGE BENEFITS	Hour	124.5
16.2	MPA-210 FY17 - SENIOR RESEARCH ASSOCIATE I (2) - SALARY & FRINGE BENEFITS	Hour	124.5
17	MPA-210 - 7/1/12-6/30/13 - SENIOR RESEARCH SCIENTIST I (2) - SALARY & FRINGE BENEFITS	Hour	124.5
17.1	MPA-210 FY16 - SENIOR RESEARCH SCIENTIST I (2) - SALARY & FRINGE BENEFITS	Hour	124.5
17.2	MPA-210 FY17 - SENIOR RESEARCH SCIENTIST I (2) - SALARY & FRINGE BENEFITS	Hour	124.5
18	MPA-210 - 7/1/12-6/30/13 - PROJECT DIRECTOR II (2) - SALARY & FRINGE BENEFITS	Hour	124.5
18.1	MPA-210 FY16 - PROJECT DIRECTOR II (2) - SALARY & FRINGE BENEFITS	Hour	124.5
18.2	MPA-210 FY17 - PROJECT DIRECTOR II (2) - SALARY & FRINGE BENEFITS	Hour	124.5
19	MPA-210 - 7/1/12-6/30/13 - SENIOR PROJECT DIRECTOR I - SALARY & FRINGE BENEFITS	Hour	149.67
19.1	MPA-210 FY16 - SENIOR PROJECT DIRECTOR I - SALARY & FRINGE BENEFITS	Hour	149.67
19.2	MPA-210 FY17 - SENIOR PROJECT DIRECTOR I - SALARY & FRINGE BENEFITS	Hour	149.67
20	MPA-210 - 7/1/12-6/30/13 - TRAINING & TECHNICAL ASSOCIATE - SALARY & FRINGE BENEFITS	Hour	124.5
20.1	MPA-210 FY16 - TRAINING & TECHNICAL ASSOCIATE - SALARY & FRINGE BENEFITS	Hour	124.5
20.2	MPA-210 FY17 - TRAINING & TECHNICAL ASSOCIATE - SALARY & FRINGE BENEFITS	Hour	124.5
21	MPA-210 - 7/1/12-6/30/13 - SENIOR RESEARCH ASSOCIATE I (3) - SALARY & FRINGE BENEFITS	Hour	124.5
21.1	MPA-210 FY16 - SENIOR RESEARCH ASSOCIATE I (3) - SALARY & FRINGE BENEFITS	Hour	124.5
21.2	MPA-210 FY17 - SENIOR RESEARCH ASSOCIATE I (3) - SALARY & FRINGE BENEFITS	Hour	124.5
22	MPA-210 - 7/1/12-6/30/13 - PROJECT DIRECTOR II (3) - SALARY & FRINGE BENEFITS	Hour	124.5
22.1	MPA-210 FY16 - PROJECT DIRECTOR II (3) - SALARY & FRINGE BENEFITS	Hour	124.5
22.2	MPA-210 FY17 - PROJECT DIRECTOR II (3) - SALARY & FRINGE BENEFITS	Hour	124.5
23	MPA-210 - 7/1/12-6/30/13 - PROJECT DIRECTOR I - SALARY & FRINGE BENEFITS	Hour	104.79
23.1	MPA-210 FY16 - PROJECT DIRECTOR I - SALARY & FRINGE BENEFITS	Hour	104.79

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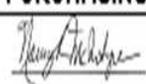
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Line	Description	Unit	Unit Price (USD)
23.2	MPA-210 FY17 - PROJECT DIRECTOR I - SALARY & FRINGE BENEFITS	Hour	104.79
24	MPA-210 - 7/1/12-6/30/13 - SENIOR EXPERT - SALARY & FRINGE BENEFITS	Hour	183.64
24.1	MPA-210 FY16 - SENIOR EXPERT - SALARY & FRINGE BENEFITS	Hour	183.64
24.2	MPA-210 FY17 - SENIOR EXPERT - SALARY & FRINGE BENEFITS	Hour	183.64
25	MPA-210 - 7/1/12-6/30/13 - TRAINING SPECIALIST - SALARY & FRINGE BENEFITS	Hour	124.5
25.1	MPA-210 FY16 - TRAINING SPECIALIST - SALARY & FRINGE BENEFITS	Hour	124.5
25.2	MPA-210 FY17 - TRAINING SPECIALIST - SALARY & FRINGE BENEFITS	Hour	124.5
26	MPA-210 - 7/1/12-6/30/13 - SENIOR CURRICULUM & INSTRUCTIONAL DESIGN ASSOCIATE II - SALARY & FRINGE BENEFITS	Hour	124.5
26.1	MPA-210 FY16 - SENIOR CURRICULUM & INSTRUCTIONAL DESIGN ASSOCIATE II - SALARY & FRINGE BENEFITS	Hour	124.5
26.2	MPA-210 FY17 - SENIOR CURRICULUM & INSTRUCTIONAL DESIGN ASSOCIATE II - SALARY & FRINGE BENEFITS	Hour	124.5
27	MPA-210 - 7/1/12-6/30/13 - SENIOR RESEARCH ASSOCIATE I (4) - SALARY & FRINGE BENEFITS	Hour	124.5
27.1	MPA-210 FY16 - SENIOR RESEARCH ASSOCIATE I (4) - SALARY & FRINGE BENEFITS	Hour	124.5
27.2	MPA-210 FY17 - SENIOR RESEARCH ASSOCIATE I (4) - SALARY & FRINGE BENEFITS	Hour	124.5
28	MPA-210 - 7/1/12-6/30/13 - RESEARCH ASSISTANT - SALARY & FRINGE BENEFITS	Hour	104.79
28.1	MPA-210 FY16 - RESEARCH ASSISTANT - SALARY & FRINGE BENEFITS	Hour	104.79
28.2	MPA-210 FY17 - RESEARCH ASSISTANT - SALARY & FRINGE BENEFITS	Hour	104.79
29	MPA-210 - 7/1/12-6/30/13 - ADMINISTRATIVE ASSISTANT - SALARY & FRINGE BENEFITS	Hour	75.6
29.1	MPA-210 FY16 - ADMINISTRATIVE ASSISTANT - SALARY & FRINGE BENEFITS	Hour	75.6
29.2	MPA-210 FY17 - ADMINISTRATIVE ASSISTANT - SALARY & FRINGE BENEFITS	Hour	75.6
30	MPA-210 - 7/1/12-6/30/13 - TRAVEL	Each	1
30.1	MPA-210 FY16 - TRAVEL	Each	1
30.2	MPA-210 - TRAVEL	Each	1
31	MPA-210 - 7/1/12-6/30/13 - INDIRECT COST - 33.5% OF NON-LABOR DIRECT COSTS	Each	1
31.1	MPA-210 FY16 - INDIRECT COST - 33.5% OF NON-LABOR	Each	1

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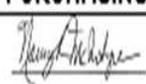
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Line	Description	Unit	Unit Price (USD)
	DIRECT COSTS		
31.2	MPA-210 - INDIRECT COST - 33.5% OF NON-LABOR DIRECT COSTS	Each	1
32	MPA-210 - 7/1/13-6/30/14 - MANAGING PROJECT DIRECTOR II - SALARY & FRINGE BENEFITS	Hour	190.43
32.1	MPA-210 FY16 - MANAGING PROJECT DIRECTOR II - SALARY & FRINGE BENEFITS	Hour	190.43
32.2	MPA-210 FY17 - MANAGING PROJECT DIRECTOR II - SALARY & FRINGE BENEFITS	Hour	190.43
33	MPA-210 - 7/1/13-6/30/14 - MANAGING PROJECT DIRECTOR I (1) - SALARY & FRINGE BENEFITS	Hour	185.59
33.1	MPA-210 FY16 - MANAGING PROJECT DIRECTOR I (1) - SALARY & FRINGE BENEFITS	Hour	185.59
33.2	MPA-210 FY17 - MANAGING PROJECT DIRECTOR I (1) - SALARY & FRINGE BENEFITS	Hour	185.59
34	MPA-210 - 7/1/13-6/30/14 - DEPUTY DIRECTOR - SALARY & FRINGE BENEFITS	Hour	185.59
34.1	MPA-210 FY16 - DEPUTY DIRECTOR - SALARY & FRINGE BENEFITS	Hour	185.59
34.2	MPA-210 FY17 - DEPUTY DIRECTOR - SALARY & FRINGE BENEFITS	Hour	185.59
35	MPA-210 - 7/1/13-6/30/14 - SENIOR CURRICULUM DESIGN ASSOCIATE II - SALARY & FRINGE BENEFITS	Hour	129.1
35.1	MPA-210 FY16 - SENIOR CURRICULUM DESIGN ASSOCIATE II - SALARY & FRINGE BENEFITS	Hour	129.1
35.2	MPA-210 FY17 - SENIOR CURRICULUM DESIGN ASSOCIATE II - SALARY & FRINGE BENEFITS	Hour	129.1
36	MPA-210 - 7/1/13-6/30/14 - PROJECT DIRECTOR II (1) - SALARY & FRINGE BENEFITS	Hour	129.1
36.1	MPA-210 FY16 - PROJECT DIRECTOR II (1) - SALARY & FRINGE BENEFITS	Hour	129.1
36.2	MPA-210 FY17 - PROJECT DIRECTOR II (1) - SALARY & FRINGE BENEFITS	Hour	129.1
37	MPA-210 - 7/1/13-6/30/14 - PRINCIPAL RESEARCH SCIENTIST - SALARY & FRINGE BENEFITS	Hour	185.59
37.1	MPA-210 FY16 - PRINCIPAL RESEARCH SCIENTIST - SALARY & FRINGE BENEFITS	Hour	185.59
37.2	MPA-210 FY17 - PRINCIPAL RESEARCH SCIENTIST - SALARY & FRINGE BENEFITS	Hour	185.59
38	MPA-210 - 7/1/13-6/30/14 - DISTINGUISHED SCIENTIST - SALARY & FRINGE BENEFITS	Hour	208.56
38.1	MPA-210 FY16 - DISTINGUISHED SCIENTIST - SALARY & FRINGE BENEFITS	Hour	208.56
38.2	MPA-210 FY17 - DISTINGUISHED SCIENTIST - SALARY & FRINGE BENEFITS	Hour	208.56

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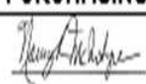
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Line	Description	Unit	Unit Price (USD)
39	MPA-210 - 7/1/13-6/30/14 - SENIOR WRITER/DEVELOPMENT ASSOCIATE - SALARY & FRINGE BENEFITS	Hour	90.51
39.1	MPA-210 FY16 - SENIOR WRITER/DEVELOPMENT ASSOCIATE - SALARY & FRINGE BENEFITS	Hour	90.51
39.2	MPA-210 FY17 - SENIOR WRITER/DEVELOPMENT ASSOCIATE - SALARY & FRINGE BENEFITS	Hour	90.51
40	MPA-210 - 7/1/13-6/30/14 - DISTINGUISHED SCHOLAR - SALARY & FRINGE BENEFITS	Hour	190.43
40.1	MPA-210 FY16 - DISTINGUISHED SCHOLAR - SALARY & FRINGE BENEFITS	Hour	190.43
40.2	MPA-210 FY17 - DISTINGUISHED SCHOLAR - SALARY & FRINGE BENEFITS	Hour	190.43
41	MPA-210 - 7/1/13-6/30/14 - PROJECT DIRECTOR III - SALARY & FRINGE BENEFITS	Hour	155.21
41.1	MPA-210 FY16 - PROJECT DIRECTOR III - SALARY & FRINGE BENEFITS	Hour	155.21
41.2	MPA-210 FY17 - PROJECT DIRECTOR III - SALARY & FRINGE BENEFITS	Hour	155.21
42	MPA-210 - 7/1/13-6/30/14 - MANAGING PROJECT DIRECTOR I (2) - SALARY & FRINGE BENEFITS	Hour	185.59
42.1	MPA-210 FY16 - MANAGING PROJECT DIRECTOR I (2) - SALARY & FRINGE BENEFITS	Hour	185.59
42.2	MPA-210 FY17 - MANAGING PROJECT DIRECTOR I (2) - SALARY & FRINGE BENEFITS	Hour	185.59
43	MPA-210 - 7/1/13-6/30/14 - RESEARCH SCIENTIST II - SALARY & FRINGE BENEFITS	Hour	155.21
43.1	MPA-210 FY16 - RESEARCH SCIENTIST II - SALARY & FRINGE BENEFITS	Hour	155.21
43.2	MPA-210 FY17 - RESEARCH SCIENTIST II - SALARY & FRINGE BENEFITS	Hour	155.21
44	MPA-210 - 7/1/13-6/30/14 - SENIOR CURRICULUM & INSTRUCTIONAL DESIGN ASSOCIATE I - SALARY & FRINGE BENEFITS	Hour	108.67
44.1	MPA-210 FY16 - SENIOR CURRICULUM & INSTRUCTIONAL DESIGN ASSOCIATE I - SALARY & FRINGE BENEFITS	Hour	108.67
44.2	MPA-210 FY17 - SENIOR CURRICULUM & INSTRUCTIONAL DESIGN ASSOCIATE I - SALARY & FRINGE BENEFITS	Hour	108.67
45	MPA-210 - 7/1/13-6/30/14 - SENIOR RESEARCH ASSOCIATE I (1) - SALARY & FRINGE BENEFITS	Hour	129.1
45.1	MPA-210 FY16 - SENIOR RESEARCH ASSOCIATE I (1) - SALARY & FRINGE BENEFITS	Hour	129.1
45.2	MPA-210 FY17 - SENIOR RESEARCH ASSOCIATE I (1) - SALARY & FRINGE BENEFITS	Hour	129.1
46	MPA-210 - 7/1/13-6/30/14 - SENIOR RESEARCH SCIENTIST I (1) - SALARY & FRINGE BENEFITS	Hour	129.1

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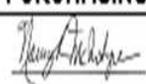
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Line	Description	Unit	Unit Price (USD)
46.1	MPA-210 FY16 - SENIOR RESEARCH SCIENTIST I (1) - SALARY & FRINGE BENEFITS	Hour	129.1
46.2	MPA-210 FY17 - SENIOR RESEARCH SCIENTIST I (1) - SALARY & FRINGE BENEFITS	Hour	129.1
47	MPA-210 - 7/1/13-6/30/14 - SENIOR RESEARCH ASSOCIATE I (2) - SALARY & FRINGE BENEFITS	Hour	129.1
47.1	MPA-210 FY16 - SENIOR RESEARCH ASSOCIATE I (2) - SALARY & FRINGE BENEFITS	Hour	129.1
47.2	MPA-210 FY17 - SENIOR RESEARCH ASSOCIATE I (2) - SALARY & FRINGE BENEFITS	Hour	129.1
48	MPA-210 - 7/1/13-6/30/14 - SENIOR RESEARCH SCIENTIST I (2) - SALARY & FRINGE BENEFITS	Hour	129.1
48.1	MPA-210 FY16 - SENIOR RESEARCH SCIENTIST I (2) - SALARY & FRINGE BENEFITS	Hour	129.1
48.2	MPA-210 FY17 - SENIOR RESEARCH SCIENTIST I (2) - SALARY & FRINGE BENEFITS	Hour	129.1
49	MPA-210 - 7/1/13-6/30/14 - PROJECT DIRECTOR II (2) - SALARY & FRINGE BENEFITS	Hour	129.1
49.1	MPA-210 FY16 - PROJECT DIRECTOR II (2) - SALARY & FRINGE BENEFITS	Hour	129.1
49.2	MPA-210 FY17 - PROJECT DIRECTOR II (2) - SALARY & FRINGE BENEFITS	Hour	129.1
50	MPA-210 - 7/1/13-6/30/14 - SENIOR PROJECT DIRECTOR I - SALARY & FRINGE BENEFITS	Hour	155.21
50.1	MPA-210 FY16 - SENIOR PROJECT DIRECTOR I - SALARY & FRINGE BENEFITS	Hour	155.21
50.2	MPA-210 FY17 - SENIOR PROJECT DIRECTOR I - SALARY & FRINGE BENEFITS	Hour	155.21
51	MPA-210 - 7/1/13-6/30/14 - TRAINING & TECHNICAL ASSOCIATE - SALARY & FRINGE BENEFITS	Hour	129.1
51.1	MPA-210 FY16 - TRAINING & TECHNICAL ASSOCIATE - SALARY & FRINGE BENEFITS	Hour	129.1
51.2	MPA-210 FY17 - TRAINING & TECHNICAL ASSOCIATE - SALARY & FRINGE BENEFITS	Hour	129.1
52	MPA-210 - 7/1/13-6/30/14 - SENIOR RESEARCH ASSOCIATE I (3) - SALARY & FRINGE BENEFITS	Hour	129.1
52.1	MPA-210 FY16 - SENIOR RESEARCH ASSOCIATE I (3) - SALARY & FRINGE BENEFITS	Hour	129.1
52.2	MPA-210 FY17 - SENIOR RESEARCH ASSOCIATE I (3) - SALARY & FRINGE BENEFITS	Hour	129.1
53	MPA-210 - 7/1/13-6/30/14 - PROJECT DIRECTOR II (3) - SALARY & FRINGE BENEFITS	Hour	129.1
53.1	MPA-210 FY16 - PROJECT DIRECTOR II (3) - SALARY & FRINGE BENEFITS	Hour	129.1
53.2	MPA-210 FY17 - PROJECT DIRECTOR II (3) - SALARY & FRINGE BENEFITS	Hour	129.1

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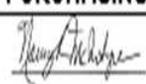
STATE PURCHASING AGENT

 Nancy R. McIntyre

Line	Description	Unit	Unit Price (USD)
	BENEFITS		
54	MPA-210 - 7/1/13-6/30/14 - PROJECT DIRECTOR I - SALARY & FRINGE BENEFITS	Hour	108.67
54.1	MPA-210 FY16 - PROJECT DIRECTOR I - SALARY & FRINGE BENEFITS	Hour	108.67
54.2	MPA-210 FY17 - PROJECT DIRECTOR I - SALARY & FRINGE BENEFITS	Hour	108.67
55	MPA-210 - 7/1/13-6/30/14 - SENIOR EXPERT - SALARY & FRINGE BENEFITS	Hour	190.43
55.1	MPA-210 FY16 - SENIOR EXPERT - SALARY & FRINGE BENEFITS	Hour	190.43
55.2	MPA-210 FY17 - SENIOR EXPERT - SALARY & FRINGE BENEFITS	Hour	190.43
56	MPA-210 - 7/1/13-6/30/14 - TRAINING SPECIALIST - SALARY & FRINGE BENEFITS	Hour	129.1
56.1	MPA-210 FY16 - TRAINING SPECIALIST - SALARY & FRINGE BENEFITS	Hour	129.1
56.2	MPA-210 FY17 - TRAINING SPECIALIST - SALARY & FRINGE BENEFITS	Hour	129.1
57	MPA-210 - 7/1/13-6/30/14 - SENIOR CURRICULUM & INSTRUCTIONAL DESIGN ASSOCIATE II - SALARY & FRINGE BENEFITS	Hour	129.1
57.1	MPA-210 FY16 - SENIOR CURRICULUM & INSTRUCTIONAL DESIGN ASSOCIATE II - SALARY & FRINGE BENEFITS	Hour	129.1
57.2	MPA-210 FY17 - SENIOR CURRICULUM & INSTRUCTIONAL DESIGN ASSOCIATE II - SALARY & FRINGE BENEFITS	Hour	129.1
58	MPA-210 - 7/1/13-6/30/14 - SENIOR RESEARCH ASSOCIATE I (4) - SALARY & FRINGE BENEFITS	Hour	129.1
58.1	MPA-210 FY16 - SENIOR RESEARCH ASSOCIATE I (4) - SALARY & FRINGE BENEFITS	Hour	129.1
58.2	MPA-210 FY17 - SENIOR RESEARCH ASSOCIATE I (4) - SALARY & FRINGE BENEFITS	Hour	129.1
59	MPA-210 - 7/1/13-6/30/14 - RESEARCH ASSISTANT - SALARY & FRINGE BENEFITS	Hour	108.67
59.1	MPA-210 FY16 - RESEARCH ASSISTANT - SALARY & FRINGE BENEFITS	Hour	108.67
59.2	MPA-210 FY17 - RESEARCH ASSISTANT - SALARY & FRINGE BENEFITS	Hour	108.67
60	MPA-210 - 7/1/13-6/30/14 - ADMINISTRATIVE ASSISTANT - SALARY & FRINGE BENEFITS	Hour	78.4
60.1	MPA-210 FY16 - ADMINISTRATIVE ASSISTANT - SALARY & FRINGE BENEFITS	Hour	78.4
60.2	MPA-210 FY17 - ADMINISTRATIVE ASSISTANT - SALARY & FRINGE BENEFITS	Hour	78.4
61	MPA-210 - 7/1/13-6/30/14 - TRAVEL	Each	1

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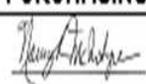
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 Nancy R. McIntyre

Line	Description	Unit	Unit Price (USD)
61.1	MPA-210 FY16 - TRAVEL	Each	1
61.2	MPA-210 - TRAVEL	Each	1
62	MPA-210 - 7/1/13-6/30/14 - INDIRECT COST - 33.5% OF NON-LABOR DIRECT COSTS	Each	1
62.1	MPA-210 FY16 - INDIRECT COST - 33.5% OF NON-LABOR DIRECT COSTS	Each	1
63	MPA-210 - 7/1/14-6/30/15 - MANAGING PROJECT DIRECTOR II - SALARY & FRINGE BENEFITS	Hour	197.48
63.1	MPA-210 FY16 - MANAGING PROJECT DIRECTOR II - SALARY & FRINGE BENEFITS	Hour	197.48
63.2	MPA-210 FY17 - MANAGING PROJECT DIRECTOR II - SALARY & FRINGE BENEFITS	Hour	197.48
64	MPA-210 - 7/1/14-6/30/15 - MANAGING PROJECT DIRECTOR I (1) - SALARY & FRINGE BENEFITS	Hour	192.45
64.1	MPA-210 FY16 - MANAGING PROJECT DIRECTOR I (1) - SALARY & FRINGE BENEFITS	Hour	192.45
64.2	MPA-210 FY17 - MANAGING PROJECT DIRECTOR I (1) - SALARY & FRINGE BENEFITS	Hour	192.45
65	MPA-210 - 7/1/14-6/30/15 - DEPUTY DIRECTOR - SALARY & FRINGE BENEFITS	Hour	192.45
65.1	MPA-210 FY16 - DEPUTY DIRECTOR - SALARY & FRINGE BENEFITS	Hour	192.45
65.2	MPA-210 FY17 - DEPUTY DIRECTOR - SALARY & FRINGE BENEFITS	Hour	192.45
66	MPA-210 - 7/1/14-6/30/15 - SENIOR CURRICULUM DESIGN ASSOCIATE II - SALARY & FRINGE BENEFITS	Hour	133.88
66.1	MPA-210 FY16 - SENIOR CURRICULUM DESIGN ASSOCIATE II - SALARY & FRINGE BENEFITS	Hour	133.88
66.2	MPA-210 FY17 - SENIOR CURRICULUM DESIGN ASSOCIATE II - SALARY & FRINGE BENEFITS	Hour	133.88
67	MPA-210 - 7/1/14-6/30/15 - PROJECT DIRECTOR II (1) - SALARY & FRINGE BENEFITS	Hour	133.88
67.1	MPA-210 FY16 - PROJECT DIRECTOR II (1) - SALARY & FRINGE BENEFITS	Hour	133.88
67.2	MPA-210 FY17 - PROJECT DIRECTOR II (1) - SALARY & FRINGE BENEFITS	Hour	133.88
68	MPA-210 - 7/1/14-6/30/15 - PRINCIPAL RESEARCH SCIENTIST - SALARY & FRINGE BENEFITS	Hour	192.45
68.1	MPA-210 FY16 - PRINCIPAL RESEARCH SCIENTIST - SALARY & FRINGE BENEFITS	Hour	192.45
68.2	MPA-210 FY17 - PRINCIPAL RESEARCH SCIENTIST - SALARY & FRINGE BENEFITS	Hour	192.45
69	MPA-210 - 7/1/14-6/30/15 - DISTINGUISHED SCIENTIST - SALARY & FRINGE BENEFITS	Hour	216.27
69.1	MPA-210 FY16 - DISTINGUISHED SCIENTIST - SALARY &	Hour	216.27

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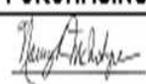
STATE PURCHASING AGENT

 Nancy R. McIntyre

Line	Description	Unit	Unit Price (USD)
	FRINGE BENEFITS		
69.2	MPA-210 FY17 - DISTINGUISHED SCIENTIST - SALARY & FRINGE BENEFITS	Hour	216.27
70	MPA-210 - 7/1/14-6/30/15 - SENIOR WRITER/DEVELOPMENT ASSOCIATE - SALARY & FRINGE BENEFITS	Hour	93.86
70.1	MPA-210 FY16 - SENIOR WRITER/DEVELOPMENT ASSOCIATE - SALARY & FRINGE BENEFITS	Hour	93.86
70.2	MPA-210 FY17 - SENIOR WRITER/DEVELOPMENT ASSOCIATE - SALARY & FRINGE BENEFITS	Hour	93.86
71	MPA-210 - 7/1/14-6/30/15 - DISTINGUISHED SCHOLAR - SALARY & FRINGE BENEFITS	Hour	197.48
71.1	MPA-210 FY16 - DISTINGUISHED SCHOLAR - SALARY & FRINGE BENEFITS	Hour	197.48
71.2	MPA-210 FY17 - DISTINGUISHED SCHOLAR - SALARY & FRINGE BENEFITS	Hour	197.48
72	MPA-210 - 7/1/14-6/30/15 - PROJECT DIRECTOR III - SALARY & FRINGE BENEFITS	Hour	160.95
72.1	MPA-210 FY16 - PROJECT DIRECTOR III - SALARY & FRINGE BENEFITS	Hour	160.95
72.2	MPA-210 FY17 - PROJECT DIRECTOR III - SALARY & FRINGE BENEFITS	Hour	160.95
73	MPA-210 - 7/1/14-6/30/15 - MANAGING PROJECT DIRECTOR I (2) - SALARY & FRINGE BENEFITS	Hour	192.45
73.1	MPA-210 FY16 - MANAGING PROJECT DIRECTOR I (2) - SALARY & FRINGE BENEFITS	Hour	192.45
73.2	MPA-210 FY17 - MANAGING PROJECT DIRECTOR I (2) - SALARY & FRINGE BENEFITS	Hour	192.45
74	MPA-210 - 7/1/14-6/30/15 - RESEARCH SCIENTIST II - SALARY & FRINGE BENEFITS	Hour	160.95
74.1	MPA-210 FY16 - RESEARCH SCIENTIST II - SALARY & FRINGE BENEFITS	Hour	160.95
74.2	MPA-210 FY17 - RESEARCH SCIENTIST II - SALARY & FRINGE BENEFITS	Hour	160.95
75	MPA-210 - 7/1/14-6/30/15 - SENIOR CURRICULUM & INSTRUCTIONAL DESIGN ASSOCIATE I - SALARY & FRINGE BENEFITS	Hour	112.69
75.1	MPA-210 FY16 - SENIOR CURRICULUM & INSTRUCTIONAL DESIGN ASSOCIATE I - SALARY & FRINGE BENEFITS	Hour	112.69
75.2	MPA-210 FY17 - SENIOR CURRICULUM & INSTRUCTIONAL DESIGN ASSOCIATE I - SALARY & FRINGE BENEFITS	Hour	112.69
76	MPA-210 - 7/1/14-6/30/15 - SENIOR RESEARCH ASSOCIATE I (1) - SALARY & FRINGE BENEFITS	Hour	133.88
76.1	MPA-210 FY16 - SENIOR RESEARCH ASSOCIATE I (1) - SALARY & FRINGE BENEFITS	Hour	133.88
76.2	MPA-210 FY17 - SENIOR RESEARCH ASSOCIATE I (1) - SALARY	Hour	133.88

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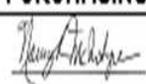
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 Nancy R. McIntyre

Line	Description	Unit	Unit Price (USD)
	& FRINGE BENEFITS		
77	MPA-210 - 7/1/14-6/30/15 - SENIOR RESEARCH SCIENTIST I (1) - SALARY & FRINGE BENEFITS	Hour	133.88
77.1	MPA-210 FY16 - SENIOR RESEARCH SCIENTIST I (1) - SALARY & FRINGE BENEFITS	Hour	133.88
77.2	MPA-210 FY17 - SENIOR RESEARCH SCIENTIST I (1) - SALARY & FRINGE BENEFITS	Hour	133.88
78	MPA-210 - 7/1/14-6/30/15 - SENIOR RESEARCH ASSOCIATE I (2) - SALARY & FRINGE BENEFITS	Hour	133.88
78.1	MPA-210 FY16 - SENIOR RESEARCH ASSOCIATE I (2) - SALARY & FRINGE BENEFITS	Hour	133.88
78.2	MPA-210 FY17 - SENIOR RESEARCH ASSOCIATE I (2) - SALARY & FRINGE BENEFITS	Hour	133.88
79	MPA-210 - 7/1/14-6/30/15 - SENIOR RESEARCH SCIENTIST I (2) - SALARY & FRINGE BENEFITS	Hour	133.88
79.1	MPA-210 FY16 - SENIOR RESEARCH SCIENTIST I (2) - SALARY & FRINGE BENEFITS	Hour	133.88
79.2	MPA-210 FY17 - SENIOR RESEARCH SCIENTIST I (2) - SALARY & FRINGE BENEFITS	Hour	133.88
80	MPA-210 - 7/1/14-6/30/15 - PROJECT DIRECTOR II (2) - SALARY & FRINGE BENEFITS	Hour	133.88
80.1	MPA-210 FY16 - PROJECT DIRECTOR II (2) - SALARY & FRINGE BENEFITS	Hour	133.88
80.2	MPA-210 FY17 - PROJECT DIRECTOR II (2) - SALARY & FRINGE BENEFITS	Hour	133.88
81	MPA-210 - 7/1/14-6/30/15 - SENIOR PROJECT DIRECTOR I - SALARY & FRINGE BENEFITS	Hour	160.95
81.1	MPA-210 FY16 - SENIOR PROJECT DIRECTOR I - SALARY & FRINGE BENEFITS	Hour	160.95
81.2	MPA-210 FY17 - SENIOR PROJECT DIRECTOR I - SALARY & FRINGE BENEFITS	Hour	160.95
82	MPA-210 - 7/1/14-6/30/15 - TRAINING & TECHNICAL ASSOCIATE - SALARY & FRINGE BENEFITS	Hour	133.88
82.1	MPA-210 FY16 - TRAINING & TECHNICAL ASSOCIATE - SALARY & FRINGE BENEFITS	Hour	133.88
82.2	MPA-210 FY17 - TRAINING & TECHNICAL ASSOCIATE - SALARY & FRINGE BENEFITS	Hour	133.88
83	MPA-210 - 7/1/14-6/30/15 - SENIOR RESEARCH ASSOCIATE I (3) - SALARY & FRINGE BENEFITS	Hour	133.88
83.1	MPA-210 FY16 - SENIOR RESEARCH ASSOCIATE I (3) - SALARY & FRINGE BENEFITS	Hour	133.88
83.2	MPA-210 FY17 - SENIOR RESEARCH ASSOCIATE I (3) - SALARY & FRINGE BENEFITS	Hour	133.88
84	MPA-210 - 7/1/14-6/30/15 - PROJECT DIRECTOR II (3) - SALARY & FRINGE BENEFITS	Hour	133.88

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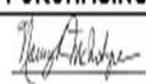
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 Nancy R. McIntyre

Line	Description	Unit	Unit Price (USD)
84.1	MPA-210 FY16 - PROJECT DIRECTOR II (3) - SALARY & FRINGE BENEFITS	Hour	133.88
84.2	MPA-210 FY17 - PROJECT DIRECTOR II (3) - SALARY & FRINGE BENEFITS	Hour	133.88
85	MPA-210 - 7/1/14-6/30/15 - PROJECT DIRECTOR I - SALARY & FRINGE BENEFITS	Hour	112.69
85.1	MPA-210 FY16 - PROJECT DIRECTOR I - SALARY & FRINGE BENEFITS	Hour	112.69
85.2	MPA-210 FY17 - PROJECT DIRECTOR I - SALARY & FRINGE BENEFITS	Hour	112.69
86	MPA-210 - 7/1/14-6/30/15 - SENIOR EXPERT - SALARY & FRINGE BENEFITS	Hour	197.48
86.1	MPA-210 FY16 - SENIOR EXPERT - SALARY & FRINGE BENEFITS	Hour	197.48
86.2	MPA-210 FY17 - SENIOR EXPERT - SALARY & FRINGE BENEFITS	Hour	197.48
87	MPA-210 - 7/1/14-6/30/15 - TRAINING SPECIALIST - SALARY & FRINGE BENEFITS	Hour	133.88
87.1	MPA-210 FY16 - TRAINING SPECIALIST - SALARY & FRINGE BENEFITS	Hour	133.88
87.2	MPA-210 FY17 - TRAINING SPECIALIST - SALARY & FRINGE BENEFITS	Hour	133.88
88	MPA-210 - 7/1/14-6/30/15 - SENIOR CURRICULUM & INSTRUCTIONAL DESIGN ASSOCIATE II - SALARY & FRINGE BENEFITS	Hour	133.88
88.1	MPA-210 FY16 - SENIOR CURRICULUM & INSTRUCTIONAL DESIGN ASSOCIATE II - SALARY & FRINGE BENEFITS	Hour	133.88
88.2	MPA-210 FY17 - SENIOR CURRICULUM & INSTRUCTIONAL DESIGN ASSOCIATE II - SALARY & FRINGE BENEFITS	Hour	133.88
89	MPA-210 - 7/1/14-6/30/15 - SENIOR RESEARCH ASSOCIATE I (4) - SALARY & FRINGE BENEFITS	Hour	133.88
89.1	MPA-210 FY16 - SENIOR RESEARCH ASSOCIATE I (4) - SALARY & FRINGE BENEFITS	Hour	133.88
89.2	MPA-210 FY17 - SENIOR RESEARCH ASSOCIATE I (4) - SALARY & FRINGE BENEFITS	Hour	133.88
90	MPA-210 - 7/1/14-6/30/15 - RESEARCH ASSISTANT - SALARY & FRINGE BENEFITS	Hour	112.69
90.1	MPA-210 FY16 - RESEARCH ASSISTANT - SALARY & FRINGE BENEFITS	Hour	112.69
90.2	MPA-210 FY17 - RESEARCH ASSISTANT - SALARY & FRINGE BENEFITS	Hour	112.69
91	MPA-210 - 7/1/14-6/30/15 - ADMINISTRATIVE ASSISTANT - SALARY & FRINGE BENEFITS	Hour	81.3
91.1	MPA-210 FY16 - ADMINISTRATIVE ASSISTANT - SALARY & FRINGE BENEFITS	Hour	81.3

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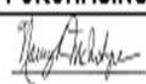
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 Nancy R. McIntyre

Line	Description	Unit	Unit Price (USD)
91.2	MPA-210 FY17 - ADMINISTRATIVE ASSISTANT - SALARY & FRINGE BENEFITS	Hour	81.3
92	MPA-210 - 7/1/14-6/30/15 - TRAVEL	Each	1
92.1	MPA-210 FY16 - TRAVEL	Each	1
93	MPA-210 - 7/1/14-6/30/15 - INDIRECT COST - 33.5% OF NON-LABOR DIRECT COSTS	Each	1
93.1	MPA-210 FY16 - INDIRECT COST - 33.5% OF NON-LABOR DIRECT COSTS	Each	1
94	MPA-210 - 7/1/15-6/30/16 - MANAGING PROJECT DIRECTOR II - SALARY & FRINGE BENEFITS	Hour	204.79
94.1	MPA-210 FY16 - MANAGING PROJECT DIRECTOR II - SALARY & FRINGE BENEFITS	Hour	204.79
94.2	MPA-210 FY17 - MANAGING PROJECT DIRECTOR II - SALARY & FRINGE BENEFITS	Hour	204.79
95	MPA-210 - 7/1/15-6/30/16 - MANAGING PROJECT DIRECTOR I (1) - SALARY & FRINGE BENEFITS	Hour	199.57
95.1	MPA-210 FY16 - MANAGING PROJECT DIRECTOR I (1) - SALARY & FRINGE BENEFITS	Hour	199.57
95.2	MPA-210 FY17 - MANAGING PROJECT DIRECTOR I (1) - SALARY & FRINGE BENEFITS	Hour	199.57
96	MPA-210 - 7/1/15-6/30/16 - DEPUTY DIRECTOR - SALARY & FRINGE BENEFITS	Hour	199.57
96.1	MPA-210 FY16 - DEPUTY DIRECTOR - SALARY & FRINGE BENEFITS	Hour	199.57
96.2	MPA-210 FY17 - DEPUTY DIRECTOR - SALARY & FRINGE BENEFITS	Hour	199.57
97	MPA-210 - 7/1/15-6/30/16 - SENIOR CURRICULUM DESIGN ASSOCIATE II - SALARY & FRINGE BENEFITS	Hour	138.83
97.1	MPA-210 FY16 - SENIOR CURRICULUM DESIGN ASSOCIATE II - SALARY & FRINGE BENEFITS	Hour	138.83
97.2	MPA-210 FY17 - SENIOR CURRICULUM DESIGN ASSOCIATE II - SALARY & FRINGE BENEFITS	Hour	138.83
98	MPA-210 - 7/1/15-6/30/16 - PROJECT DIRECTOR II (1) - SALARY & FRINGE BENEFITS	Hour	138.83
98.1	MPA-210 FY16 - PROJECT DIRECTOR II (1) - SALARY & FRINGE BENEFITS	Hour	138.83
98.2	MPA-210 FY17 - PROJECT DIRECTOR II (1) - SALARY & FRINGE BENEFITS	Hour	138.83
99	MPA-210 - 7/1/15-6/30/16 - PRINCIPAL RESEARCH SCIENTIST - SALARY & FRINGE BENEFITS	Hour	199.57
99.1	MPA-210 FY16 - PRINCIPAL RESEARCH SCIENTIST - SALARY & FRINGE BENEFITS	Hour	199.57
99.2	MPA-210 FY17 - PRINCIPAL RESEARCH SCIENTIST - SALARY & FRINGE BENEFITS	Hour	199.57
100	MPA-210 - 7/1/15-6/30/16 - DISTINGUISHED SCIENTIST - SALARY	Hour	224.28

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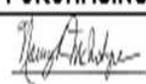
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Line	Description	Unit	Unit Price (USD)
	& FRINGE BENEFITS		
100.1	MPA-210 FY16 - DISTINGUISHED SCIENTIST - SALARY & FRINGE BENEFITS	Hour	224.28
100.2	MPA-210 FY17 - DISTINGUISHED SCIENTIST - SALARY & FRINGE BENEFITS	Hour	224.28
101	MPA-210 - 7/1/15-6/30/16 - SENIOR WRITER/DEVELOPMENT ASSOCIATE - SALARY & FRINGE BENEFITS	Hour	97.33
101.1	MPA-210 FY16 - SENIOR WRITER/DEVELOPMENT ASSOCIATE - SALARY & FRINGE BENEFITS	Hour	97.33
101.2	MPA-210 FY17 - SENIOR WRITER/DEVELOPMENT ASSOCIATE - SALARY & FRINGE BENEFITS	Hour	97.33
102	MPA-210 - 7/1/15-6/30/16 - DISTINGUISHED SCHOLAR - SALARY & FRINGE BENEFITS	Hour	204.79
102.1	MPA-210 FY16 - DISTINGUISHED SCHOLAR - SALARY & FRINGE BENEFITS	Hour	204.79
102.2	MPA-210 FY17 - DISTINGUISHED SCHOLAR - SALARY & FRINGE BENEFITS	Hour	204.79
103	MPA-210 - 7/1/15-6/30/16 - PROJECT DIRECTOR III - SALARY & FRINGE BENEFITS	Hour	166.91
103.1	MPA-210 FY16 - PROJECT DIRECTOR III - SALARY & FRINGE BENEFITS	Hour	166.91
103.2	MPA-210 FY17 - PROJECT DIRECTOR III - SALARY & FRINGE BENEFITS	Hour	166.91
104	MPA-210 - 7/1/15-6/30/16 - MANAGING PROJECT DIRECTOR I (2) - SALARY & FRINGE BENEFITS	Hour	199.57
104.1	MPA-210 FY16 - MANAGING PROJECT DIRECTOR I (2) - SALARY & FRINGE BENEFITS	Hour	199.57
104.2	MPA-210 FY17 - MANAGING PROJECT DIRECTOR I (2) - SALARY & FRINGE BENEFITS	Hour	199.57
105	MPA-210 - 7/1/15-6/30/16 - RESEARCH SCIENTIST II - SALARY & FRINGE BENEFITS	Hour	166.91
105.1	MPA-210 FY16 - RESEARCH SCIENTIST II - SALARY & FRINGE BENEFITS	Hour	166.91
105.2	MPA-210 FY17 - RESEARCH SCIENTIST II - SALARY & FRINGE BENEFITS	Hour	166.91
106	MPA-210 - 7/1/15-6/30/16 - SENIOR CURRICULUM & INSTRUCTIONAL DESIGN ASSOCIATE I - SALARY & FRINGE BENEFITS	Hour	116.86
106.1	MPA-210 FY16 - SENIOR CURRICULUM & INSTRUCTIONAL DESIGN ASSOCIATE I - SALARY & FRINGE BENEFITS	Hour	116.86
106.2	MPA-210 FY17 - SENIOR CURRICULUM & INSTRUCTIONAL DESIGN ASSOCIATE I - SALARY & FRINGE BENEFITS	Hour	116.86
107	MPA-210 - 7/1/15-6/30/16 - SENIOR RESEARCH ASSOCIATE I (1) - SALARY & FRINGE BENEFITS	Hour	138.83
107.1	MPA-210 FY16 - SENIOR RESEARCH ASSOCIATE I (1) - SALARY	Hour	138.83

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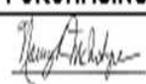
STATE PURCHASING AGENT

 Nancy R. McIntyre

Line	Description	Unit	Unit Price (USD)
	& FRINGE BENEFITS		
107.2	MPA-210 FY17 - SENIOR RESEARCH ASSOCIATE I (1) - SALARY & FRINGE BENEFITS	Hour	138.83
108	MPA-210 - 7/1/15-6/30/16 - SENIOR RESEARCH SCIENTIST I (1) - SALARY & FRINGE BENEFITS	Hour	138.83
108.1	MPA-210 FY16 - SENIOR RESEARCH SCIENTIST I (1) - SALARY & FRINGE BENEFITS	Hour	138.83
108.2	MPA-210 FY17 - SENIOR RESEARCH SCIENTIST I (1) - SALARY & FRINGE BENEFITS	Hour	138.83
109	MPA-210 - 7/1/15-6/30/16 - SENIOR RESEARCH ASSOCIATE I (2) - SALARY & FRINGE BENEFITS	Hour	138.83
109.1	MPA-210 FY16 - SENIOR RESEARCH ASSOCIATE I (2) - SALARY & FRINGE BENEFITS	Hour	138.83
109.2	MPA-210 FY17 - SENIOR RESEARCH ASSOCIATE I (2) - SALARY & FRINGE BENEFITS	Hour	138.83
110	MPA-210 - 7/1/15-6/30/16 - SENIOR RESEARCH SCIENTIST I (2) - SALARY & FRINGE BENEFITS	Hour	138.83
110.1	MPA-210 FY16 - SENIOR RESEARCH SCIENTIST I (2) - SALARY & FRINGE BENEFITS	Hour	138.83
110.2	MPA-210 FY17 - SENIOR RESEARCH SCIENTIST I (2) - SALARY & FRINGE BENEFITS	Hour	138.83
111	MPA-210 - 7/1/15-6/30/16 - PROJECT DIRECTOR II (2) - SALARY & FRINGE BENEFITS	Hour	138.83
111.1	MPA-210 FY16 - PROJECT DIRECTOR II (2) - SALARY & FRINGE BENEFITS	Hour	138.83
111.2	MPA-210 FY17 - PROJECT DIRECTOR II (2) - SALARY & FRINGE BENEFITS	Hour	138.83
112	MPA-210 - 7/1/15-6/30/16 - SENIOR PROJECT DIRECTOR I - SALARY & FRINGE BENEFITS	Hour	166.91
112.1	MPA-210 FY16 - SENIOR PROJECT DIRECTOR I - SALARY & FRINGE BENEFITS	Hour	166.91
112.2	MPA-210 FY17 - SENIOR PROJECT DIRECTOR I - SALARY & FRINGE BENEFITS	Hour	166.91
113	MPA-210 - 7/1/15-6/30/16 - TRAINING & TECHNICAL ASSOCIATE - SALARY & FRINGE BENEFITS	Hour	138.83
113.1	MPA-210 FY16 - TRAINING & TECHNICAL ASSOCIATE - SALARY & FRINGE BENEFITS	Hour	138.83
113.2	MPA-210 FY17 - TRAINING & TECHNICAL ASSOCIATE - SALARY & FRINGE BENEFITS	Hour	138.83
114	MPA-210 - 7/1/15-6/30/16 - SENIOR RESEARCH ASSOCIATE I (3) - SALARY & FRINGE BENEFITS	Hour	138.83
114.1	MPA-210 FY16 - SENIOR RESEARCH ASSOCIATE I (3) - SALARY & FRINGE BENEFITS	Hour	138.83
114.2	MPA-210 FY17 - SENIOR RESEARCH ASSOCIATE I (3) - SALARY & FRINGE BENEFITS	Hour	138.83

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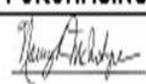
STATE PURCHASING AGENT

 Nancy R. McIntyre

Line	Description	Unit	Unit Price (USD)
115	MPA-210 - 7/1/15-6/30/16 - PROJECT DIRECTOR II (3) - SALARY & FRINGE BENEFITS	Hour	138.83
115.1	MPA-210 FY16 - PROJECT DIRECTOR II (3) - SALARY & FRINGE BENEFITS	Hour	138.83
115.2	MPA-210 FY17 - PROJECT DIRECTOR II (3) - SALARY & FRINGE BENEFITS	Hour	138.83
116	MPA-210 - 7/1/15-6/30/16 - PROJECT DIRECTOR I - SALARY & FRINGE BENEFITS	Hour	116.86
116.1	MPA-210 FY16 - PROJECT DIRECTOR I - SALARY & FRINGE BENEFITS	Hour	116.86
116.2	MPA-210 FY17 - PROJECT DIRECTOR I - SALARY & FRINGE BENEFITS	Hour	116.86
117	MPA-210 - 7/1/15-6/30/16 - SENIOR EXPERT - SALARY & FRINGE BENEFITS	Hour	204.79
117.1	MPA-210 FY16 - SENIOR EXPERT - SALARY & FRINGE BENEFITS	Hour	204.79
117.2	MPA-210 FY17 - SENIOR EXPERT - SALARY & FRINGE BENEFITS	Hour	204.79
118	MPA-210 - 7/1/15-6/30/16 - TRAINING SPECIALIST - SALARY & FRINGE BENEFITS	Hour	138.83
118.1	MPA-210 FY16 - TRAINING SPECIALIST - SALARY & FRINGE BENEFITS	Hour	138.83
118.2	MPA-210 FY17 - TRAINING SPECIALIST - SALARY & FRINGE BENEFITS	Hour	138.83
119	MPA-210 - 7/1/15-6/30/16 - SENIOR CURRICULUM & INSTRUCTIONAL DESIGN ASSOCIATE II - SALARY & FRINGE BENEFITS	Hour	138.83
119.1	MPA-210 FY16 - SENIOR CURRICULUM & INSTRUCTIONAL DESIGN ASSOCIATE II - SALARY & FRINGE BENEFITS	Hour	138.83
119.2	MPA-210 FY17 - SENIOR CURRICULUM & INSTRUCTIONAL DESIGN ASSOCIATE II - SALARY & FRINGE BENEFITS	Hour	138.83
120	MPA-210 - 7/1/15-6/30/16 - SENIOR RESEARCH ASSOCIATE I (4) - SALARY & FRINGE BENEFITS	Hour	138.83
120.1	MPA-210 FY16 - SENIOR RESEARCH ASSOCIATE I (4) - SALARY & FRINGE BENEFITS	Hour	138.83
120.2	MPA-210 FY17 - SENIOR RESEARCH ASSOCIATE I (4) - SALARY & FRINGE BENEFITS	Hour	138.83
121	MPA-210 - 7/1/15-6/30/16 - RESEARCH ASSISTANT - SALARY & FRINGE BENEFITS	Hour	116.86
121.1	MPA-210 FY16 - RESEARCH ASSISTANT - SALARY & FRINGE BENEFITS	Hour	116.86
121.2	MPA-210 FY17 - RESEARCH ASSISTANT - SALARY & FRINGE BENEFITS	Hour	116.86
122	MPA-210 - 7/1/15-6/30/16 - ADMINISTRATIVE ASSISTANT - SALARY & FRINGE BENEFITS	Hour	84.31

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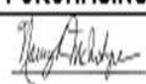
STATE PURCHASING AGENT

 Nancy R. McIntyre

Line	Description	Unit	Unit Price (USD)
122.1	MPA-210 FY16 - ADMINISTRATIVE ASSISTANT - SALARY & FRINGE BENEFITS	Hour	84.31
122.2	MPA-210 FY17 - ADMINISTRATIVE ASSISTANT - SALARY & FRINGE BENEFITS	Hour	84.31
123	MPA-210 - 7/1/15-6/30/16 - TRAVEL	Each	1
123.1	MPA-210 FY16 - TRAVEL	Each	1
124	MPA-210 - 7/1/15-6/30/16 - INDIRECT COST - 33.5% OF NON-LABOR DIRECT COSTS	Each	1
124.1	MPA-210 FY16 - INDIRECT COST - 33.5% OF NON-LABOR DIRECT COSTS	Each	1
125	MPA-210 FY16 - PROJECT DIRECTOR (4) - SALARY & FRINGE BENEFITS	Hour	82
125.1	MPA-210 FY17 - PROJECT DIRECTOR (4) - SALARY & FRINGE BENEFITS	Hour	82
126	MPA-210 FY16 - RESEARCH ASSOCIATE - SALARY & FRINGE BENEFITS	Hour	55
126.1	MPA-210 FY17 - RESEARCH ASSOCIATE - SALARY & FRINGE BENEFITS	Hour	55
127	MPA-210 FY16 - ADMINISTRATIVE ASSISTANT (5) - SALARY & FRINGE BENEFITS	Hour	26
127.1	MPA-210 FY17 - ADMINISTRATIVE ASSISTANT (5) - SALARY & FRINGE BENEFITS	Hour	26
128	MPA-210 FY16 - SENIOR PROJECT DIRECTOR (5) - SALARY & FRINGE BENEFITS	Hour	89
128.1	MPA-210 FY17 - SENIOR PROJECT DIRECTOR (5) - SALARY & FRINGE BENEFITS	Hour	89
129	MPA-210 FY16 - OTHER OFFICE EXPENSES	Each	1
129.1	MPA-210 - OTHER OFFICE EXPENSES	Each	1
130	MPA-210 FY16 - EMPLOYEE SALARIES AND FRINGE BENEFITS	Each	1
130.1	MPA-210 - EMPLOYEE SALARIES AND FRINGE BENEFITS	Each	1

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STATE PURCHASING AGENT

 Nancy R. McIntyre

Contract Terms and Conditions

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Terms and Conditions

PURCHASE ORDER STANDARD TERMS AND CONDITIONS

TERMS AND CONDITIONS FOR THIS PURCHASE ORDER

INSURANCE REQUIREMENTS (ADDITIONAL)

ANNUAL RENEWAL INSURANCE CERTIFICATES FOR WORKERS' COMPENSATION, PUBLIC LIABILITY, PROPERTY DAMAGE INSURANCE, AUTO INSURANCE, PROFESSIONAL LIABILITY INSURANCE (AKA ERRORS & OMISSIONS), BUILDER'S RISK INSURANCE, SCHOOL BUSING AUTO LIABILITY, ENVIRONMENTAL IMPAIRMENT (AKA POLLUTION CONTROL), VESSEL OPERATION (MARINE OR AIRCRAFT) PROTECTION & INDEMNITY, ETC., MUST BE SUBMITTED TO THE SPECIFIC AGENCY IDENTIFIED IN THE "BILL TO" SECTION OF THE PURCHASE ORDER. CERTIFICATES ARE ANNUALLY DUE PRIOR TO THE BEGINNING OF ANY CONTRACT PERIOD BEYOND THE INITIAL TWELVE-MONTH PERIOD OF A CONTRACT. FAILURE TO PROVIDE ANNUAL INSURANCE CERTIFICATION MAY BE GROUNDS FOR CANCELLATION.

MULTI YEAR AWARD

THIS IS A MULTI-YEAR BID/CONTRACT. PER RHODE ISLAND STATE LAW 37-2-33, CONTRACT OBLIGATIONS BEYOND THE CURRENT FISCAL YEAR ARE SUBJECT TO AVAILABILITY OF FUNDS. CONTINUATION OF THE CONTRACT BEYOND THE INITIAL FISCAL YEAR WILL BE AT THE DISCRETION OF THE STATE. TERMINATION MAY BE EFFECTED BY THE STATE BASED UPON DETERMINING FACTORS SUCH AS UNSATISFACTORY PERFORMANCE OR THE DETERMINATION BY THE STATE TO DISCONTINUE THE GOODS/SERVICES, OR TO REVISE THE SCOPE AND NEED FOR THE TYPE OF GOODS/SERVICES; ALSO MANAGEMENT OWNER DETERMINATIONS THAT MAY PRECLUDE THE NEED FOR GOODS/SERVICES.

PURCHASE AGREEMENT AWARD

THIS IS A NOTICE OF AWARD, NOT AN ORDER. Any quantity reference in the agreement or in the bid preceding it are estimates only and do not represent a commitment on the part of the state to any level of billing activity, other than for quantities or volumes specifically released during the term. No action is to be taken except as specifically authorized, as described herein under AUTHORIZATION AND RELEASE. ENTIRE AGREEMENT - This NOTICE OF AWARD, with all attachments, and any release(s) against it shall be subject to: (1) the specifications, terms and conditions set forth in the Request/Bid Number cited herein, (2) the General Terms and Conditions of Contracts for the State of Rhode Island and (3) all provisions of, and the Rules and Regulations promulgated pursuant to, Title 37, Chapter 2 of the General Laws of the State of Rhode Island. This NOTICE shall constitute the entire agreement between the State of Rhode Island and the Vendor. No assignment of rights or responsibility will be permitted except with the express written permission of the State Purchasing Agent or his designee. CANCELLATION, TERMINATION and EXTENSION - This Price Agreement shall automatically terminate as of the date(s) described under CONTRACT PERIOD unless this Price Agreement is altered by formal amendment by the State Purchasing Agent or his designee upon mutual agreement between the State and the Vendor.

AUTHORIZATION AND RELEASE

In no event shall the Vendor deliver goods or provide service until such time as a duly authorized release document is certified by the ordering Agency. A Direct Purchase Order (DPO) shall be created by the agency listing the items ordered, using the pricing and format set forth in the Master Blanket. All pricing

shall be as described in the Master Blanket and is considered to be fixed and firm for the term of the Agreement, unless specifically noted to the contrary herein. All prices include prepaid freight. Freight, taxes, surcharges, or other additional charges will not be honored unless reflected in Master Blanket.

BLANKET PAYMENT

DELIVERY OF GOODS OR SERVICES AS REQUESTED BY AGENCY. PAYMENTS WILL BE AUTHORIZED UPON SUBMISSION OF PROPERLY RENDERED INVOICES NO MORE THAN MONTHLY TO THE RECEIVING AGENCY. ANY UNUSED BALANCE AT END OF BLANKET PERIOD IS AUTOMATICALLY CANCELLED.

EQUAL OPPORTUNITY COMPLIANCE

THIS PURCHASE ORDER IS AWARDED SUBJECT TO EQUAL OPPORTUNITY COMPLIANCE.

QUARTERLY REPORTS

REPORTS - The Vendor agrees to provide the State with quarterly reports describing activity against this Price Agreement. If this is a Master Price Agreement, such reports shall include usage by municipalities, quasi-public agencies, schools, etc. All reports shall contain the following data: (1) Billing volume in dollars and (2) quantity shipped for each line item in the price agreement. When there are no line items in the price agreement, vendor shall report volume by catalog order numbers, with a brief description of each order number. Reports must be submitted to the RI Division of Purchases to the attention BUYER named in this notice, identifying the Agreement number and the Reporting Period. Quarterly reports shall be due 45 calendar days after the end of each quarter. Failure to submit required reports shall be considered a breach of the contractor's obligations and may be considered, at the discretion of the State Purchasing Agent, sufficient cause for the termination of the agreement and other outstanding agreements and orders, and possible suspension from participation in additional State procurements.

REIMBURSEMENT RATE

COMPENSATION TYPE - REIMBURSEMENT. RATE OF REIMBURSEMENT SET AT \$1 FOR EACH \$1 OF ALLOWABLE EXPENSES.

CAMPAIGN FINANCE COMPLIANCE

EVERY PERSON OR BUSINESS ENTITY PROVIDING GOODS OR SERVICES AT A COST OF \$5000 CUMULATED VALUE IS REQUIRED TO FILE AN AFFIDAVIT REGARDING POLITICAL CAMPAIGN CONTRIBUTIONS WITH THE RI STATE BOARD OF ELECTIONS EVEN IF NO REPORTABLE CAMPAIGN CONTRIBUTIONS HAVE BEEN MADE. (RI GENERAL LAW 17-27) FORMS OBTAINED AT BOARD OF ELECTIONS, CAMPAIGN FINANCE DIVISION, 50 BRANCH AVENUE PROVIDENCE 02904 (401-222-2056).

ARRA SUPPLEMENTAL TERMS AND CONDITIONS

For contracts and sub-awards funded in whole or in part by the American Recovery and Reinvestment Act of 2009. Pub.L.No. 111-5 and any amendments thereto, such contracts and sub-awards shall be subject to the Supplemental Terms and Conditions For Contracts and Sub-awards Funded in Whole or in Part by the American Recovery and Reinvestment Act of 2009. Pub.L.No. 111-5 and any amendments thereto located on the Division of Purchases website at www.purchasing.ri.gov."

TERMS AND CONDITIONS OF PRICING AGREEMENT

SCOPE AND LIMITATIONS - This Agreement covers requirements as described herein, ordered by State agencies during the Agreement Period. No additional or alternative requirements are

covered, unless added to the Agreement by formal amendment by the State Purchasing Agent or his designee.

Under State Purchasing Law, 37-2-54, no purchase or contract shall be binding on the state or any agency thereof unless approved by the department [of administration] or made under general regulations which the chief purchasing officer may prescribe. Under State Purchasing Regulation 8.2.1.1.2, any alleged oral agreement or arrangements made by a bidder or contractor with any agency or an employee of the Office of Purchases may be disregarded and shall not be binding on the state.

PRODUCT ACCEPTANCE - All merchandise offered or otherwise provided shall be new, of prime manufacture, and of first quality unless otherwise specified by the State. The State reserves the right to reject all nonconforming goods, and to cause their return for credit or replacement, at the State's option.

- a) Failure by the state to discover latent defect(s) or concealed damage or non-conformance shall not foreclose the State's right to subsequently reject the goods in question.
- b) Formal or informal acceptance by the State of non-conforming goods shall not constitute a precedent for successive receipts or procurements.

Where the vendor fails to cure the defect promptly or replace the goods, the State reserves the right to cancel the Release, contract with a different vendor, and to invoice the original vendor for any differential in price over the original contract price.

ORDER AUTHORIZATION AND RELEASE AGAINST PRICING AGREEMENT

In no event shall the Vendor deliver goods or provide service until such time as a duly authorized release document is certified by the ordering Agency.

State Agencies shall request release as follows: All releases shall reference the Price Agreement number, the Contract Issue number, the item(s) covered, and the unit pricing in the same format as described herein.

A Department Purchase Order (DPO) listing the items ordered shall be created by the agency. The agency may mail or fax a copy of the order to the Vendor. In some cases the agency may request delivery by telephone, but must provide the Vendor with a DPO Order Number reference for billing purposes. Vendors are encouraged to require written orders to assure payments are processed accurately and promptly.

DELIVERY If this is an MPA, Vendor will obtain "ship to" information from each participating agency. This information will be contained in the DPO. APA delivery information will be contained in the Notice of Award.

PRICING - All pricing shall be as described herein, and is considered to be fixed and firm for the term of the Agreement, unless specifically noted to the contrary herein. All prices include prepaid freight. Freight, taxes, surcharges, or other additional charges will not be honored unless reflected herein.

INVOICING All invoices shall reference the DPO Order Number(s), Price Agreement number, the Contract Issue number, the item(s) covered, and the unit pricing in the same format as described herein. If this is an MPA, Vendor will obtain "bill to" information from each participating agency. This information will be contained in the DPO. APA billing information will be contained in the Notice of Award.

PAYMENT - Invoices for items not received, not priced according to contract or for work not yet performed will not be honored. No payment will be processed to any vendor for whom there is no IRS W-9 on file with the State Controller.

MPA BID AWARD (STATEWIDE APPLICABILITY)

STATEWIDE APPLICABILITY - Political Subdivisions (cities, towns, schools, quasi-public agencies), as authorized by law, may participate in this Agreement. All ordering and billing shall be between the vendor and the political subdivision (only).



RI Purchase Agreement Amendment Report

STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS
 ONE CAPITOL HILL
 PROVIDENCE RI 02908

EDUCATION DEVELOPMENT CTR INC
 55 CHAPEL ST
 NEWTON, MA 02458
 United States

Amendment Date: 14-DEC-15
 Original Award Date: 19-JUL-12
 Buyer: G Walsh
 Phone #:
 FOB: Destination
 Terms: NET 30
 Vendor # 7185

S H I P T O	MASTER PRICE AGREEMENT SEE BELOW RELEASE AGAINST, RI MPA United States	I N V O I C E	Change Order Number 2 Award Number 3285253 Effective Period 01-JUL-12 - 30-JUN-16	MASTER PRICE AGREEMENT SEE BELOW RELEASE AGAINST, RI MPA United States
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TECHNICAL ASSISTANCE AND SUPPORT SERVICES - RIDE (MPA-210)

Description			Bid Number	Change Order Req#	
TECHNICAL ASSISTANCE AND SUPPORT SERVICES - RIDE (MPA-210)				RIDE16NMC-0036	
Line #	Code	Class-Item	Quantity	Unit	Unit Price
		CHANGE TO PO #3285253: LINES WERE ADDED (125 - 129)			
125	961.02	MPA-210 FY16 - PROJECT DIRECTOR (4) - SALARY & FRINGE BENEFITS		Hour	82
126	961.02	MPA-210 FY16 - RESEARCH ASSOCIATE - SALARY & FRINGE BENEFITS		Hour	55
127	961.02	MPA-210 FY16 - ADMINISTRATIVE ASSISTANT (5) - SALARY & FRINGE BENEFITS		Hour	26
128	961.02	MPA-210 FY16 - SENIOR PROJECT DIRECTOR (5) - SALARY & FRINGE BENEFITS		Hour	89
129	961.02	MPA-210 FY16 - OTHER OFFICE EXPENSES AGENCY CONTACT: KRISTEN COLE - (401) 222-4681 SUPPLIER CONTACT: ANDREW SHEPARD - (617) 618-2946		Each	1

STATE PURCHASING AGENT
 Nancy R. McIntyre



RI Purchase Agreement Amendment Report

STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS
 ONE CAPITOL HILL
 PROVIDENCE RI 02908

EDUCATION DEVELOPMENT CTR INC
 55 CHAPEL ST
 NEWTON, MA 02458
 United States

Amendment Date: 29-JUN-15
 Original Award Date: 19-JUL-12
 Buyer: G Walsh
 Phone #:
 FOB: Destination
 Terms: NET 30
 Vendor # 7185

S H I P T O	MASTER PRICE AGREEMENT SEE BELOW RELEASE AGAINST, RI MPA United States	Change Order Number 1 Award Number 3285253 Effective Period 01-JUL-12 - 30-JUN-16	I N V O I C E	MASTER PRICE AGREEMENT SEE BELOW RELEASE AGAINST, RI MPA United States
	TECHNICAL ASSISTANCE AND SUPPORT SERVICES - RIDE (MPA-210)			

Description			Bid Number	Change Order Req#	
Line #	Code	Class-Item	Quantity	Unit	Unit Price
TECHNICAL ASSISTANCE AND SUPPORT SERVICES - RIDE (MPA-210)					RIDE15NMC-0057
		CHANGE TO PO 3285253 CHANGE EFFECTIVE DATE FROM: 7/1/12 - 6/30/15 TO: 7/1/12 - 6/30/16			
1.1	918.32	MPA-210 FY16 - MANAGING PROJECT DIRECTOR II - SALARY & FRINGE BENEFITS		Hour	183.64
2.1	918.32	MPA-210 FY16 - MANAGING PROJECT DIRECTOR I (1) - SALARY & FRINGE BENEFITS		Hour	178.97
3.1	918.32	MPA-210 FY16 - DEPUTY DIRECTOR - SALARY & FRINGE BENEFITS		Hour	178.97
4.1	918.32	MPA-210 FY16 - SENIOR CURRICULUM DESIGN ASSOCIATE II - SALARY & FRINGE BENEFITS		Hour	124.5
5.1	918.32	MPA-210 FY16 - PROJECT DIRECTOR II (1) - SALARY & FRINGE BENEFITS		Hour	124.5
6.1	918.32	MPA-210 FY16 - PRINCIPAL RESEARCH SCIENTIST - SALARY & FRINGE BENEFITS		Hour	178.97
7.1	918.32	MPA-210 FY16 - DISTINGUISHED SCIENTIST - SALARY & FRINGE BENEFITS		Hour	201.12
8.1	918.32	MPA-210 FY16 - SENIOR WRITER/DEVELOPMENT ASSOCIATE - SALARY & FRINGE BENEFITS		Hour	87.28
9.1	918.32	MPA-210 FY16 - DISTINGUISHED SCHOLAR - SALARY & FRINGE BENEFITS		Hour	183.64

STATE PURCHASING AGENT

 Nancy R. McIntyre



RI Purchase Agreement Amendment Report

STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS
 ONE CAPITOL HILL
 PROVIDENCE RI 02908

EDUCATION DEVELOPMENT CTR INC
 55 CHAPEL ST
 NEWTON, MA 02458
 United States

Amendment Date: 29-JUN-15
 Original Award Date: 19-JUL-12
 Buyer: G Walsh
 Phone #:
 FOB: Destination
 Terms: NET 30
 Vendor # 7185

S H I P T O	MASTER PRICE AGREEMENT SEE BELOW RELEASE AGAINST, RI MPA United States	Change Order Number 1 Award Number 3285253 Effective Period 01-JUL-12 - 30-JUN-16	I N V O I C E	MASTER PRICE AGREEMENT SEE BELOW RELEASE AGAINST, RI MPA United States
	TECHNICAL ASSISTANCE AND SUPPORT SERVICES - RIDE (MPA-210)			

Description			Bid Number	Change Order Req#
TECHNICAL ASSISTANCE AND SUPPORT SERVICES - RIDE (MPA-210)				RIDE15NMC-0057
10.1	918.32	MPA-210 FY16 - PROJECT DIRECTOR III - SALARY & FRINGE BENEFITS		Hour 149.67
11.1	918.32	MPA-210 FY16 - MANAGING PROJECT DIRECTOR I (2) - SALARY & FRINGE BENEFITS		Hour 178.97
12.1	918.32	MPA-210 FY16 - RESEARCH SCIENTIST II - SALARY & FRINGE BENEFITS		Hour 149.67
13.1	918.32	MPA-210 FY16 - SENIOR CURRICULUM & INSTRUCTIONAL DESIGN ASSOCIATE I - SALARY & FRINGE BENEFITS		Hour 104.79
14.1	918.32	MPA-210 FY16 - SENIOR RESEARCH ASSOCIATE I (1) - SALARY & FRINGE BENEFITS		Hour 124.5
15.1	918.32	MPA-210 FY16 - SENIOR RESEARCH SCIENTIST I (1) - SALARY & FRINGE BENEFITS		Hour 124.5
16.1	918.32	MPA-210 FY16 - SENIOR RESEARCH ASSOCIATE I (2) - SALARY & FRINGE BENEFITS		Hour 124.5
17.1	918.32	MPA-210 FY16 - SENIOR RESEARCH SCIENTIST I (2) - SALARY & FRINGE BENEFITS		Hour 124.5
18.1	918.32	MPA-210 FY16 - PROJECT DIRECTOR II (2) - SALARY & FRINGE BENEFITS		Hour 124.5
19.1	918.32	MPA-210 FY16 - SENIOR PROJECT DIRECTOR I - SALARY & FRINGE BENEFITS		Hour 149.67
20.1	918.32	MPA-210 FY16 - TRAINING & TECHNICAL ASSOCIATE - SALARY & FRINGE BENEFITS		Hour 124.5
21.1	918.32	MPA-210 FY16 - SENIOR RESEARCH ASSOCIATE I (3) - SALARY & FRINGE BENEFITS		Hour 124.5

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TECHNICAL ASSISTANCE AND SUPPORT SERVICES - RIDE (MPA-210)

Description			Bid Number	Change Order Req#
TECHNICAL ASSISTANCE AND SUPPORT SERVICES - RIDE (MPA-210)				RIDE15NMC-0057
22.1	918.32	MPA-210 FY16 - PROJECT DIRECTOR II (3) - SALARY & FRINGE BENEFITS	Hour	124.5
23.1	918.32	MPA-210 FY16 - PROJECT DIRECTOR I - SALARY & FRINGE BENEFITS	Hour	104.79
24.1	918.32	MPA-210 FY16 - SENIOR EXPERT - SALARY & FRINGE BENEFITS	Hour	183.64
25.1	918.32	MPA-210 FY16 - TRAINING SPECIALIST - SALARY & FRINGE BENEFITS	Hour	124.5
26.1	918.32	MPA-210 FY16 - SENIOR CURRICULUM & INSTRUCTIONAL DESIGN ASSOCIATE II - SALARY & FRINGE BENEFITS	Hour	124.5
27.1	918.32	MPA-210 FY16 - SENIOR RESEARCH ASSOCIATE I (4) - SALARY & FRINGE BENEFITS	Hour	124.5
28.1	918.32	MPA-210 FY16 - RESEARCH ASSISTANT - SALARY & FRINGE BENEFITS	Hour	104.79
29.1	918.32	MPA-210 FY16 - ADMINISTRATIVE ASSISTANT - SALARY & FRINGE BENEFITS	Hour	75.6
30.1	962.88	MPA-210 FY16 - TRAVEL	Each	1
31.1	961.02	MPA-210 FY16 - INDIRECT COST - 33.5% OF NON-LABOR DIRECT COSTS	Each	1
32.1	918.32	MPA-210 FY16 - MANAGING PROJECT DIRECTOR II - SALARY & FRINGE BENEFITS	Hour	190.43
33.1	918.32	MPA-210 FY16 - MANAGING PROJECT DIRECTOR I (1) - SALARY & FRINGE BENEFITS	Hour	185.59

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	TECHNICAL ASSISTANCE AND SUPPORT SERVICES - RIDE (MPA-210)			

Description			Bid Number	Change Order Req#
TECHNICAL ASSISTANCE AND SUPPORT SERVICES - RIDE (MPA-210)				RIDE15NMC-0057
34.1	918.32	MPA-210 FY16 - DEPUTY DIRECTOR - SALARY & FRINGE BENEFITS		Hour 185.59
35.1	918.32	MPA-210 FY16 - SENIOR CURRICULUM DESIGN ASSOCIATE II - SALARY & FRINGE BENEFITS		Hour 129.1
36.1	918.32	MPA-210 FY16 - PROJECT DIRECTOR II (1) - SALARY & FRINGE BENEFITS		Hour 129.1
37.1	918.32	MPA-210 FY16 - PRINCIPAL RESEARCH SCIENTIST - SALARY & FRINGE BENEFITS		Hour 185.59
38.1	918.32	MPA-210 FY16 - DISTINGUISHED SCIENTIST - SALARY & FRINGE BENEFITS		Hour 208.56
39.1	918.32	MPA-210 FY16 - SENIOR WRITER/DEVELOPMENT ASSOCIATE - SALARY & FRINGE BENEFITS		Hour 90.51
40.1	918.32	MPA-210 FY16 - DISTINGUISHED SCHOLAR - SALARY & FRINGE BENEFITS		Hour 190.43
41.1	918.32	MPA-210 FY16 - PROJECT DIRECTOR III - SALARY & FRINGE BENEFITS		Hour 155.21
42.1	918.32	MPA-210 FY16 - MANAGING PROJECT DIRECTOR I (2) - SALARY & FRINGE BENEFITS		Hour 185.59
43.1	918.32	MPA-210 FY16 - RESEARCH SCIENTIST II - SALARY & FRINGE BENEFITS		Hour 155.21
44.1	918.32	MPA-210 FY16 - SENIOR CURRICULUM & INSTRUCTIONAL DESIGN ASSOCIATE I - SALARY & FRINGE BENEFITS		Hour 108.67
45.1	918.32	MPA-210 FY16 - SENIOR RESEARCH ASSOCIATE I (1) - SALARY & FRINGE BENEFITS		Hour 129.1

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	TECHNICAL ASSISTANCE AND SUPPORT SERVICES - RIDE (MPA-210)			

Description			Bid Number	Change Order Req#
TECHNICAL ASSISTANCE AND SUPPORT SERVICES - RIDE (MPA-210)				RIDE15NMC-0057
46.1	918.32	MPA-210 FY16 - SENIOR RESEARCH SCIENTIST I (1) - SALARY & FRINGE BENEFITS		Hour 129.1
47.1	918.32	MPA-210 FY16 - SENIOR RESEARCH ASSOCIATE I (2) - SALARY & FRINGE BENEFITS		Hour 129.1
48.1	918.32	MPA-210 FY16 - SENIOR RESEARCH SCIENTIST I (2) - SALARY & FRINGE BENEFITS		Hour 129.1
49.1	918.32	MPA-210 FY16 - PROJECT DIRECTOR II (2) - SALARY & FRINGE BENEFITS		Hour 129.1
50.1	918.32	MPA-210 FY16 - SENIOR PROJECT DIRECTOR I - SALARY & FRINGE BENEFITS		Hour 155.21
51.1	918.32	MPA-210 FY16 - TRAINING & TECHNICAL ASSOCIATE - SALARY & FRINGE BENEFITS		Hour 129.1
52.1	918.32	MPA-210 FY16 - SENIOR RESEARCH ASSOCIATE I (3) - SALARY & FRINGE BENEFITS		Hour 129.1
53.1	918.32	MPA-210 FY16 - PROJECT DIRECTOR II (3) - SALARY & FRINGE BENEFITS		Hour 129.1
54.1	918.32	MPA-210 FY16 - PROJECT DIRECTOR I - SALARY & FRINGE BENEFITS		Hour 108.67
55.1	918.32	MPA-210 FY16 - SENIOR EXPERT - SALARY & FRINGE BENEFITS		Hour 190.43
56.1	918.32	MPA-210 FY16 - TRAINING SPECIALIST - SALARY & FRINGE BENEFITS		Hour 129.1
57.1	918.32	MPA-210 FY16 - SENIOR CURRICULUM & INSTRUCTIONAL DESIGN ASSOCIATE II - SALARY & FRINGE BENEFITS		Hour 129.1

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	TECHNICAL ASSISTANCE AND SUPPORT SERVICES - RIDE (MPA-210)			

Description			Bid Number	Change Order Req#
TECHNICAL ASSISTANCE AND SUPPORT SERVICES - RIDE (MPA-210)				RIDE15NMC-0057
58.1	918.32	MPA-210 FY16 - SENIOR RESEARCH ASSOCIATE I (4) - SALARY & FRINGE BENEFITS		Hour 129.1
59.1	918.32	MPA-210 FY16 - RESEARCH ASSISTANT - SALARY & FRINGE BENEFITS		Hour 108.67
60.1	918.32	MPA-210 FY16 - ADMINISTRATIVE ASSISTANT - SALARY & FRINGE BENEFITS		Hour 78.4
61.1	962.88	MPA-210 FY16 - TRAVEL		Each 1
62.1	961.02	MPA-210 FY16 - INDIRECT COST - 33.5% OF NON-LABOR DIRECT COSTS		Each 1
63.1	918.32	MPA-210 FY16 - MANAGING PROJECT DIRECTOR II - SALARY & FRINGE BENEFITS		Hour 197.48
64.1	918.32	MPA-210 FY16 - MANAGING PROJECT DIRECTOR I (1) - SALARY & FRINGE BENEFITS		Hour 192.45
65.1	918.32	MPA-210 FY16 - DEPUTY DIRECTOR - SALARY & FRINGE BENEFITS		Hour 192.45
66.1	918.32	MPA-210 FY16 - SENIOR CURRICULUM DESIGN ASSOCIATE II - SALARY & FRINGE BENEFITS		Hour 133.88
67.1	918.32	MPA-210 FY16 - PROJECT DIRECTOR II (1) - SALARY & FRINGE BENEFITS		Hour 133.88
68.1	918.32	MPA-210 FY16 - PRINCIPAL RESEARCH SCIENTIST - SALARY & FRINGE BENEFITS		Hour 192.45
69.1	918.32	MPA-210 FY16 - DISTINGUISHED SCIENTIST - SALARY & FRINGE BENEFITS		Hour 216.27

STATE PURCHASING AGENT

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	TECHNICAL ASSISTANCE AND SUPPORT SERVICES - RIDE (MPA-210)			

Description			Bid Number	Change Order Req#
TECHNICAL ASSISTANCE AND SUPPORT SERVICES - RIDE (MPA-210)				RIDE15NMC-0057
70.1	918.32	MPA-210 FY16 - SENIOR WRITER/DEVELOPMENT ASSOCIATE - SALARY & FRINGE BENEFITS		Hour 93.86
71.1	918.32	MPA-210 FY16 - DISTINGUISHED SCHOLAR - SALARY & FRINGE BENEFITS		Hour 197.48
72.1	918.32	MPA-210 FY16 - PROJECT DIRECTOR III - SALARY & FRINGE BENEFITS		Hour 160.95
73.1	918.32	MPA-210 FY16 - MANAGING PROJECT DIRECTOR I (2) - SALARY & FRINGE BENEFITS		Hour 192.45
74.1	918.32	MPA-210 FY16 - RESEARCH SCIENTIST II - SALARY & FRINGE BENEFITS		Hour 160.95
75.1	918.32	MPA-210 FY16 - SENIOR CURRICULUM & INSTRUCTIONAL DESIGN ASSOCIATE I - SALARY & FRINGE BENEFITS		Hour 112.69
76.1	918.32	MPA-210 FY16 - SENIOR RESEARCH ASSOCIATE I (1) - SALARY & FRINGE BENEFITS		Hour 133.88
77.1	918.32	MPA-210 FY16 - SENIOR RESEARCH SCIENTIST I (1) - SALARY & FRINGE BENEFITS		Hour 133.88
78.1	918.32	MPA-210 FY16 - SENIOR RESEARCH ASSOCIATE I (2) - SALARY & FRINGE BENEFITS		Hour 133.88
79.1	918.32	MPA-210 FY16 - SENIOR RESEARCH SCIENTIST I (2) - SALARY & FRINGE BENEFITS		Hour 133.88
80.1	918.32	MPA-210 FY16 - PROJECT DIRECTOR II (2) - SALARY & FRINGE BENEFITS		Hour 133.88
81.1	918.32	MPA-210 FY16 - SENIOR PROJECT DIRECTOR I - SALARY & FRINGE BENEFITS		Hour 160.95

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TECHNICAL ASSISTANCE AND SUPPORT SERVICES - RIDE (MPA-210)

Description			Bid Number	Change Order Req#
TECHNICAL ASSISTANCE AND SUPPORT SERVICES - RIDE (MPA-210)				RIDE15NMC-0057
82.1	918.32	MPA-210 FY16 - TRAINING & TECHNICAL ASSOCIATE - SALARY & FRINGE BENEFITS	Hour	133.88
83.1	918.32	MPA-210 FY16 - SENIOR RESEARCH ASSOCIATE I (3) - SALARY & FRINGE BENEFITS	Hour	133.88
84.1	918.32	MPA-210 FY16 - PROJECT DIRECTOR II (3) - SALARY & FRINGE BENEFITS	Hour	133.88
85.1	918.32	MPA-210 FY16 - PROJECT DIRECTOR I - SALARY & FRINGE BENEFITS	Hour	112.69
86.1	918.32	MPA-210 FY16 - SENIOR EXPERT - SALARY & FRINGE BENEFITS	Hour	197.48
87.1	918.32	MPA-210 FY16 - TRAINING SPECIALIST - SALARY & FRINGE BENEFITS	Hour	133.88
88.1	918.32	MPA-210 FY16 - SENIOR CURRICULUM & INSTRUCTIONAL DESIGN ASSOCIATE II - SALARY & FRINGE BENEFITS	Hour	133.88
89.1	918.32	MPA-210 FY16 - SENIOR RESEARCH ASSOCIATE I (4) - SALARY & FRINGE BENEFITS	Hour	133.88
90.1	918.32	MPA-210 FY16 - RESEARCH ASSISTANT - SALARY & FRINGE BENEFITS	Hour	112.69
91.1	918.32	MPA-210 FY16 - ADMINISTRATIVE ASSISTANT - SALARY & FRINGE BENEFITS	Hour	81.3
92.1	962.88	MPA-210 FY16 - TRAVEL	Each	1
93.1	961.02	MPA-210 FY16 - INDIRECT COST - 33.5% OF NON-LABOR DIRECT COSTS	Each	1

STATE PURCHASING AGENT

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This Notice of Award/Purchase Order is issued in accordance with the specific requirements described herein and the State's Purchasing Regulations and General Conditions of Purchase, copies of which are available at www.purchasing.state.ri.gov. Delivery of goods or services as described herein shall be deemed acceptance of these requirements



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	TECHNICAL ASSISTANCE AND SUPPORT SERVICES - RIDE (MPA-210)			

Description			Bid Number	Change Order Req#
TECHNICAL ASSISTANCE AND SUPPORT SERVICES - RIDE (MPA-210)				RIDE15NMC-0057
94.1	918.32	MPA-210 FY16 - MANAGING PROJECT DIRECTOR II - SALARY & FRINGE BENEFITS		Hour 204.79
95.1	918.32	MPA-210 FY16 - MANAGING PROJECT DIRECTOR I (1) - SALARY & FRINGE BENEFITS		Hour 199.57
96.1	918.32	MPA-210 FY16 - DEPUTY DIRECTOR - SALARY & FRINGE BENEFITS		Hour 199.57
97.1	918.32	MPA-210 FY16 - SENIOR CURRICULUM DESIGN ASSOCIATE II - SALARY & FRINGE BENEFITS		Hour 138.83
98.1	918.32	MPA-210 FY16 - PROJECT DIRECTOR II (1) - SALARY & FRINGE BENEFITS		Hour 138.83
99.1	918.32	MPA-210 FY16 - PRINCIPAL RESEARCH SCIENTIST - SALARY & FRINGE BENEFITS		Hour 199.57
100.1	918.32	MPA-210 FY16 - DISTINGUISHED SCIENTIST - SALARY & FRINGE BENEFITS		Hour 224.28
101.1	918.32	MPA-210 FY16 - SENIOR WRITER/DEVELOPMENT ASSOCIATE - SALARY & FRINGE BENEFITS		Hour 97.33
102.1	918.32	MPA-210 FY16 - DISTINGUISHED SCHOLAR - SALARY & FRINGE BENEFITS		Hour 204.79
103.1	918.32	MPA-210 FY16 - PROJECT DIRECTOR III - SALARY & FRINGE BENEFITS		Hour 166.91
104.1	918.32	MPA-210 FY16 - MANAGING PROJECT DIRECTOR I (2) - SALARY & FRINGE BENEFITS		Hour 199.57
105.1	918.32	MPA-210 FY16 - RESEARCH SCIENTIST II - SALARY & FRINGE BENEFITS		Hour 166.91

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	TECHNICAL ASSISTANCE AND SUPPORT SERVICES - RIDE (MPA-210)			

Description			Bid Number	Change Order Req#
TECHNICAL ASSISTANCE AND SUPPORT SERVICES - RIDE (MPA-210)				RIDE15NMC-0057
106.1	918.32	MPA-210 FY16 - SENIOR CURRICULUM & INSTRUCTIONAL DESIGN ASSOCIATE I - SALARY & FRINGE BENEFITS		Hour 116.86
107.1	918.32	MPA-210 FY16 - SENIOR RESEARCH ASSOCIATE I (1) - SALARY & FRINGE BENEFITS		Hour 138.83
108.1	918.32	MPA-210 FY16 - SENIOR RESEARCH SCIENTIST I (1) - SALARY & FRINGE BENEFITS		Hour 138.83
109.1	918.32	MPA-210 FY16 - SENIOR RESEARCH ASSOCIATE I (2) - SALARY & FRINGE BENEFITS		Hour 138.83
110.1	918.32	MPA-210 FY16 - SENIOR RESEARCH SCIENTIST I (2) - SALARY & FRINGE BENEFITS		Hour 138.83
111.1	918.32	MPA-210 FY16 - PROJECT DIRECTOR II (2) - SALARY & FRINGE BENEFITS		Hour 138.83
112.1	918.32	MPA-210 FY16 - SENIOR PROJECT DIRECTOR I - SALARY & FRINGE BENEFITS		Hour 166.91
113.1	918.32	MPA-210 FY16 - TRAINING & TECHNICAL ASSOCIATE - SALARY & FRINGE BENEFITS		Hour 138.83
114.1	918.32	MPA-210 FY16 - SENIOR RESEARCH ASSOCIATE I (3) - SALARY & FRINGE BENEFITS		Hour 138.83
115.1	918.32	MPA-210 FY16 - PROJECT DIRECTOR II (3) - SALARY & FRINGE BENEFITS		Hour 138.83
116.1	918.32	MPA-210 FY16 - PROJECT DIRECTOR I - SALARY & FRINGE BENEFITS		Hour 116.86
117.1	918.32	MPA-210 FY16 - SENIOR EXPERT - SALARY & FRINGE BENEFITS		Hour 204.79

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	TECHNICAL ASSISTANCE AND SUPPORT SERVICES - RIDE (MPA-210)			

Description			Bid Number	Change Order Req#
TECHNICAL ASSISTANCE AND SUPPORT SERVICES - RIDE (MPA-210)				RIDE15NMC-0057
118.1	918.32	MPA-210 FY16 - TRAINING SPECIALIST - SALARY & FRINGE BENEFITS		Hour 138.83
119.1	918.32	MPA-210 FY16 - SENIOR CURRICULUM & INSTRUCTIONAL DESIGN ASSOCIATE II - SALARY & FRINGE BENEFITS		Hour 138.83
120.1	918.32	MPA-210 FY16 - SENIOR RESEARCH ASSOCIATE I (4) - SALARY & FRINGE BENEFITS		Hour 138.83
121.1	918.32	MPA-210 FY16 - RESEARCH ASSISTANT - SALARY & FRINGE BENEFITS		Hour 116.86
122.1	918.32	MPA-210 FY16 - ADMINISTRATIVE ASSISTANT - SALARY & FRINGE BENEFITS		Hour 84.31
123.1	962.88	MPA-210 FY16 - TRAVEL		Each 1
124.1	961.02	MPA-210 FY16 - INDIRECT COST - 33.5% OF NON-LABOR DIRECT COSTS		Each 1

STATE PURCHASING AGENT

 Nancy R. McIntyre



Notice of Blanket Purchase Agreement

STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS
ONE CAPITOL HILL
PROVIDENCE RI 02908

EDUCATION DEVELOPMENT CTR INC
55 CHAPEL ST
NEWTON, MA 02458
United States

TECHNICAL ASSISTANCE AND SUPPORT
SERVICES - RIDE (MPA #210)

Award
Number
3285253

Effective Period:
01-JUL-12 - 30-JUN-15

S H I P P I N G	MASTER PRICE AGREEMENT SEE BELOW RELEASE AGAINST,RI MPA United States	Date: 19-JUL-12 Buyer: G Walsh Shipping: Paid Terms: NET 30 Vendor #: 7185	I N V O I C E	MASTER PRICE AGREEMENT SEE BELOW RELEASE AGAINST,RI MPA United States

Department		Type of Requisition	Bid Number	Requisition Number
		MPA-210	7449122 N/A	1245204
Line	Item	Item Description		Unit Price

		7/1/12 - 6/30/15 MASTER PRICE AGREEMENT #210 WITH AN OPTION TO RENEW FOR UP TO TWELVE (12) MONTHS. TECHNICAL ASSISTANCE AND SUPPORT SERVICES - RI DEPT. OF EDUCATION, IN ACCORDANCE WITH THE PROVISIONS OF RFP #7449122; THE 11/10/11 PROPOSAL SUBMITTED BY EDUCATION DEVELOPMENT CENTER, INC; AND THE STATE OF RHODE ISLAND'S GENERAL CONDITIONS OF PURCHASE. AT THE TIME THAT A PROJECT IS AWARDED, SUPPLIER WILL BE REQUESTED TO FURNISH WITHIN TEN (10) DAYS THE FOLLOWING DOCUMENTS: 1. SIGNED AGREEMENT BETWEEN SUPPLIER AND THE RI DEPT. OF EDUCATION 2. EQUAL EMPLOYMENT OPPORTUNITY COMPLIANCE 3. MINORITY BUSINESS ENTERPRISE COMPLIANCE OR WAIVER 4. CERTIFICATE OF INSURANCE. PRICING QUOTED HEREIN IS MAXIMUM PRICING FOR THE TERM OF THE CONTRACT AND MAY BE NEGOTIATED DOWNWARD AT THE TIME A PROJECT IS AWARDED.		
1		MPA-210 - 7/1/12-6/30/13 - MANAGING PROJECT DIRECTOR II - SALARY & FRINGE BENEFITS	Hour	183.64
2		MPA-210 - 7/1/12-6/30/13 - MANAGING PROJECT DIRECTOR I (1) - SALARY &	Hour	178.97

STATE PURCHASING AGENT

Lorraine A. Hynes

Lorraine A. Hynes



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 PROVIDENCE RI 02908

EDUCATION DEVELOPMENT CTR INC
 55 CHAPEL ST
 NEWTON, MA 02458
 United States

TECHNICAL ASSISTANCE AND SUPPORT
 SERVICES - RIDE (MPA #210)

Award Number
 3285253

Effective Period:
 01-JUL-12 - 30-JUN-15

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Department		Type of Requisition	Bid Number	Requisition Number
			N/A	
Line	Item	Item Description	Unit	Unit Price

		FRINGE BENEFITS		
3		MPA-210 - 7/1/12-6/30/13 - DEPUTY DIRECTOR - SALARY & FRINGE BENEFITS	Hour	178.97
4		MPA-210 - 7/1/12-6/30/13 - SENIOR CURRICULUM DESIGN ASSOCIATE II - SALARY & FRINGE BENEFITS	Hour	124.5
5		MPA-210 - 7/1/12-6/30/13 - PROJECT DIRECTOR II (1) - SALARY & FRINGE BENEFITS	Hour	124.5
6		MPA-210 - 7/1/12-6/30/13 - PRINCIPAL RESEARCH SCIENTIST - SALARY & FRINGE BENEFITS	Hour	178.97
7		MPA-210 - 7/1/12-6/30/13 - DISTINGUISHED SCIENTIST - SALARY & FRINGE BENEFITS	Hour	201.12
8		MPA-210 - 7/1/12-6/30/13 - SENIOR WRITER/DEVELOPMENT ASSOCIATE - SALARY & FRINGE BENEFITS	Hour	87.28
9		MPA-210 - 7/1/12-6/30/13 - DISTINGUISHED SCHOLAR - SALARY & FRINGE BENEFITS	Hour	183.64
10		MPA-210 - 7/1/12-6/30/13 - PROJECT DIRECTOR III - SALARY & FRINGE BENEFITS	Hour	149.67
11		MPA-210 - 7/1/12-6/30/13 - MANAGING PROJECT DIRECTOR I (2) - SALARY & FRINGE BENEFITS	Hour	178.97
12		MPA-210 - 7/1/12-6/30/13 - RESEARCH SCIENTIST II - SALARY & FRINGE BENEFITS	Hour	149.67
13		MPA-210 - 7/1/12-6/30/13 - SENIOR CURRICULUM & INSTRUCTIONAL DESIGN ASSOCIATE I - SALARY & FRINGE BENEFITS	Hour	104.79
14		MPA-210 - 7/1/12-6/30/13 - SENIOR RESEARCH ASSOCIATE I (1) - SALARY & FRINGE BENEFITS	Hour	124.5
15		MPA-210 - 7/1/12-6/30/13 - SENIOR RESEARCH SCIENTIST I (1) - SALARY & FRINGE BENEFITS	Hour	124.5

STATE PURCHASING AGENT

Lorraine A. Hynes

Lorraine A. Hynes

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Notice of Blanket Purchase Agreement

STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS
 ONE CAPITOL HILL
 PROVIDENCE RI 02908

EDUCATION DEVELOPMENT CTR INC
 55 CHAPEL ST
 NEWTON, MA 02458
 United States

TECHNICAL ASSISTANCE AND SUPPORT
 SERVICES - RIDE (MPA #210)

Award Number
3285253

Effective Period:
01-JUL-12 - 30-JUN-15

S H I P P I N G T O	MASTER PRICE AGREEMENT SEE BELOW RELEASE AGAINST,RI MPA United States	Date: 19-JUL-12 Buyer: G Walsh Shipping: Paid Terms: NET 30 Vendor # 7185	I N V O I C E	MASTER PRICE AGREEMENT SEE BELOW RELEASE AGAINST,RI MPA United States

Department		Type of Requisition	Bid Number	Requisition Number
			N/A	
Line	Item	Item Description	Unit	Unit Price

16		MPA-210 - 7/1/12-6/30/13 - SENIOR RESEARCH ASSOCIATE I (2) - SALARY & FRINGE BENEFITS	Hour	124.5
17		MPA-210 - 7/1/12-6/30/13 - SENIOR RESEARCH SCIENTIST I (2) - SALARY & FRINGE BENEFITS	Hour	124.5
18		MPA-210 - 7/1/12-6/30/13 - PROJECT DIRECTOR II (2) - SALARY & FRINGE BENEFITS	Hour	124.5
19		MPA-210 - 7/1/12-6/30/13 - SENIOR PROJECT DIRECTOR I - SALARY & FRINGE BENEFITS	Hour	149.67
20		MPA-210 - 7/1/12-6/30/13 - TRAINING & TECHNICAL ASSOCIATE - SALARY & FRINGE BENEFITS	Hour	124.5
21		MPA-210 - 7/1/12-6/30/13 - SENIOR RESEARCH ASSOCIATE I (3) - SALARY & FRINGE BENEFITS	Hour	124.5
22		MPA-210 - 7/1/12-6/30/13 - PROJECT DIRECTOR II (3) - SALARY & FRINGE BENEFITS	Hour	124.5
23		MPA-210 - 7/1/12-6/30/13 - PROJECT DIRECTOR I - SALARY & FRINGE BENEFITS	Hour	104.79
24		MPA-210 - 7/1/12-6/30/13 - SENIOR EXPERT - SALARY & FRINGE BENEFITS	Hour	183.64
25		MPA-210 - 7/1/12-6/30/13 - TRAINING SPECIALIST - SALARY & FRINGE BENEFITS	Hour	124.5
26		MPA-210 - 7/1/12-6/30/13 - SENIOR CURRICULUM & INSTRUCTIONAL DESIGN ASSOCIATE II - SALARY & FRINGE BENEFITS	Hour	124.5
27		MPA-210 - 7/1/12-6/30/13 - SENIOR RESEARCH ASSOCIATE I (4) - SALARY & FRINGE BENEFITS	Hour	124.5
28		MPA-210 - 7/1/12-6/30/13 - RESEARCH ASSISTANT - SALARY & FRINGE BENEFITS	Hour	104.79
29		MPA-210 - 7/1/12-6/30/13 - ADMINISTRATIVE ASSISTANT - SALARY & FRINGE	Hour	75.6

STATE PURCHASING AGENT

Lorraine A. Hynes

Lorraine A. Hynes



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 ONE CAPITOL HILL
 PROVIDENCE RI 02908

EDUCATION DEVELOPMENT CTR INC
 55 CHAPEL ST
 NEWTON, MA 02458
 United States

TECHNICAL ASSISTANCE AND SUPPORT
 SERVICES - RIDE (MPA #210)

Award Number
3285253

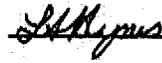
Effective Period:
01-JUL-12 - 30-JUN-15

S H I P T O	MASTER PRICE AGREEMENT SEE BELOW RELEASE AGAINST,RI MPA United States	Date: 19-JUL-12 Buyer: G Walsh Shipping: Paid Terms: NET 30 Vendor # 7185	I N V O I C E	MASTER PRICE AGREEMENT SEE BELOW RELEASE AGAINST,RI MPA United States

Department		Type of Requisition	Bid Number	Requisition Number
			N/A	
Line	Item	Item Description	Unit	Unit Price

		BENEFITS		
30		MPA-210 - 7/1/12-6/30/13 - TRAVEL	Each	1
31		MPA-210 - 7/1/12-6/30/13 - INDIRECT COST - 33.5% OF NON-LABOR DIRECT COSTS	Each	1
32		MPA-210 - 7/1/13-6/30/14 - MANAGING PROJECT DIRECTOR II - SALARY & FRINGE BENEFITS	Hour	190.43
33		MPA-210 - 7/1/13-6/30/14 - MANAGING PROJECT DIRECTOR I (1) - SALARY & FRINGE BENEFITS	Hour	185.59
34		MPA-210 - 7/1/13-6/30/14 - DEPUTY DIRECTOR - SALARY & FRINGE BENEFITS	Hour	185.59
35		MPA-210 - 7/1/13-6/30/14 - SENIOR CURRICULUM DESIGN ASSOCIATE II - SALARY & FRINGE BENEFITS	Hour	129.1
36		MPA-210 - 7/1/13-6/30/14 - PROJECT DIRECTOR II (1) - SALARY & FRINGE BENEFITS	Hour	129.1
37		MPA-210 - 7/1/13-6/30/14 - PRINCIPAL RESEARCH SCIENTIST - SALARY & FRINGE BENEFITS	Hour	185.59
38		MPA-210 - 7/1/13-6/30/14 - DISTINGUISHED SCIENTIST - SALARY & FRINGE BENEFITS	Hour	208.56
39		MPA-210 - 7/1/13-6/30/14 - SENIOR WRITER/DEVELOPMENT ASSOCIATE - SALARY & FRINGE BENEFITS	Hour	90.51
40		MPA-210 - 7/1/13-6/30/14 - DISTINGUISHED SCHOLAR - SALARY & FRINGE BENEFITS	Hour	190.43
41		MPA-210 - 7/1/13-6/30/14 - PROJECT DIRECTOR III - SALARY & FRINGE BENEFITS	Hour	155.21
42		MPA-210 - 7/1/13-6/30/14 - MANAGING PROJECT DIRECTOR I (2) - SALARY & FRINGE BENEFITS	Hour	185.59
43		MPA-210 - 7/1/13-6/30/14 - RESEARCH SCIENTIST.II - SALARY & FRINGE	Hour	155.21

STATE PURCHASING AGENT


Lorraine A. Hynes

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Notice of Blanket Purchase Agreement

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 ONE CAPITOL HILL
 PROVIDENCE RI 02908

EDUCATION DEVELOPMENT CTR INC
 55 CHAPEL ST
 NEWTON, MA 02458
 United States

TECHNICAL ASSISTANCE AND SUPPORT
 SERVICES - RIDE (MPA #210)

Award Number
3285253

Effective Period:
01-JUL-12 - 30-JUN-15

S H I P P I N G	MASTER PRICE AGREEMENT SEE BELOW RELEASE AGAINST,RI MPA United States	Date: 19-JUL-12 Buyer: G Walsh Shipping: Paid Terms: NET 30 Vendor # 7185	I N V O I C E	MASTER PRICE AGREEMENT SEE BELOW RELEASE AGAINST,RI MPA United States

Department		Type of Requisition	Bid Number	Requisition Number
			N/A	
Line	Item	Item Description	Unit	Unit Price

		BENEFITS		
44		MPA-210 - 7/1/13-6/30/14 - SENIOR CURRICULUM & INSTRUCTIONAL DESIGN ASSOCIATE I - SALARY & FRINGE BENEFITS	Hour	108.67
45		MPA-210 - 7/1/13-6/30/14 - SENIOR RESEARCH ASSOCIATE I (1) - SALARY & FRINGE BENEFITS	Hour	129.1
46		MPA-210 - 7/1/13-6/30/14 - SENIOR RESEARCH SCIENTIST I (1) - SALARY & FRINGE BENEFITS	Hour	129.1
47		MPA-210 - 7/1/13-6/30/14 - SENIOR RESEARCH ASSOCIATE I (2) - SALARY & FRINGE BENEFITS	Hour	129.1
48		MPA-210 - 7/1/13-6/30/14 - SENIOR RESEARCH SCIENTIST I (2) - SALARY & FRINGE BENEFITS	Hour	129.1
49		MPA-210 - 7/1/13-6/30/14 - PROJECT DIRECTOR II (2) - SALARY & FRINGE BENEFITS	Hour	129.1
50		MPA-210 - 7/1/13-6/30/14 - SENIOR PROJECT DIRECTOR I - SALARY & FRINGE BENEFITS	Hour	155.21
51		MPA-210 - 7/1/13-6/30/14 - TRAINING & TECHNICAL ASSOCIATE - SALARY & FRINGE BENEFITS	Hour	129.1
52		MPA-210 - 7/1/13-6/30/14 - SENIOR RESEARCH ASSOCIATE I (3) - SALARY & FRINGE BENEFITS	Hour	129.1
53		MPA-210 - 7/1/13-6/30/14 - PROJECT DIRECTOR II (3) - SALARY & FRINGE BENEFITS	Hour	129.1
54		MPA-210 - 7/1/13-6/30/14 - PROJECT DIRECTOR I - SALARY & FRINGE BENEFITS	Hour	108.67
55		MPA-210 - 7/1/13-6/30/14 - SENIOR EXPERT - SALARY & FRINGE BENEFITS	Hour	190.43
56		MPA-210 - 7/1/13-6/30/14 - TRAINING SPECIALIST - SALARY & FRINGE BENEFITS	Hour	129.1

STATE PURCHASING AGENT

Lorraine A. Hynes

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STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS
 ONE CAPITOL HILL
 PROVIDENCE RI 02908

EDUCATION DEVELOPMENT CTR INC
 55 CHAPEL ST
 NEWTON, MA 02458
 United States

TECHNICAL ASSISTANCE AND SUPPORT
 SERVICES - RIDE (MPA #210)

**Award
 Number**
 3285253

Effective Period:
 01-JUL-12 - 30-JUN-15

S H I P P I N G I N F O R M A T I O N	MASTER PRICE AGREEMENT SEE BELOW RELEASE AGAINST, RI MPA United States	Date: 19-JUL-12 Buyer: G Walsh Shipping: Paid Terms: NET 30 Vendor # 7185	I N V O I C E	MASTER PRICE AGREEMENT SEE BELOW RELEASE AGAINST, RI MPA United States
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Department		Type of Requisition	Bid Number	Requisition Number
			N/A	
Line	Item	Item Description	Unit	Unit Price

57		MPA-210 - 7/1/13-6/30/14 - SENIOR CURRICULUM & INSTRUCTIONAL DESIGN ASSOCIATE II - SALARY & FRINGE BENEFITS	Hour	129.1
58		MPA-210 - 7/1/13-6/30/14 - SENIOR RESEARCH ASSOCIATE I (4) - SALARY & FRINGE BENEFITS	Hour	129.1
59		MPA-210 - 7/1/13-6/30/14 - RESEARCH ASSISTANT - SALARY & FRINGE BENEFITS	Hour	108.67
60		MPA-210 - 7/1/13-6/30/14 - ADMINISTRATIVE ASSISTANT - SALARY & FRINGE BENEFITS	Hour	78.4
61		MPA-210 - 7/1/13-6/30/14 - TRAVEL	Each	1
62		MPA-210 - 7/1/13-6/30/14 - INDIRECT COST - 33.5% OF NON-LABOR DIRECT COSTS	Each	1
63		MPA-210 - 7/1/14-6/30/15 - MANAGING PROJECT DIRECTOR II - SALARY & FRINGE BENEFITS	Hour	197.48
64		MPA-210 - 7/1/14-6/30/15 - MANAGING PROJECT DIRECTOR I (1) - SALARY & FRINGE BENEFITS	Hour	192.45
65		MPA-210 - 7/1/14-6/30/15 - DEPUTY DIRECTOR - SALARY & FRINGE BENEFITS	Hour	192.45
66		MPA-210 - 7/1/14-6/30/15 - SENIOR CURRICULUM DESIGN ASSOCIATE II - SALARY & FRINGE BENEFITS	Hour	133.88
67		MPA-210 - 7/1/14-6/30/15 - PROJECT DIRECTOR II (1) - SALARY & FRINGE BENEFITS	Hour	133.88
68		MPA-210 - 7/1/14-6/30/15 - PRINCIPAL RESEARCH SCIENTIST - SALARY & FRINGE BENEFITS	Hour	192.45
69		MPA-210 - 7/1/14-6/30/15 - DISTINGUISHED SCIENTIST - SALARY & FRINGE BENEFITS	Hour	216.27
70		MPA-210 - 7/1/14-6/30/15 - SENIOR WRITER/DEVELOPMENT ASSOCIATE - SALARY & FRINGE BENEFITS	Hour	93.86

STATE PURCHASING AGENT

Lorraine A. Hynes

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 PROVIDENCE RI 02908

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 United States

TECHNICAL ASSISTANCE AND SUPPORT
 SERVICES - RIDE (MPA #210)

Award Number: 3285253
Effective Period: 01-JUL-12 - 30-JUN-15

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Department		Type of Requisition	Bid Number	Requisition Number
			N/A	
Line	Item	Item Description	Unit	Unit Price

71		MPA-210 - 7/1/14-6/30/15 - DISTINGUISHED SCHOLAR - SALARY & FRINGE BENEFITS	Hour	197.48
72		MPA-210 - 7/1/14-6/30/15 - PROJECT DIRECTOR III - SALARY & FRINGE BENEFITS	Hour	160.95
73		MPA-210 - 7/1/14-6/30/15 - MANAGING PROJECT DIRECTOR I (2) - SALARY & FRINGE BENEFITS	Hour	192.45
74		MPA-210 - 7/1/14-6/30/15 - RESEARCH SCIENTIST II - SALARY & FRINGE BENEFITS	Hour	160.95
75		MPA-210 - 7/1/14-6/30/15 - SENIOR CURRICULUM & INSTRUCTIONAL DESIGN ASSOCIATE I - SALARY & FRINGE BENEFITS	Hour	112.69
76		MPA-210 - 7/1/14-6/30/15 - SENIOR RESEARCH ASSOCIATE I (1) - SALARY & FRINGE BENEFITS	Hour	133.88
77		MPA-210 - 7/1/14-6/30/15 - SENIOR RESEARCH SCIENTIST I (1) - SALARY & FRINGE BENEFITS	Hour	133.88
78		MPA-210 - 7/1/14-6/30/15 - SENIOR RESEARCH ASSOCIATE I (2) - SALARY & FRINGE BENEFITS	Hour	133.88
79		MPA-210 - 7/1/14-6/30/15 - SENIOR RESEARCH SCIENTIST I (2) - SALARY & FRINGE BENEFITS	Hour	133.88
80		MPA-210 - 7/1/14-6/30/15 - PROJECT DIRECTOR II (2) - SALARY & FRINGE BENEFITS	Hour	133.88
81		MPA-210 - 7/1/14-6/30/15 - SENIOR PROJECT DIRECTOR I - SALARY & FRINGE BENEFITS	Hour	160.95
82		MPA-210 - 7/1/14-6/30/15 - TRAINING & TECHNICAL ASSOCIATE - SALARY & FRINGE BENEFITS	Hour	133.88
83		MPA-210 - 7/1/14-6/30/15 - SENIOR RESEARCH ASSOCIATE I (3) - SALARY & FRINGE BENEFITS	Hour	133.88

STATE PURCHASING AGENT

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SERVICES - RIDE (MPA #210)

Award
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Department		Type of Requisition	Bid Number	Requisition Number
			N/A	
Line	Item	Item Description	Unit	Unit Price

84		MPA-210 - 7/1/14-6/30/15 - PROJECT DIRECTOR II (3) - SALARY & FRINGE BENEFITS	Hour	133.88
85		MPA-210 - 7/1/14-6/30/15 - PROJECT DIRECTOR I - SALARY & FRINGE BENEFITS	Hour	112.69
86		MPA-210 - 7/1/14-6/30/15 - SENIOR EXPERT - SALARY & FRINGE BENEFITS	Hour	197.48
87		MPA-210 - 7/1/14-6/30/15 - TRAINING SPECIALIST - SALARY & FRINGE BENEFITS	Hour	133.88
88		MPA-210 - 7/1/14-6/30/15 - SENIOR CURRICULUM & INSTRUCTIONAL DESIGN ASSOCIATE II - SALARY & FRINGE BENEFITS	Hour	133.88
89		MPA-210 - 7/1/14-6/30/15 - SENIOR RESEARCH ASSOCIATE I (4) - SALARY & FRINGE BENEFITS	Hour	133.88
90		MPA-210 - 7/1/14-6/30/15 - RESEARCH ASSISTANT - SALARY & FRINGE BENEFITS	Hour	112.69
91		MPA-210 - 7/1/14-6/30/15 - ADMINISTRATIVE ASSISTANT - SALARY & FRINGE BENEFITS	Hour	81.3
92		MPA-210 - 7/1/14-6/30/15 - TRAVEL	Each	1
93		MPA-210 - 7/1/14-6/30/15 - INDIRECT COST - 33.5% OF NON-LABOR DIRECT COSTS	Each	1
94		MPA-210 - 7/1/15-6/30/16 - MANAGING PROJECT DIRECTOR II - SALARY & FRINGE BENEFITS	Hour	204.79
95		MPA-210 - 7/1/15-6/30/16 - MANAGING PROJECT DIRECTOR I (1) - SALARY & FRINGE BENEFITS	Hour	199.57
96		MPA-210 - 7/1/15-6/30/16 - DEPUTY DIRECTOR - SALARY & FRINGE BENEFITS	Hour	199.57
97		MPA-210 - 7/1/15-6/30/16 - SENIOR CURRICULUM DESIGN ASSOCIATE II - SALARY & FRINGE BENEFITS	Hour	138.83
98		MPA-210 - 7/1/15-6/30/16 - PROJECT DIRECTOR II (1) - SALARY & FRINGE	Hour	138.83

STATE PURCHASING AGENT

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 PROVIDENCE RI 02908

EDUCATION DEVELOPMENT CTR INC
 55 CHAPEL ST
 NEWTON, MA 02458
 United States

TECHNICAL ASSISTANCE AND SUPPORT
 SERVICES - RIDE (MPA #210)

Award Number
3285253

Effective Period:
01-JUL-12 - 30-JUN-15

S H I P P I N G T O	MASTER PRICE AGREEMENT SEE BELOW RELEASE AGAINST,RI MPA United States	Date: 19-JUL-12 Buyer: G Walsh Shipping: Paid Terms: NET 30 Vendor # 7185	I N V O I C E	MASTER PRICE AGREEMENT SEE BELOW RELEASE AGAINST,RI MPA United States

Department		Type of Requisition	Bid Number	Requisition Number
			N/A	
Line	Item	Item Description	Unit	Unit Price

Line	Item	Item Description	Unit	Unit Price
		BENEFITS		
99		MPA-210 - 7/1/15-6/30/16 - PRINCIPAL RESEARCH SCIENTIST - SALARY & FRINGE BENEFITS	Hour	199.57
100		MPA-210 - 7/1/15-6/30/16 - DISTINGUISHED SCIENTIST - SALARY & FRINGE BENEFITS	Hour	224.28
101		MPA-210 - 7/1/15-6/30/16 - SENIOR WRITER/DEVELOPMENT ASSOCIATE - SALARY & FRINGE BENEFITS	Hour	97.33
102		MPA-210 - 7/1/15-6/30/16 - DISTINGUISHED SCHOLAR - SALARY & FRINGE BENEFITS	Hour	204.79
103		MPA-210 - 7/1/15-6/30/16 - PROJECT DIRECTOR III - SALARY & FRINGE BENEFITS	Hour	166.91
104		MPA-210 - 7/1/15-6/30/16 - MANAGING PROJECT DIRECTOR I (2) - SALARY & FRINGE BENEFITS	Hour	199.57
105		MPA-210 - 7/1/15-6/30/16 - RESEARCH SCIENTIST II - SALARY & FRINGE BENEFITS	Hour	166.91
106		MPA-210 - 7/1/15-6/30/16 - SENIOR CURRICULUM & INSTRUCTIONAL DESIGN ASSOCIATE I - SALARY & FRINGE BENEFITS	Hour	116.86
107		MPA-210 - 7/1/15-6/30/16 - SENIOR RESEARCH ASSOCIATE I (1) - SALARY & FRINGE BENEFITS	Hour	138.83
108		MPA-210 - 7/1/15-6/30/16 - SENIOR RESEARCH SCIENTIST I (1) - SALARY & FRINGE BENEFITS	Hour	138.83
109		MPA-210 - 7/1/15-6/30/16 - SENIOR RESEARCH ASSOCIATE I (2) - SALARY & FRINGE BENEFITS	Hour	138.83
110		MPA-210 - 7/1/15-6/30/16 - SENIOR RESEARCH SCIENTIST I (2) - SALARY & FRINGE BENEFITS	Hour	138.83
111		MPA-210 - 7/1/15-6/30/16 - PROJECT DIRECTOR II (2) - SALARY & FRINGE	Hour	138.83

STATE PURCHASING AGENT

Lorraine A. Hynes

Lorraine A. Hynes

This Notice of Award/Purchase Order is issued in accordance with the specific requirements described herein and the State's Purchasing Regulations and General Conditions of Purchase, copies of which are available at www.purchasing.ri.gov. Delivery of goods or services as described herein shall be deemed acceptance of these requirements.



Notice of Blanket Purchase Agreement

STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS
 ONE CAPITOL HILL
 PROVIDENCE RI 02908

EDUCATION DEVELOPMENT CTR INC
 55 CHAPEL ST
 NEWTON, MA 02458
 United States

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Department		Type of Requisition	Bid Number	Requisition Number
			N/A	
Line	Item	Item Description	Unit	Unit Price

		BENEFITS		
112		MPA-210 - 7/1/15-6/30/16 - SENIOR PROJECT DIRECTOR I - SALARY & FRINGE BENEFITS	Hour	166.91
113		MPA-210 - 7/1/15-6/30/16 - TRAINING & TECHNICAL ASSOCIATE - SALARY & FRINGE BENEFITS	Hour	138.83
114		MPA-210 - 7/1/15-6/30/16 - SENIOR RESEARCH ASSOCIATE I (3) - SALARY & FRINGE BENEFITS	Hour	138.83
115		MPA-210 - 7/1/15-6/30/16 - PROJECT DIRECTOR II (3) - SALARY & FRINGE BENEFITS	Hour	138.83
116		MPA-210 - 7/1/15-6/30/16 - PROJECT DIRECTOR I - SALARY & FRINGE BENEFITS	Hour	116.86
117		MPA-210 - 7/1/15-6/30/16 - SENIOR EXPERT - SALARY & FRINGE BENEFITS	Hour	204.79
118		MPA-210 - 7/1/15-6/30/16 - TRAINING SPECIALIST - SALARY & FRINGE BENEFITS	Hour	138.83
119		MPA-210 - 7/1/15-6/30/16 - SENIOR CURRICULUM & INSTRUCTIONAL DESIGN ASSOCIATE II - SALARY & FRINGE BENEFITS	Hour	138.83
120		MPA-210 - 7/1/15-6/30/16 - SENIOR RESEARCH ASSOCIATE I (4) - SALARY & FRINGE BENEFITS	Hour	138.83
121		MPA-210 - 7/1/15-6/30/16 - RESEARCH ASSISTANT - SALARY & FRINGE BENEFITS	Hour	116.86
122		MPA-210 - 7/1/15-6/30/16 - ADMINISTRATIVE ASSISTANT - SALARY & FRINGE BENEFITS	Hour	84.31
123		MPA-210 - 7/1/15-6/30/16 - TRAVEL	Each	1
124		MPA-210 - 7/1/15-6/30/16 - INDIRECT COST - 33.5% OF NON-LABOR DIRECT COSTS	Each	1

STATE PURCHASING AGENT

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	AGENCY CONTACT: KRISTEN COLE - (401) 222-4681 SUPPLIER CONTACT: ANDREW SHEPARD - (617) 618-2946		
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STATE PURCHASING AGENT
Lorraine A. Hynes

ORGANIZATIONAL CAPACITY

In response to RFP #7449122, Education Development Center, Inc. (EDC) is pleased to submit a proposal to provide technical assistance and support services to the Rhode Island Department of Education (RIDE). EDC has a long, strong track record of providing effective services to RIDE, as well as a demonstrable commitment to helping Rhode Island achieve its objective to ensure all students are ready for success in college, careers, and life. We welcome the opportunity to advance the goals outlined in *Transforming Education in Rhode Island*, and we propose to support RIDE in achieving three of its priorities: Ensure Educator Excellence; Accelerate All Schools Toward Greatness; and Establish World-Class Standards and Assessments. In the pages that follow, we provide a summary of EDC's history and goals, describe key achievements related to the RFP's purpose and priorities, provide an overview of our capacity to manage projects, outline EDC's organizational structure and programs, and detail relevant infrastructure. Additional information about all aspects of organizational capacity is available upon request.

SUMMARY OF ORGANIZATION'S HISTORY AND GOALS

EDC develops, delivers, and studies programs that address some of our world's most urgent challenges. For more than 50 years, our nonprofit organization has advanced preK–16 educational reform in all 50 states, the District of Columbia, and the territories. Within Rhode Island and nationwide, EDC provides innovative resources and support that facilitate teaching, learning, and community-building and result in measurable improvements in student outcomes.

In 1958, faculty from the Massachusetts Institute of Technology founded EDC to investigate ways to improve the quality of and rigor of curricula. Our first product, the *PSCC* high school physics program, created the standard for new curricula models by combining film, print, and professional development. Seven years later, we published *Man, a Course of Study*, one of the first multimedia social studies curriculums.

Since these early contributions to innovation in the field of education, EDC has continued to turn ideas into working prototypes and resources for the field. Today, our menu of services includes client-tailored technical assistance, rigorous research, and innovative and effective curricula and professional development. Schools and districts, state and federal agencies, and private foundations express confidence in us as a change partner, as well as in our sound program and fiscal management, by engaging us to carry out multiple initiatives. A snapshot of our services and support follows:

- **Technical Assistance:** We help state, district, and school leaders—as well as federal officials—find solutions to systemic problems and chart a new course to overcome barriers to achieving goals for students. Our consultants understand the landscape of preK–16 education reform and function as impartial and expert partners in the change process. We have specialized expertise in facilitating collaborative efforts to improve instruction, build systems, and adopt or implement new standards to better serve students and sustain improvements. Our consultation encompasses reaching out to engage key partners such as parents, the community, and business and industry leaders.

EDC At A Glance

- EDC is an independent, non-partisan, 501(c)(3) R&D organization.
- With a budget of \$190M, EDC currently manages 350 projects around the world.
- EDC has more than 1,700 employees—about half in the U.S. and half overseas.
- We are registered with most states and the District of Columbia to support implementation of the Common Core State Standards, as well as Race to the Top efforts.
- EDC provides technical assistance, research, curriculum development, and professional development services.
- All of our work seeks to improve the quality, effectiveness, and equity of education, as well as to enhance learners' well-being.

- **Professional Development**—Our professional development builds educators' knowledge and skills, helps them identify and address the needs of students, and supports them in integrating research into their practice. We offer courses and toolkits, comprehensive coaching models, and webinars for teachers and administrators. We also design events that give professional developers, coaches, and administrators tools and strategies to support teachers in implementing new practices, standards, and forms of assessment. EDC's PD reflects current research, draws upon best practices in promoting adult learning, and draws upon technology to provide flexible, cost-effective, "just-in-time" support.
- **Research**—Our studies advance the field's knowledge of how to ensure all students succeed in school, college, the workforce, and life. We share findings through audience-tailored materials and events that clearly convey complex information and help stakeholders act on results. Our researchers are not just experts in quantitative and qualitative methodologies; they have deep content knowledge and are well-versed in the overarching school improvement areas outlined in the RFP—data systems to support instruction, educator effectiveness, standards and assessments, the turnaround of struggling schools—and other aspects of educational systemic change and policy.
- **Curricula/Learning Resources**—We are a recognized leader in the development of curricula, digital learning tools and games, and online environments that help teachers and out-of-school educators provide effective learning experiences. Our preK–16 learning resources promote inquiry, engage students in active learning, help meet the needs of struggling learners, and align with the Common Core State Standards (CCSS), as well as state curriculum frameworks. We offer ready-made resources, help adapt materials to fit local contexts and meet the CCSS, and custom-design materials. Many of our resources foster student learning across disciplines.

KEY ACHIEVEMENTS RELATED TO THE RFP'S PURPOSE AND PRIORITIES

States and districts have long looked to EDC as a change partner and "critical friend" that can work with them to strengthen systems to monitor and boost the performance of students. Our work reflects our deep understanding of the kinds of support that leaders and stakeholders need to skillfully analyze and utilize data in order to attain objectives and benchmarks of success of their school improvement initiatives. In our experience, research and tools must be accompanied by intensive consultation and professional development—beginning at the preK level and extending through post-secondary education—that builds capacity to ensure all students are ready for success in college, careers, and life. Below, we provide a few Rhode Island-specific examples of key achievements related to the RFP's purpose and priorities:

1. Under a **three-year contract with RIDE, EDC successfully built the capacity of Providence middle and high schools** in corrective action to improve student outcomes. Our Turnaround Facilitators and EDC-trained Leadership Mentors supported district leaders—as well as schools, leaders, and teachers—in using proven tools and developing systems to routinely analyze interim assessment data to target instruction to meet students' needs. We trained district leaders, principals, and team leaders or department chairs to analyze test scores of areas missed by students. With our support, team leaders worked with teachers to review the data, identify specific needs, and implement re-teaching strategies. Our Turnaround Facilitators provided assistance with summarizing the results and worked with department chairs and instructional coaches to assist teachers in using the data. We collaborated closely with district leaders throughout the process to ensure that the strategies took root and to support district level- curriculum interventions and professional development in identified teacher needs. In one year, all six schools that were engaged in EDC's turnaround intervention work reported increases in their reading scores and five of the six reported increases in math scores. The reading increases were dramatic (more than 10 percentage points) in five of the schools. NECAP test results

indicated that more students scored in the proficiency category, and fewer students scored in the lowest category over time. The increases in mathematics were not as dramatic, although the net gains from 2005–2007 were positive for all but one school. In two years, one school made AYP and two other schools made all academic goals and missed AYP by only one non-academic indicator.

2. Through the **Regional Educational Laboratory-Northeast and Islands (REL-NEI)**, EDC supports stakeholders in Rhode Island and throughout New England in connecting research to practice. EDC has completed more than 85 information briefs on school improvement topics for Rhode Island, as well as providing technical assistance to state leaders and engaging in other strategic communication efforts. For example, we have provided: **(a)** A briefing for RIDE on data-driven decision-making; **(b)** A briefing for Rhode Island state legislators on research-based strategies to prevent student dropout and increase graduation rates; **(c)** A study and report on how four urban school districts, including Providence, conduct foundation skills assessments and provide programs to struggling readers; **(d)** A study on characteristics and English proficiency levels of English language learners in Rhode Island; **(e)** A study, report, and searchable database that highlight dropout prevention programs in Providence and eight other low-income, urban school districts in the northeast.
3. EDC's **Rhode Island Head Start Training and Technical Assistance Project** is part of the Office of Head Start's national training and technical assistance network. The Early Childhood Education Specialists who staff the project support RI programs in their work to develop supportive environments for infants, toddlers and their families, improve school readiness outcomes for Head Start children, and promote parents' meaningful engagement in their child's development and education. Staff also work closely with the Head Start Collaboration Office, the State Advisory Council, the Rhode Island Head Start Association, the Rhode Island Department of Education, the Rhode Island Department of Human Services, and other early childhood providers to plan and implement state initiatives such as Quality Rating Systems, Early Learning Standards, and systems alignment to support successful kindergarten transitions. Previously, for more than 20 years, EDC served as the regional Resource Center for Head Start and provided intensive on-site technical assistance and professional development to more than 100 Head Start and Early Head Start programs throughout Rhode Island and across New England.
4. EDC **assisted Rhode Island district English language learner administrative and program staff** in establishing a strong professional learning community that is helping them achieve their goals to improve the quality of education for English language learners. EDC staff provided technical support to tighten up agenda setting, help articulate meeting goals, and build skills in conducting focused, productive meetings. As a result of EDC's consultation, monthly meetings are held during which specific times are set for state education agency (SEA) updates, professional development, and problem-solving. District-level English language learner program administrators now connect with each other as colleagues, share tools and programmatic and instructional models, and identify solutions to shared challenges. Attendance has risen to the point where most districts with English language learner populations, whether high or low incidence, are represented at any given meeting.
5. In an intensive informal science education initiative, EDC collaborated with the **Providence Children's Museum** for three years. EDC coached museum staff to train afterschool staff and administrators to lead *Design-It!* and *Explore-It!* projects with children throughout Rhode Island. *Design-It!* and *Explore-It!* are EDC's successful afterschool science and engineering curriculum series; each series employs simple materials to create engaging science and engineering challenges for children.

CAPACITY TO MANAGE PROJECTS

EDC's mission requires us to serve our clients with rigorous ethical standards, transparency, and a commitment to continuous improvement. Our success to date, and our future success, results from a staff committed to providing the best possible service in a timely fashion and in the most cost-effective manner. Our board of trustees, president, and management council support a culture based on the principles of high-performance workplaces: maintaining a clear vision and ground rules for operations; providing for coordination and communication with funders, staff, consultants, and partners; using and enhancing the diverse skills and perspectives of staff and consultants; and establishing and implementing procedures for quality assurance, fiscal rigor, accountability, and continuous improvement. Our organization maintains an excellent reputation for effective management of small- and large-scale research initiatives funded by a host of sources (e.g., state agencies, federal agencies, private foundations) and demanding many levels of accountability to funders, partners, and clients. Several indications of our management capacity follow:

- In the 2009/2010 formal contractor performance evaluation of the REL-NEI, the U.S. Department of Education rated EDC 4 out of 4 for all of the measures including quality, problem resolution, cost control, timeliness, business relations, and customer service. The positive results of numerous stakeholder surveys throughout the region provide further evidence of the value of our services.
- In 2010, EDC was approved as a Technical Assistance Vendor and a Research and Assessment Design, Data Collection, and Analysis Vendor for the U.S. Department of Education through the Department of Education Streamlined Acquisition Tool (ED-SAT) program.
- In 2010/2011, EDC was approved as a research and evaluation and Conditions for School Effectiveness (CSE) services and design advisory vendor for the Commonwealth of Massachusetts.

In all of our initiatives, EDC engages key stakeholders in establishing clear benchmarks and indicators of success that reflect agreed-upon goals and standards. Doing so ensures our work fits the needs and contexts of clients, secures greater buy-in, and informs policy and practice relevant to the work. In addition, we have a thorough understanding of the importance of monitoring technical and fiscal performance of all aspects of contracts—using a set of proven management systems and strategies that enable us to plan effectively, resolve problems, and monitor performance and budgets. We consistently balance collaboration and oversight to produce quality work, on time, within budget, and to high standards.

ORGANIZATIONAL STRUCTURE, PROGRAMS, AND INFRASTRUCTURE

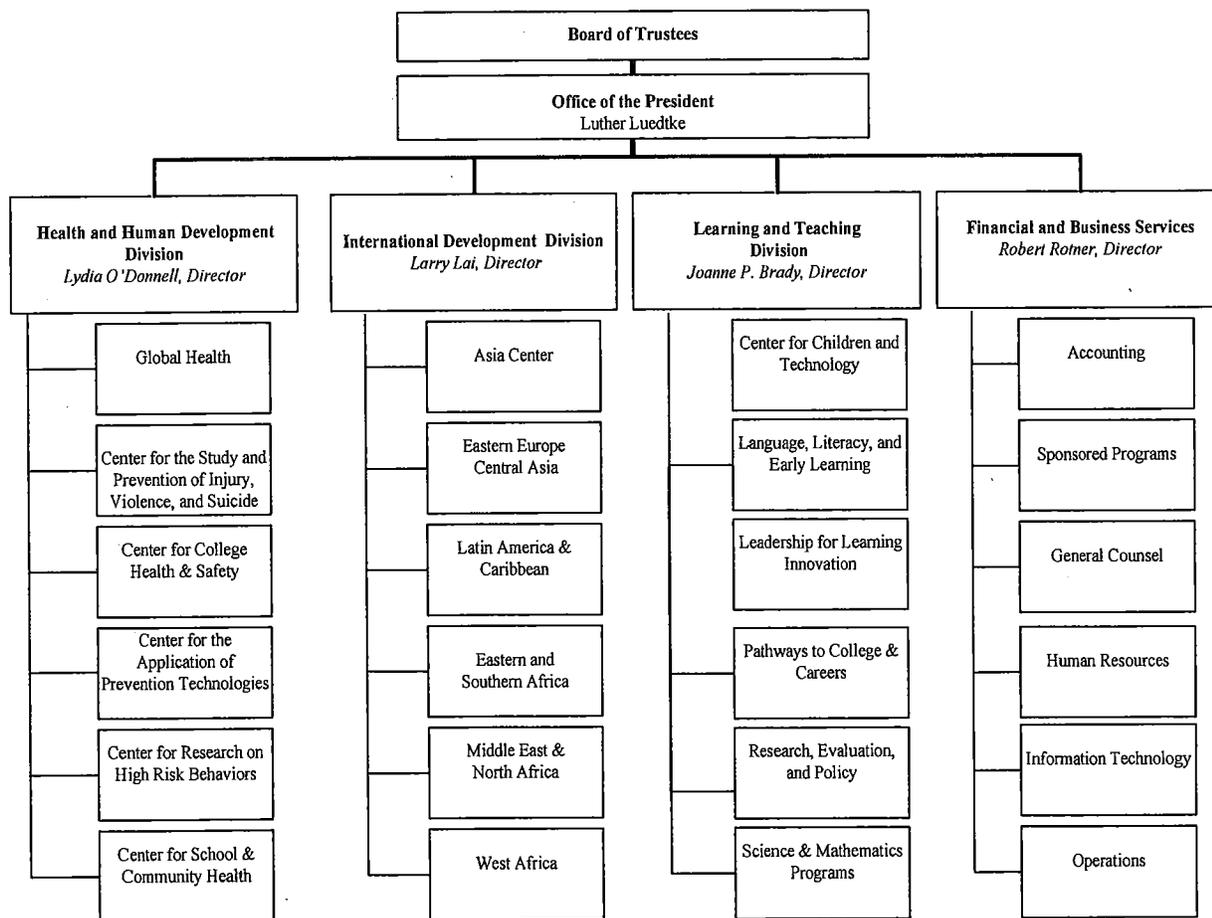
EDC is governed by a 12-member board of trustees. The board includes business people, researchers, educators, and former government officials and leaders of policy and research organizations who have worked domestically and internationally on issues related to education, health, and economic opportunity (further information about board members is available upon request). EDC's President Luther S. Luedtke serves as the chief executive officer and leads the internal management council, which directs major programmatic and business activities. In addition, EDC has a diverse, internationally respected senior staff who bring business, research and development, education, or management experience, including budget responsibility and staff supervision. (**Note: Table 1 on page 5 presents EDC's Organizational Chart.**)

EDC is headquartered in Newton, Massachusetts where we lease 136,282 square feet of space with fully accessible offices, conference space, a library with online access to indexes and 10,000 full-text articles, and a studio in which meetings can be captured and shared using a variety of digital tools. Our ability to host webinars, webcasts, podcasts, and videoconferencing facilitates our technical assistance, professional development, research, and collaborative work. Staff is supported with a state-of-the-art technological infrastructure—including a base of more than \$8 million worth of computer and networking equipment—that ensures that staff can take full advantage of contemporary technologies to disseminate

products, tools, and findings. Our three major offices (Newton, New York, Washington, DC) are linked through a robust, secure, and dedicated network that allows for easy file transfer, office-wide e-mail, and access to full Internet-based applications and services. Staff utilizes EDC's full line of software for statistical analyses, database management, survey creation and response processing, and other applications and are supported by IT staff that assist with system configuration, server administration, hardware/software purchasing, and general computer support. To guarantee the integrity of this technological infrastructure, EDC undergoes an annual security audit of its systems to ensure its adherence to the technical protocols necessary to assure a level of security that is commensurate with the risk and magnitude of the harm that could result from the loss, misuse, disclosure, or modification of the information contained in the system. In all of our research, EDC implements controls and procedures detailed in a Written Information Security Policy (WISP) to ensure the security, confidentiality, and integrity of personal data and to ensure compliance with applicable regulations. Our processes for securing Memoranda of Understanding (MOU) document mutually acceptable procedures and technical safeguards that enable states to share their data with our researchers. Individual addenda are created for specific projects to ensure that each project has further appropriate protection. Our strong relationships with assessment and accountability offices in education departments in many states facilitate our efforts to gather state-level data files.

Table 1. EDC Organizational Chart

Two of the EDC divisions outlined below, the Learning and Teaching Division and the Health and Human Development Division, are poised to provide services and support to RIDE.



RELEVANT EXPERIENCE AND EXPERTISE/STAFF QUALIFICATIONS

In addition to the experience and expertise outlined in the Organizational Capacity, EDC will draw upon the following strengths in meeting RIDE's technical assistance and support needs. All three are key components of our work to advance state, district, and school educational reform efforts:

- **Facilitating the development and institutionalization of change-focused collaboratives.** EDC has a proven capacity to support the formation and work of collaboratives, networks, or working groups that respond to needs and priorities and meet regularly over a period of months or years, depending on the goal. Our staff is highly experienced in engaging groups in strategic planning and implementation processes to achieve goals—as well as in building capacity to sustain change efforts over time.
- **Disseminating information and fostering the exchange of knowledge.** EDC utilizes a range of dissemination strategies—from online and print publications to briefings and face-to-face events to webinars and online forums—to bring new policy, research, and practice information to diverse audiences of education stakeholders. We tailor strategies and products to meet the unique needs and contexts of clients and target audiences.
- **Providing policy consultations.** EDC's policy consultations draw on our rich history of understanding what works from a policy perspective at the local implementation level and communicating that to state level administrators, researchers, decision-makers, and instructional leaders. We offer a wide array of information-gathering, analysis, stakeholder engagement, and strategic planning support.

In the pages that follow, we provide just a few examples of projects that EDC has performed within the last two years that are similar to the work outlined in the RFP. More information about any examples, or further examples to highlight different aspects of our expertise and experience, are available upon request.

(**Note:** Table 2 on pages 13–15 highlights proposed key staff's technical assistance and support expertise. The **Additional Supporting Documentation** section includes biographical sketches that fully describe the qualifications, experience, and capabilities of proposed key staff.)

SCHOOL REFORM AND IMPROVEMENT

EDC's school reform and improvement support and services hone our clients' ability to identify the strengths and weaknesses of systems, analyze data to pinpoint the roots of achievement gaps, and engage stakeholders (e.g., state leaders, district and school leaders, educators, parents, the community) in crafting solutions and pursuing a shared vision of excellence for all students. Our staff offers tailored, effective support to promote continuous improvement.

- EDC assisted RIDE representatives with the planning, facilitation, and documentation of the work of the **State Literacy Team (SLT)**, the group charged with developing the state's comprehensive literacy plan. To build relevant knowledge and context for individual team members, staff synthesized research on the components to be included in the plan, examined Rhode Island documents (published and in development) to determine language for inclusion, and reviewed literacy efforts in 10 states with needs similar to Rhode Island. Findings were shared with SLT members. During team working sessions, EDC staff guided the input process, supported collaborative decision-making, and documented progress. Staff also worked to draft the state's comprehensive literacy plan, made revisions—as directed by the team—and developed an electronic survey to collect feedback from the state's constituency groups. Supporting documents, such as glossary and appendices, were developed and reviewed. The final, publishable version of the *Rhode Island Comprehensive Literacy Plan* will be electronic and interactive and is expected to be completed, approved, and available for public use by March 1, 2012.

- EDC's work in the **Regional Education Laboratory-Northeast and the Islands (REL-NEI)** demonstrates our ability to inform and guide reform and improvement efforts in a swift, effective manner that responds directly to stakeholder needs. **Two examples of recent support provided to Rhode Island include:** (1) A study that documented how SEAs in the Northeast and Islands region support data-driven decision making in districts and schools and included a briefing with RIDE's David Abbott, the facilitation of a discussion on findings and policy implications for Rhode Island among key RIDE staff, and technical assistance on the development of indicators for district performance on the Basic Education Plan. (2) Responding to a request from Paula Dominguez, Director of Legislative Research for Rhode Island General Assembly, to assist in briefing state legislators on the latest research on dropout prevention and legislative efforts to decrease dropouts and increase graduation rates in other states. EDC brought in Dr. Robert Balfanz, a recognized expert on dropout prevention strategies from Johns Hopkins University and Sunny Deye from the National Council on State Legislatures, and about 20 members of the legislature participated in the State House briefing.
- EDC is a partner in the **New England Comprehensive Center (NECC)**, one of 15 regional comprehensive centers funded by the U.S. Department of Education to work with state departments of education in helping districts and schools improve achievement outcomes for all students. EDC staff have been directly involved in the following key regional and state initiatives: development of a guidance document for districts on the pre-requisites needed for the effective implementation of a district wide and school-based formative assessment system; revision of state regulations on the education of English language learners; development of a promising practices initiative focusing on ELL issues; organization and facilitation of a statewide process to create K–12 literacy state plans; dissemination of current information and practices focusing on adolescent literacy in the content areas; and assistance to SEAs on creating comprehensive systems of support for districts and schools in need of improvement. Recently, we have participated in NECC's efforts to support the *New England Collaborative for Educator Effectiveness (NECEE)*—a group comprised of teacher-effectiveness leaders from the six New England states. Teacher effectiveness has emerged as a key issue over the last few years, as SEA staff seek to develop state plans to implement the four American Recovery and Reinvestment Act (ARRA) assurances and to respond to Race to the Top (RTTT) and School Improvement Grants. Working closely with our NECC partners, EDC has contributed to webinars and meetings and assisted in providing resources to guide the NECEE's efforts.
- EDC was a partner in the **Newport, Rhode Island Early Reading First Collaborative (NERFC)**—an early childhood education improvement effort engaging the Newport Public Schools (NPS) and child care and Head Start programs. The NERFC created five early literacy centers of excellence, serving 218 low-income pre-school children, including 83 children that they jointly served. Virtually all enrolled families lived at or below the federal poverty line; 32% of children had disabilities, and 30 children had families that spoke languages other than English. NERFC established centers that linked to the *Rhode Island Reading Policy* and *English Language Arts Framework*. The NERFC Partnership Board, that included representatives of RIDE, ensured the institutionalization of research-based practices that met established benchmarks for coherent and excellent programs, and led partners in developing consistent assessment and transition practices. For NERFC, EDC established a comprehensive professional development program that included college-level courses and mentoring for all teachers and a parent engagement component. EDC researchers conducted a formative evaluation and outcome evaluation that assessed the project's impact on teachers' practices and children's learning.

STUDENT HEALTH AND SOCIAL SERVICES SYSTEMS

For three decades, EDC has been a leader in school and community health, partnering with hundreds of schools and districts nationwide to meet students' needs and ensure they thrive in and beyond school. Our

work is grounded in research demonstrating that if students' fundamental health and social and emotional needs are neglected, their well-being is compromised, their ability to learn is undercut, and achievement gaps widen. This is particularly true for students from low-performing schools, students who are English language learners, students with special needs, and students from newcomer populations. We help schools and districts take steps to address these pivotal needs.

- EDC's comprehensive health curriculum for Grades 6 to 12, **Teenage Health Teaching Modules (THTM)** is in use in schools in all 50 states and several countries and has been identified as a "promising" model program by the U.S. Department of Education. New materials include *Getting Active and Eating Well* and *Voices against Violence*. THTM's *Living with Feelings and Handling Stress* helps students gain perspective on their emotions; investigates the role of diet, exercise, and sleep in managing stress; and builds students' skills to cope with and express uncomfortable feelings. *Aggressors, Victims, and Bystanders: Thinking and Acting to Prevent Violence (AVB)* supports high schoolers in analyzing habits of thought that promote, allow for, or prevent violence. In 12 sessions, students learn and practice conflict-resolution skills that enable them to stay safe while maintaining self-respect and respect for others. Teachers who have access to a photocopier need only one copy of AVB to teach the curriculum to all of their students. EDC staff can support the design or development of new curricula focused on health and social and emotional health issues.
- EDC's **National Center for Mental Health Promotion and Youth Violence Prevention** is a good example of our school health- and social and emotional-health related consultation services. From 2002 to the present, EDC has provided training and technical assistance to nearly 300 cross-disciplinary teams. Our consultants support school (preK–12)/community teams including administrators, teachers, health and mental health workers, and support staff and their community partners to work across systems to share information and to integrate prevention and early intervention behavioral health services and programs for students that enhance resiliency and reduce risk factors. The focus is to prevent violence and to promote mental health in a coordinated and integrated manner that creates safe, respectful, and drug-free school environments, and also promotes pro-social skills and healthy childhood development. Staff use their experience with coordinated school health to promote the use of leadership, partnership, and coordination to improve a school's health instruction and services, as well as its school climate.

SPECIAL NEEDS POPULATIONS

EDC prioritizes providing consultation services to districts to develop systems of targeted support for students with special needs and English language learners. We have the experience and staff capacity to design and deliver consultation that is tailored to fit a wide array of emerging needs.

- EDC provides a unique **program and service delivery review service ("district audits")** that can support RIDE and its districts in building systems and capacity to improve academic outcomes and life opportunities for diverse populations of students, including English language learners and students with disabilities. Using an audit approach to program review, EDC assembles an External Team of our content and organization experts to serve as a "critical friend" to a district Internal Team made up of the Superintendent, Assistant Superintendents, and other key stakeholders (e.g., School Board members, school administrators). External Teams carry out five tasks in their reviews: gap analysis; stakeholder meetings and interviews that often include parents and community members; school site visits; data analysis; and report development. In the review process, the External Team asks probing questions and examines data through multiple lenses, and the External and Internal Teams work in concert to achieve the review's goals and objectives. At the end of each review, EDC offers a wide-ranging set of organizational, programmatic, and service delivery recommendations for improving educational outcomes for diverse learners—with a full appreciation of programs, services, and systems that are

already in place and working well. Districts draw upon these recommendations to develop strategic plans. Over the last few years, we have conducted reviews for districts nationwide including Seattle Public Schools, Los Angeles Unified; and Baltimore City Public Schools.

- Using the **Multi-Tier Systems of Support (MTSS)** approach, EDC can support RIDE and Rhode Island districts in developing instructional systems of prevention and intervention for all students. MTSS is a framework for the integration and provision of academic and behavioral supports for all students, including those who are struggling in school. It includes the adoption and implementation of three main components: evidenced-based instruction and intervention, universal screening and progress monitoring, and a problem-solving process to inform decisions at each tier of service delivery. In urban settings, MTSS can address socio-emotional behavior, as well as academics and language development. One of the most effective aspects of MTSS is that it does not require “adding on” to what schools are already doing effectively. Instead, it involves reviewing practices to identify those that yield evidence of effectiveness as well as those that can be improved. EDC is currently partnering with the Boston Public Schools in the design, implementation support, and technical assistance for the Boston’s Academic Achievement Framework, a modified version of MTSS that includes an overlay of tiered supports for English language learners. Staff are providing MTSS technical support to school implementation teams in 60 schools, including 12 turnaround schools.

PROFESSIONAL DEVELOPMENT

EDC has the capacity to deliver professional development to cohorts of educators at a school, in district, or at the statewide level. When appropriate, we invite and work with administrators and other school staff, community leaders, and parents to ensure that learning is supported and sustained in the schools and districts with whom we work. We also provide design advisory consultation related to professional development to state-level education leaders and decision-makers.

- Our **EdTech Leaders Online (ETLO)** program offers 60 high-quality online workshops for preK–12 teachers and administrators, as well as programs to build state and district capacity to design and deliver standards-based online workshops. Our staff has provided training for state departments of education, school districts, virtual schools, colleges and universities and other educational organizations in more than 35 states. And, we have trained over 4,000 online learning specialists who have delivered online courses for over 45,000 educators and students nationally. *ETLO* exemplifies EDC’s expertise in this flexible, cost-effective form of professional development. A learning community approach drives our design, which means that teachers or leaders participate in a course as a “cohort” and engage in structured online discussions with their colleagues, moderated by a trained online facilitator. For teachers, course topics include instructional approaches, such as differentiated instruction and project-based learning, using new technology and tools in teaching, and subject-based content such as literacy and math. Courses, usually 40 hours of asynchronous participation over 8 weeks, include readings, interactive activities, multimedia, Web-based resources, and facilitated online discussions. Each course culminates with a capstone project that requires classroom implementation of practices learned. Through *ETLO*, EDC also offers a set of online professional development courses that address critical issues in leadership with a goal of developing effective school leadership teams. Recently, we collaborated with the South Carolina Department of Education Office of School Leaders to develop an online component for their school leadership professional development. This included training South Carolina Office of School Leadership staff as online facilitators; creating a set of custom online courses on leading schools in a Web 2.0 world for these facilitators to deliver; and training Office of School Leadership staff to redesign components of their face-to-face training into online courses.
- Through the **Mathematical Practices Institute**, EDC is providing professional development programs on strengthening mathematical knowledge and practice. Offerings are targeted to clients’ needs, such

as developing a better understanding of the Common Core State Standards (CCSS) Mathematical Practices and building professional learning communities in schools or districts. Workshop series and courses are designed to unpack the standards for practitioners and other school leaders and help them set direction and strategy about how they can effectively transition to the new standards. The Institute's 40-hour advanced course, *Implementing the Mathematical Practice Standards*, is designed to help high school teachers understand and implement the CCSS Mathematical Practice Standards with a particular focus on mathematics in high school after Algebra 1. The course highlights connections to first-year algebra in order to bring coherence to the overall high school program. EDC initially designed and implemented this course for the Massachusetts Department of Education, and we have also delivered the course in Chicago and Pittsburgh.

- EDC's credit-bearing ***Excellence in Teaching (EIT) Program*** can enrich the learning experiences of young children in Rhode Island by exposing early childhood teachers and teachers' supervisors to research-based practices in topic areas such as children's challenging behavior; language and literacy; science; cognitively-challenging curriculum; inclusion; and supervision. EIT courses served as a central component of the six *Early Reading First* programs that EDC supported, including the **Newport, Rhode Island Early Reading First initiative** mentioned above. Video exemplars, children's work samples, and performance-based assignments promote application of the evidence-based practices that are introduced. Attending the EIT courses as teacher-supervisor teams, participants cultivate the habit of using data to guide instruction and reflecting on their daily practice. Drawing upon theory, tools, and guidance acquired in the sessions, they are able to work together to improve their classrooms. The courses also give teachers and supervisors the opportunity to strengthen their working relationships, help them learn to collaborate effectively, and serve to root instructional coaching in classrooms.
- EDC provides consultation regarding the effective use of the free, field-tested materials in ***Success at the Core*** (<http://www.successatthecore.org>), an online professional development toolkit that we developed with Vulcan Productions. *Success at the Core* features self-facilitated and independent multi-media learning features (e.g., video, other resources). The goal of the toolkit is to strengthen the instructional cores of schools by ensuring that all school staff and leaders share the same understanding of high-quality evidence-based instruction. It includes seven comprehensive leadership development modules and extensive teacher development materials. The leadership development modules focus on topics such as aligning curricula, using data effectively, instructional expertise, and implementing new programs. The teacher development materials cover content, instruction, assessment, and support structures and introduce such instructional strategies as cooperative learning, promoting inquiry, categorizing ideas, using models, analyzing data, and hands-on learning. An independent evaluation of the online toolkit's pilot test found that users reported a number of positive benefits including increase in knowledge about effective instruction, leadership skills, and more effective implementation of the school's agenda for improvement.

CURRICULUM DEVELOPMENT

EDC is poised to contribute to the development of effective instructional materials. Our staff have participated in and supported the development of preK–12 learning standards—including the CCSS—and can ensure new materials align with state curriculum frameworks and the CCSS. We also have existing standards-aligned materials that can be used “off-the-shelf” and tailored to meet local needs. To support implementation, we provide professional development in the use of our curricula to teachers and leaders.

- Developed by EDC and published by Pearson, ***CME Project*** is a four-year high school mathematics program that has been adopted by districts in more than 20 states. The problem-based, student-centered program emphasizes the development of mathematical habits of mind that are consistent with the Mathematical Practices of the CCSS. *CME Project* places algebra, geometry, and analysis at the

center of the curriculum to get at the core of the mathematic methods and approaches that determine how knowledge is organized and generated within mathematics itself. The program uses the structure of algebra, geometry, advanced algebra and pre-calculus to develop students' mathematical proficiency by getting them to struggle with ideas and problems as preparation for instruction as they move from concrete problems to abstractions and general theories. The *CME Project* is the only curriculum to have all of its books approved under both the Mathematical Practice and Mathematical Content standards in Indiana. In 2009, 30 Boston Public Schools adopted the Algebra I component of *CME Project*. After the first year of programming, Boston students of the participating Grade 8 teachers outperformed Grade 9 non-CME students on a common algebra exit exam.

- As a leader in promoting college and career readiness, EDC develops curricula that support students' intellectual and career development and prepare them to succeed in the workforce of the future. We design authentic, rigorous learning experiences for use by educators in and out of school that build students' literacy and numerical literacy across disciplines. All experiences engage students, motivate them to learn, build their knowledge and skills, and enable them to explore multiple career options and make significant contributions to their communities. Currently in use by educators in 27 states, the **Ford PAS** curriculum prepares young adults to graduate from high school equipped for success in post-secondary education and their future careers. *Ford PAS* challenges students to integrate academic learning with realistic applications in areas such as design and product development, information systems, environmental sustainability, global economics, business planning, marketing, and personal finance. Learning activities align with the English language arts CCSS Grade 6–12 strands and ELA Anchor Standards, as well as supporting students in learning to read, write, speak, listen, and use language effectively in a variety of content areas. Modules and parts of modules that focus on the development of mathematics concepts and skills within the context of business, manufacturing, and science align with CCSS mathematics standards. The curriculum uses multiple types of performance-driven assessments, including essays, oral presentations, open-ended problems, real-world simulations, and other authentic tasks to reveal students' understandings and capacity to apply the knowledge and skills that they have learned and contains a suite of assessment tools.

COMMUNITY AND PARENT INVOLVEMENT

EDC believes that schools and districts benefit significantly when they are able to engage families and communities in students' education, when these relationships are two-way, and when families and communities feel respected and heard about students' academic and social/emotional development and school improvement. Over the years, we have developed a range of resources and services that seek to help educators actively involve families and communities in the life of schools.

- EDC offers a parent education literacy curriculum—***Our Reading and Writing Journey***—and technical assistance to districts and parent educators on the curriculum's implementation. The curriculum was developed for use by school staff working with low-literacy parents of children in kindergarten through the third grade. We pilot-tested the materials in Rhode Island, through the Warwick Public Schools, and engaged school administrators, principals, Title I directors, parent education staff, and teachers in planning and implementation. The curriculum's 12 sessions focus on the content areas that research identifies as critical for children's literacy success. Each session offers parents activities that introduce them to techniques to engage their children and support their specific learning at home, using basic materials that are easily accessible at no, or little, cost. EDC staff are also available to design or develop new curricula and materials focused on effective outreach to and engagement of families.
- EDC's ***Involve, Collaborate, Affirm, Respect, Empower (ICARE)*** model's framework, tools, and protocols builds capacity to engage families in the education of students with disabilities at the middle school level. Research identifies the middle grades as a particularly important time to involve all

families in the education of students with disabilities. The ICARE School's model focuses particularly on families who are often left out of the education process. EDC can also offer technical assistance in implementing ***Postsecondary Access for Latino Middle-Grades Students (PALMS)***, an intervention support targeted to help Latino middle school students prepare for success in high school and careers. PALMS strengthens the ability of schools to partner with families and communities in supporting Latino students' pursuit of education beyond high school. EDC provides customized training and technical assistance in the use of a toolkit, *Tools for Latino Family Outreach: Supporting Student Success in the Middle Grades and Beyond* that outlines a well-defined, five-phase process that school teams can follow to build a college-focused outreach program.

PROGRAM EVALUATION

EDC's evaluations examine the effectiveness and implementation of initiatives intended to improve instruction, advance teachers' professional growth, and enhance student achievement. Responding to the needs of our funding partners and tailoring our evaluations to meet the goals of stakeholders, we produce findings that significantly advance the field's knowledge of effective practice. We utilize *mixed method evaluations*, integrating quantitative and qualitative data, to shed light on the effect of a program and to illuminate the process by which a program is implemented. The value in integrating quantitative and qualitative data is that whereas neither, by itself, can capture the full depth and breadth of scientific insight, together they provide critical "checks and balances" on maintaining the validity, reliability, and generalizability of scientific inference.¹

- In the ***Reducing Achievement & Opportunity Gaps: A Collaborative Framework*** evaluation/program review, EDC analyzed quantitative data, used gap analysis, interviewed stakeholders (teachers, administrators, community leaders, parents, students) and conducted focus groups during site visits. The strategic combination of these methods enabled the team to develop a wide-ranging set of recommendations for improving educational outcomes for students with disabilities and other diverse learners that served as the foundation of a district's five-year strategic plan.
- In ***Science, Technology, Engineering, and Mathematics Education Program Implementation in Massachusetts***, EDC analyzed STEM education programs in the Commonwealth to help policymakers understand the current status and challenges of implementation. Findings revealed a need to improve lead agency coordination and capacity, teacher preparation in STEM content areas, and alignment between P-12 and higher education.
- In the 3-year evaluation of Worcester's ***Early Reading First*** program, EDC gathered formative and outcome data, discerned how the program strengthened coaches' relationship with teachers, generated meaningful formative feedback, and provided evidence of effectiveness by tracking child outcome data in literacy learning, with a strong emphasis on ELLs' longitudinal development. In this project, as in all our evaluations, the team used findings to make concrete recommendations for program improvement.

PROPOSED KEY STAFF: RESPONSIBILITIES AND RELATED QUALIFICATIONS

In Table 2 below, we present an at-a-glance overview of proposed key staff's responsibilities, qualifications, and expertise in areas of relevance to the RFP. It is important to note that, in addition to the proposed key staff, we can draw upon the skills and knowledge of hundreds of other EDC experts—technical assistance specialists, researchers, analysts, evaluators, writers, curriculum developers, professional developers, technology professionals, and more—in our provision of technical assistance and support services to RIDE.

¹Donaldson, S. I., Christie, C. A., & Mark, M. M. (Eds.). (2009). *What counts as credible evidence in applied research and evaluation practice?* Thousand Oaks, CA: Sage Publications.

Table 2. Proposed Key Staff's Responsibilities and Qualifications

Name	Title/Responsibilities	Educational Background
MARIA PAZ-AVERY	Managing Project Director; REL-NEI State Liaison for Rhode Island	<ul style="list-style-type: none"> • PhD, Boston University
Selected Relevant Areas of Expertise: (1) Issues in the education of ELLs; (2) School reform of high-poverty, underperforming schools; (3) Effective formative assessment; (4) Data-driven decision-making; (5) Professional development of teachers and principals (including data use at the school and classroom levels, parental and community involvement, building collective capacity at the school level); (5) District audits and program reviews focusing on equity and excellence; (6) Strategic planning.		
BARBARA BERNS	Managing Project Director, Science and Mathematics Programs	<ul style="list-style-type: none"> • Senior Policy Fellow, Northeastern University, • MA, Urban Affairs, Boston University
Selected Relevant Areas of Expertise: (1) STEM education, programs, and policies; (2) Education reform; (3) Middle grades reform; (4) Mentoring; (5) Development of qualitative designs and methodologies for program evaluation; (6) Implementation of program evaluations in wide range of education and human service areas; (7) Policy analysis and design and preparation of educational policy briefs; (8) Experience in qualitative analysis, interviews, observations and case studies.		
CHRISTINE BLABER	Deputy Director, Center for School and Community Health Programs	<ul style="list-style-type: none"> • MEd, Health Education, Boston University
Selected Relevant Areas of Expertise: (1) Child and adolescent health and mental health issues; (2) Substance abuse; (3) Violence prevention; (4) Evidence-based health and mental health interventions; (5) Strategies to prevent suspension and expulsion; (6) Development of online and print research-based materials related to health and mental health issues; (7) Student health and social services systems; (8) Parent involvement.		
JACQUELINE BOURASSA	Senior Curriculum Design Associate, Language, Literacy, and Early Learning	<ul style="list-style-type: none"> • EdD, Curriculum & Assessment, LaSalle University
Selected Relevant Areas of Expertise: (1) Content-based capacity-building for school improvement; (2) Design/delivery of training and technical assistance to guide instructional and school improvement; (3) Technical assistance to build statewide capacity; (4) Literacy as a vehicle for school improvement; (5) Expertise in language and literacy for research design and instrumentation; (6) Development of student expectations for reading and writing, assessments, and an expanded literacy policy.		
AMY BRODESKY	Project Director, Leadership and Learning Innovation	<ul style="list-style-type: none"> • MEd, Technology in Education, Harvard Graduate School of Education
Selected Relevant Areas of Expertise: (1) Effective mathematics instruction and curriculum; (2) Development of innovative professional development, including programs for mathematics educators working with students with disabilities; (3) Development of interview and observation protocols and surveys; (4) Implementation of program evaluations that focus on determining the effectiveness of innovative forms of teacher professional development; (5) Consultation to inform program development.		
NANCY CLARK-CHIARELLI	Principal Research Scientist, Language, Literacy, and Early Learning	<ul style="list-style-type: none"> • EdD, Harvard Graduate School of Education
Selected Relevant Areas of Expertise: (1) Early science instruction and learning, with an emphasis on inquiry science; (2) P-12 language and literacy development; (3) Development and implementation of randomized controlled trials (RCTs) and other rigorous research designs; (4) Design and implementation of rigorous, mixed-method program evaluations; (5) Quantitative analysis, including hierarchical linear modeling; (6) Professional development; (7) Program evaluation.		
AL CUOCO	Distinguished Scientist, Science and Mathematics Programs	<ul style="list-style-type: none"> • PhD, Mathematics, Brandeis University
Selected Relevant Areas of Expertise: (1) Effective mathematics curriculum and instruction; (2) Alignment with mathematics Common Core State Standards; (3) Students' and teachers' development of mathematical habits of mind; (4) Mathematics education reform; (5) Leadership and oversight of evaluations and research studies of mathematics curriculum, instructional strategies, teacher professional development, leadership development, and partnerships.		
KIMBERLY ELLIOTT	Senior Writer/Development Associate, LTD	<ul style="list-style-type: none"> • BA, English, University of New Hampshire
Selected Relevant Areas of Expertise: (1) Proposal development and report writing; (2) Development, editing, and online revision of Website content; (3) Development and substantive editing of training guides, curricula, articles, policy briefs, white papers, and other materials; (4) Familiarity with the current preK-12 educational policy and reform landscape; (5) Production of online and print professional development materials to promote educator growth; (6) Instructional coaching and mentoring.		

Name	Title/Responsibilities	Educational Background
PAUL GOLDENBERG	Distinguished Scholar, Science and Mathematics Programs	<ul style="list-style-type: none"> EdD, Curriculum and Supervision, Harvard Graduate School of Education
Selected Relevant Areas of Expertise: (1) K–12 mathematics curriculum development; (2) Effective mathematics instruction; (3) Cognitive bases of mathematics learning; (4) Innovative approaches to supporting struggling learners; (5) Students' and teachers' development of mathematical habits of mind; (6) Mathematics education reform; (7) Evaluations and studies of mathematics curriculum, instructional strategies, teacher professional development, leadership development, and partnerships.		
THOMAS HAFERD	Project Director, Leadership and Learning Innovation	<ul style="list-style-type: none"> PhD, Education Leadership, Columbia University Teachers College (Expected 2011)
Selected Relevant Areas of Expertise: (1) Systems of organizational support for scaling up effective practice; (2) Technical assistance to facilitate and disseminate best practices for leadership development to increase educator effectiveness in schools; (3) Components of effective principal preparation, school leadership, school culture, and educator evaluation systems; (4) District systems of professional development; (5) Strategic planning; (6) School improvement and reform.		
LESLIE HERGERT	Managing Project Director, Pathways to College and Careers	<ul style="list-style-type: none"> EdD, Administration, Planning and Public Policy, Harvard Graduate School of Education
Selected Relevant Areas of Expertise: (1) State agencies' systems of support for low-performing schools; (2) Identification and implementation of strategies that make research available to and usable by practitioners; (3) Factors and conditions that support school improvement; (4) Informal and project-based education; (5) Development of qualitative research designs and case studies focused on urban and low-performing schools; (6) Meeting needs of diverse learners; (7) Family/community engagement.		
JULIE HIRSCHLER	Senior Research Scientist, Language, Literacy, and Early Learning	<ul style="list-style-type: none"> EdD, Human Development/Psychology, Harvard Graduate School of Education
Selected Relevant Areas of Expertise: (1) Research-based PD for teachers in language, literacy, English language learning, and curriculum-based assessment; (2) Support to state departments of education in district capacity building for low-performing schools; (3) Creation of performance assessments of teachers PreK through early adolescence; (4) Program evaluations, case studies, and research syntheses; (5) School success of English language learners; (6) Formative assessment.		
CYNTHIA HOISINGTON	Sr. Curriculum/Instructional Design Assoc., Language, Literacy, and Early Learning	<ul style="list-style-type: none"> MEd, Early Childhood, Bridgewater State University
Selected Relevant Areas of Expertise: (1) Early science instruction and learning; (2) Programs that involve professional development, curriculum, and content-focused coaching; (3) Development of research tools for teacher/classroom science teaching effectiveness; (4) Tools embedded in practice to support planning/formative assessment of science learning; (5) Instructional coaching in inquiry-based science teaching, language, and literacy practice. (6) Early learning standards.		
CRAIG HOYLE	Senior Research Associate, Research, Evaluation, and Policy	<ul style="list-style-type: none"> PhD, Educational Research, Measurement, and Evaluation, Boston College
Selected Relevant Areas of Expertise: (1) School effectiveness; (2) Factors in students' performance on standardized tests; (3) Collaborative work with state departments of education to set research agendas and acquire data from state systems; (4) Assessment construction using appropriate psychometric techniques; (5) Consultation and secondary data analysis with an emphasis on quantitative methods; (6) Development of research designs and methodologies to measure project impact.		
CHARLES HUTCHISON	Senior Research Scientist, Science and Mathematics Programs	<ul style="list-style-type: none"> EdM, Harvard University
Selected Relevant Areas of Expertise: (1) Strategies to spark students' interest in science through exploration and hands-on activities; (2) STEM programs; (3) Inquiry science, science competencies, and science process skills; (4) Fostering informal science learning in effective afterschool and out-of-school time programs; (5) Professional development of teachers and out-of-school time program staff; (6) Curriculum development and Web-based curriculum development.		
JOSEPHINE LOUIE	Senior Research Associate, Science and Mathematics Programs	<ul style="list-style-type: none"> EdD, Planning and Social Policy, Harvard Graduate School of Education
Selected Relevant Areas of Expertise: (1) Effective instruction for special student populations and racial- and ethnic-minority youth; (2) Adolescent learning; (3) Student assessment; (4) Online digital educational curricula for teachers and students; (5) Elementary school mathematics instruction; (6) Educational policy and practice research; (7) Design and implementation of mixed-methods studies; (8) Instrument design and data analysis; (9) School reform and improvement.		

Name	Title/Responsibilities	Educational Background
CAROLINE PARKER	Senior Research Scientist, Pathways to College and Careers	<ul style="list-style-type: none"> • EdD, Administration, Planning, and Public Policy, Harvard Graduate School of Education
Selected Relevant Areas of Expertise: (1) Data analysis with district-level administrative staff in evaluations of services for students with disabilities and ELLs; (2) Access and equity for underrepresented youth; (3) Use of technology to promote teacher professional development and changes in practice; (4) Alternative approaches to assessment; (5) Use of cognitive interviews with students with disabilities around assessment design; (6) Quantitative and qualitative research; (7) Secondary data analysis.		
KIRSTEN PETERSON	Project Director, EdTech Leaders Online program	<ul style="list-style-type: none"> • EdM, Technology in Education, Harvard Graduate School of Education
Selected Relevant Areas of Expertise: (1) Virtual professional development—including online and blended learning projects—focused on K–12 content and pedagogy; (2) Development of online learning communities for teachers and leaders; (3) Training in online curriculum development aligned to state curriculum frameworks and educational standards, such as the CCSS; (4) Professional development and support for online facilitators; (5) Development of Web-based health education materials.		
SARITA PILLAI	Senior Project Director, Pathways to College and Careers	<ul style="list-style-type: none"> • MBA, Bentley University
Selected Relevant Areas of Expertise: (1) STEM education, programs, and promotion of STEM careers for students from underrepresented groups; (2) Math and science virtual learning experiences; (3) Youth-centered educational technology design methodology; (4) Design and development of innovative and effective digital libraries; (5) Out-of-school time learning. (6) Use of technology to promote learning.		
CLAUDIA RINALDI	Training and Technical Assistance Assoc., Leadership and Learning Innovation	<ul style="list-style-type: none"> • PhD, University of Miami
Selected Relevant Areas of Expertise: (1) Visual models to represent school data and progress over time; (2) District and school organizational structures such as Response to Intervention (RTI), Multi-Tiered System of Support (MTSS), and Positive Behavior Interventions and Supports (PBIS); (3) Professional development and technical assistance in the development of tier 1, tier 2, and tier 3 academic and social emotional and behavioral interventions; (4) Evaluation of special education referral for ELLs.		
JULIE RIORDAN	Senior Research Associate, Research, Evaluation, and Policy; REL-NEI State Researcher for Rhode Island	<ul style="list-style-type: none"> • PhD, Education Policy, University of Pennsylvania
Selected Relevant Areas of Expertise: (1) Technical assistance to states, districts, and schools in the development of data-driven systems at the district level; (2) Teacher effectiveness and preparation; (3) Program evaluation; (4) Policy analysis; (5) Mathematics education; (6) Quantitative and qualitative research; (7) Educational standards, including the CCSS; (8) School reform and improvement; (9) Public information and dissemination.		
ANNE SHURE	Project Director, FordPAS, Pathways to College and Careers	<ul style="list-style-type: none"> • MA, Special Education and Technology, San Francisco State University
Selected Relevant Areas of Expertise: (1) K–12 Curriculum development; (2) Professional development, including coaching; (3) Special education and meeting the needs of students with disabilities; (4) Inquiry-based learning experiences that integrate career-relevant and academically rigorous content; (5) Development of performance-based assessments. (6) Evaluation of school improvement initiatives. (7) Effective use of technology in the classroom. (8) Educational standards, including the CCSS.		
SUSAN WASHBURN	Project Director, Language, Literacy, and Early Learning; Director of the Rhode Island Head Start Training and Technical Assistance Project	<ul style="list-style-type: none"> • BS, Child Development and Family Relations, University of Rhode Island
Selected Relevant Areas of Expertise: (1) Design and delivery of content-based, credit-bearing courses for early childhood educators; (2) Curriculum development; (3) Language and literacy development of young children; (4) Early childhood education program improvement; (5) Early learning standards; (6) Instructional coaching and mentor-coaching models; (7) Effective training and supervision for coaches; (8) Support for dual language learners; (9) Professional growth of supervisors and program leaders.		

ADDITIONAL SUPPORTING DOCUMENTATION

In the pages that follow, in lieu of resumes, we present detailed biographical sketches of the highly qualified team of proposed key staff that can provide technical assistance and support to RIDE. Many staff have experience working with RIDE—and/or Rhode Island districts and schools—to improve the learning outcomes of students. All bring broad and deep expertise in the areas outlined in the RFP's Scope of Work and Recommended Qualifications/Areas of Expertise sections. (**Note:** More information about proposed key staff's qualifications is available upon request.)

DR. MARIA-PAZ AVERY (Managing Project Director) serves as the Regional Educational Laboratory-Northeast and Islands (REI-NEI) State Liaison for Rhode Island. She has a special focus on providing technical assistance on the critical application of research findings to policy and practice considerations and is responsible for outreach and dissemination of research to RIDE, professional associations, and educators, including presentations at conferences and webinars. She has organized research briefings for RIDE staff on key topics (e.g., data-driven decision-making) relevant to their objectives. As Project Director for the New England Comprehensive Center (NECC), she provides consultation to State Departments of Education on policy and practice in the education of English Language Learners, statewide systems of support for districts and schools in need of improvement, and formative assessment. For NECC, she had primary responsibility for the Schoolwide Programs Network designed to assist schools in developing and implementing school improvement plans with the goal of increasing student achievement.

Avery brings an array of diverse experience in consultation and professional development to her work helping school and district leaders promote school improvement. Trained in group dynamics and systems theory, she has worked in schools and social service agencies, focusing primarily on students-at-risk and their families. Currently, she serves as a member of Urban Special Education Leadership Collaborative teams that conduct evaluations of district policy, practice, and programming related to the education of vulnerable student populations and present recommendations to improve the quality of services and programs. She also develops capacity building workshops, tools, and other technical assistance strategies focusing on such topics as using data to make district- and school-based decisions, using classroom-based data to make instructional decisions, strategic planning, and creating collaborative school cultures. She has assisted in the development of online courses on gender issues in math and science education, classroom assessment, and understanding student performance gaps through root cause analysis. She received a PhD in sociology from Boston University and an MA in Psychology from Smith College.

BARBARA BERNS (Managing Project Director) has firsthand knowledge of Rhode Island's significant, longstanding investment in school improvement; early in her career, she worked closely with Rhode Island school districts and RIDE as a staff member of the Urban Field Center of the University of Rhode Island. For the past 15 years, she has been a Managing Project Director at EDC, where she focuses on improving science education with an emphasis on capacity building, curriculum implementation, partnerships to promote improvement, state policy, and systemic change. On a consultant basis, she provides technical assistance on these topics to education leaders and administrators nationwide. At EDC, she serves as the Principal Investigator (PI) of CADRE, the Community for Advancing Discovery Research in Education, a five-year National Science Foundation (NSF) supported resource network serving more than 300 STEM researchers and developers from NSF's DR K-12 program. She leads the development and nurturing of communities of practice based on PI interest and needs in a range of areas, guides studies, organizes and facilitates advisory annual PI meetings, and oversees information dissemination.

Berns is a member of the science, technology, engineering, and mathematics (STEM) Operations Board of the Massachusetts Governor's STEM Advisory Council, as well as the Steering Committee of the MA STEM Summit. For many years, she directed EDC's Center for Science Education (CSE), focusing on pre-K-12 science education and increasing EDC's research and evaluation portfolio and development of digital instructional materials. She was a project leader of the NSF-funded K-12 Science Curriculum Dissemination Center, the Center for Urban Science Education Reform, Middle-Grades Science Mentoring Program, and Study of Rural Systemic Initiatives. She was a senior policy fellow at the Center for Innovation in Urban Education at Northeastern University. Berns is coeditor of *Making Science Curriculum Matter: Wisdom for the Reform Road Ahead* and coauthor of several STEM policy briefs. Before joining EDC, she held planning, policy, and development positions with state and local educational agencies, universities, private foundations, and nonprofit organizations. Berns received BA and MA degrees from Boston University and attended the University of Michigan.

CHRISTINE BLABER (Deputy Director, Center for School and Community Health Programs) manages projects that focus on enhancing school/community linkages to improve children's health and mental health, mentoring youth at risk for involvement in the juvenile justice system, and developing school health curricula. As Senior Writer for the Substance Abuse and Mental Health Services Administration (SAMHSA) National Center for Mental Health Promotion and Youth Violence Prevention, she has led the development of many research-based print and online resources targeted to build professionals' skills and capacity to promote student's health and mental health. She has also developed and disseminated materials designed to support systems change, foster cross-disciplinary collaboration, and document and disseminate evidence-based interventions. She has written for a wide variety of target audiences including consumers, practitioners, and policymakers.

Blaber is a highly-skilled professional developer and curriculum developer. She designs and implements teacher training and training of trainers events on comprehensive health issues for educators and other school staff. Since 1992, she has served as Project Director of *Teenage Health Teaching Modules*, a comprehensive health curriculum that addresses substance abuse, mental health, and violence prevention. She is the co-author of the 2011 publication *Realizing the Promise of the Whole-School Approach to Children's Mental Health: A Practical Guide for Schools* and provides workshops on such topics as the cultural competence of evidence-based health and mental health interventions in schools, social and emotional learning, and comprehensive health issues. She holds an EdM in health education from Boston University and earned her BA in French literature from Bryn Mawr College.

DR. JACQUELINE BOURASSA (Senior Curriculum Design Associate) has an in-depth understanding of Rhode Island's school improvement needs and goals, as well as experience building the capacity of the state's schools and districts to achieve excellence in education for all students. Most recently, she has been engaged in providing technical assistance to aid RIDE's efforts to develop the *Rhode Island Comprehensive Literacy Plan (Birth through Grade 12)*. In addition, she is EDC's Project Director for the New York Comprehensive Center (NYCC). At NYCC, she oversees a staff of professional development, technical assistance, and research experts whose mission is to develop the capacity of the New York State Education Department (NYSED) and its networks and agencies to assist districts and schools in improving achievement outcomes for all students. She co-leads NYCC's Literacy Leadership Team, which provides research-based training and technical assistance services to meet education leaders' priority needs, further key initiatives of the U.S. Department of Education (ED), and develop states' capacities to help districts and schools improve.

Prior to joining EDC, Bourassa served as the Federal Grants Director and a Literacy Specialist for RIDE. As Grants Director, she collaborated with district leadership teams to build capacity for school reform through professional development and ongoing support and monitored school and district implementation by analyzing student data and conducting school visitations. She provided school-based technical assistance, collected student achievement and evaluation data, and worked to map next steps. As a Literacy Specialist, she led Rhode Island's writing of reading and writing expectations (GLE and GSE) to guide instruction and state (and local) assessment and co-designed and presented implementation and alignment trainings for district and school personnel. She also coordinated the Reading First and Comprehensive School Reform federal grant programs and provided leadership and oversight for several state reform initiatives, including the development of student expectations for reading and writing, state assessments, and an expanded literacy policy. She has taught education courses at the University of Rhode Island, working with both graduate and undergraduate students preparing to become teachers. She received her MEd from Rhode Island College and an EdD from LaSalle University.

AMY BRODESKY (Project Director) has special expertise in innovative professional development, effective mathematics instruction, and developing mathematics education materials for the elementary and middle grades. Currently, as the director for the NSF-funded Building District Capacity to Improve Math Learning for Students with Disabilities project she is leading the design and delivery of professional development that seeks to help math teachers, special educators, and administrators improve math instruction and support for students with disabilities. The project also strives to increase collaboration between math educators and special educators so that they can work together more effectively to meet students' needs. She and her colleagues have provided professional development to school districts nationwide, including Maine, Michigan, North Carolina, North Dakota, West Virginia, Virginia, Colorado, and Texas.

During the past 22 years at EDC, Brodesky designed and led a variety of professional development programs, including courses, workshops, study groups, and institutes for math teachers, special educators, and administrators. She has also worked on several “train-the trainer” projects that serve to scale-up professional development. In her role as Co-PI for the Supporting Staff Developers to Improve Mathematics Education for Students with Disabilities project, she trained district-based facilitators to provide professional development to their teachers on math accessibility. In addition to providing face-to-face professional development, she designed two online professional development courses for PBS Teacherline and facilitated the courses with teachers from across the country. She is a lead author of the NSF-funded *Mathscape* middle school mathematics curriculum and co-author of *Digging into Data with TinkerPlots*, a book of data analysis lessons for the middle grades. And, she has created educational software programs, including the *Exploring Measurement, Time, and Money* series for students in grades K–6 for IBM. She has an MEd in Technology in Education from the Harvard Graduate School of Education and a BA in Psychology and English from Oberlin College.

DR. NANCY CLARK-CHIARELLI (Principal Research Scientist) is an expert on P–12 literacy and early science instruction and learning, with an emphasis on inquiry science. She is the co-author of the *Early Language and Literacy Classroom Observation, K–3 (ELLCO K–3)* (Brookes), a tool that supports direct observation of classrooms and provides a way to assess the quality of language and literacy instruction. With more than 35 years of experience in the field of education—as both a practitioner and researcher—she has extensively studied the impact of programs that involve professional development, curriculum, and content-focused coaching on preprimary teacher instruction and child learning. Most recently, she is working with Dr. Jacqueline Bourassa to provide technical assistance support to aid RIDE’s efforts to develop the Rhode Island Comprehensive Literacy Plan. She is the PI of *Assessing Efficacy of a Comprehensive Intervention in Physical Science on Head Start Teachers and Children*, an “efficacy and replication” study funded by the Institute of Education Sciences. And, she is leading teams implementing and researching a credit-bearing professional development program in New York State as part of an early childhood teacher quality grant.

Clark-Chiarelli was the PI of *Assessing the Potential Impact of a Professional Development Program in Science on Head Start Teachers and Children*, in which she pilot tested and retested a professional development intervention in early childhood science using a randomized controlled trial design. In another recently-completed Institute of Education Sciences (IES) study, she completed longitudinal research on the impact of a literacy intervention in West Virginia. She disseminates her findings widely at the annual conferences of organizations such as the Society for Research in Child Development, the American Educational Research Association, and the National Association for the Education of Young Children, as well as through publications on such topics as preschool-based prevention of reading disability. She received her EdD from the Harvard Graduate School of Education.

DR. AL CUOCO (Distinguished Scientist) has led curriculum development, professional development, and education policy initiatives at EDC. Through the *Mathematical Practices Institute*, he and his colleagues are providing professional development programs on strengthening mathematical knowledge and practice. Offerings are targeted to clients’ needs, such as developing a better understanding of the Common Core State Standards (CCSS) Mathematical Practices and building professional learning communities in schools or districts. He directs *The CME Project*, a four-year high school mathematics program published by Pearson that presents mathematics in progressive and innovative ways, challenging students to develop robust mathematical proficiency, and has been adopted by districts in more than 20 states. In addition, he currently serves as the director of *Linear Algebra and Geometry: Advanced Mathematics for More Students*—a project that is developing materials designed to increase high school students’ participation in rigorous, advanced mathematics courses.

As Co-Director of *Focus on Mathematics*, Cuoco is conducting a six-year long study group with teachers at Lawrence (MA) High School. *Focus on Mathematics* is designed to increase student achievement and teacher quality by providing teachers with solid content-based professional development, students with rigorous courses and curricula, and by establishing a mathematical community in which mathematicians and pre-college educators work together to improve mathematics education in grades 5 through 12. As a member of the Massachusetts Mathematics and Science Advisory Council, he works with fellow Council members to advise the Commonwealth’s Commissioner and State Board of Education by assessing statewide trends and needs, analyzing information regarding

mathematics and science education, and making recommendations regarding education legislation and regulations. Prior to coming to EDC, he taught high school mathematics to a wide range of students in the Woburn Public Schools. He received a PhD in Mathematics from Brandeis University.

KIMBERLY ELLIOTT (Senior Writer), a Rhode Island resident, has written about education reform issues, developed proposals to support education and health initiatives, and contributed to preK–16 curriculum materials and resources for more than 20 years. As Senior Writer/Development Associate at EDC, she creates engaging online and print resources to communicate key messages, share lessons learned with diverse audiences, and advance strategic fundraising and programmatic goals. For seven years, through her business The Word Mechanic, she helped clients such as EDC, The Center for Strengthening the Teaching Profession (CSTP), Discovering Justice, and the National Association for the Education of Young Children (NAEYC) develop resources and products to promote changes in teacher practice and educational systems to enhance student learning.

Elliott has special expertise in writing and editing content for websites and has contributed to online learning environments such as the *Success at the Core* online professional development toolkit developed by EDC and Vulcan Productions and *PowerUp What Works*. For 11 years, she worked at Wheelock College, where she helped advance the professional and leadership development of early childhood educators. The co-author of a new book published by Corwin, *Teacher Leader Stories: The Power of Case Methods*, she has edited books published by Jossey-Bass, Rowman-Littlefield, and Heinemann. She holds a BA in English from the University of New Hampshire.

DR. PAUL GOLDENBERG (Distinguished Scholar) brings an exceptionally strong background in K–12 mathematics, extensive knowledge of the cognitive bases of mathematics learning, and over 40 years of experience in curriculum development at both elementary and secondary levels, teaching, research, and professional development. He has taught from grade 2 through high school mathematics and computer science through graduate school mathematics and psychology for education. He brings particular knowledge and expertise to curriculum development, which has been his major focus at EDC. Over his 24-year history at EDC, he has served as PI on a wide range of projects fostering a love of and enthusiasm for mathematics from early learners through adulthood. Currently, he leads *Transition to Algebra*, a four-year research and development project funded by NSF that will provide resources for ninth grade mathematics students and teachers and support struggling learners. The materials and methods produced for the project will bring English language learners and at-risk students in high poverty high schools quickly and fully up to speed in algebra.

As Co-PI of the NSF-funded CADRE initiative, Goldenberg is providing support services to grantees from the DR-K12 program, which enhances student and teacher learning of the STEM disciplines through the development, implementation, and study of resources, models, and technologies. Earlier at EDC, he developed a K–5 comprehensive mathematics curriculum—now published as *Think Math!*—which supports teachers' professional development as they teach by building their interest in and curiosity about mathematics. He updated the classic *Math Workshop* curriculum, infusing the new version with a significant level of skill-building calculations, while emphasizing understanding. The new curriculum incorporated state framework guidelines from Texas, California, New York, Illinois, Florida, North Carolina, and Massachusetts, as well as the guidelines proposed by the National Council of Teachers of Mathematics. He was also Co-PI for *Impact Mathematics*, a comprehensive 3-year middle school mathematics curriculum published by Glencoe/McGraw-Hill Education. He received an EdD in Curriculum and Supervision and an MEd in Elementary Education from the Harvard Graduate School of Education.

THOMAS HAFERD (Project Director) has special expertise in effective principal preparation, school leadership, school improvement, educator effectiveness and evaluation, district systems of professional development, and scaling up effective practice. As a member of the NYCC educator effectiveness team, he provides policy guidance and research to a broad range of state education stakeholders. As Senior Technical Assistance Associate for the National Center on Scaling Up Effective Schools (a collaborative effort involving EDC and Vanderbilt, Wisconsin, and Florida State Universities), he is providing team facilitation, intervention design, and implementation support for high schools in Florida and Texas as part of a national study. As Deputy Director of the *School Leadership Project*, he contributed to the success of a large-scale initiative of The Wallace Foundation to provide technical assistance to state, district, and university efforts aimed at improving principal development and support. He has developed face-to-face and online

practitioner forums for school leadership development programs for users of *Quality Measures*™, an EDC suite of tools and protocols used for self-assessment and redesign of principal preparation programs.

Prior to joining EDC, Haferd served as the Associate Director of the Teachers College Principals Academy and taught high school math and science for New York City and Boston Public Schools (BPS). In his Superintendent Internship for the BPS, he provided facilitation and consultancy to the central offices. He designed and conducted a study of the district's strategy related to accelerating access to AP courses for high school students to address gaps in student college readiness in the district's high schools that do not have entrance exams. He also served as a member of a grant writing team that was awarded \$2.5 million for improving access and quality of AP programs in 12 high schools. He received a BS in Electrical Engineering from the University of Notre Dame, an MBA from Columbia University, and an EdM from Harvard Graduate School of Education. He is a PhD candidate at Teachers College.

DR. LESLIE HERGERT (Managing Project Director) is an expert in school improvement and professional development. For more than 30 years, she has designed and facilitated learning and reform programs and processes for schools, districts, and state agencies, and community organizations. Under a three-year contract with RIDE, she led a turnaround effort that successfully built the capacity of Providence middle and high schools in corrective action to improve student outcomes. For *Ford PAS*, she leads the design and facilitation of workshops for professional developers and provides coaching and workshops in high schools. As REL-NEI Massachusetts Liaison, she manages outreach to state education staff and professional associations and coauthored the report *How Eight State Education Agencies in the Northeast and Islands Region Identify and Support Low Performing Schools and Districts*. Through the NYCC, she is supporting N.Y. State Education Department staff and local educators to improve low-performing schools.

Before coming to EDC in 1998, Hergert was a senior leader in the Regional Laboratory for Educational Improvement of the Northeast and Islands and taught at Framingham State College, Lesley University, and the University of Massachusetts-Boston. As an independent consultant, she served as a Change Coach to schools in Boston and other small and large districts and provided workshops to districts on teacher evaluation, managing the change process, and using diversity, through Boston's School-Based Management Collaborative, the Harvard Institute on School Leadership, and other contracts. She received an MA in adult learning from Boston University and an EdD in Administration, Planning, and Public Policy from the Harvard Graduate School of Education.

DR. JULIE HIRSCHLER (Senior Research Scientist) carries out research and professional development efforts that focus on teacher practices that make a difference in student learning, especially for children from families in poverty and English language learners. She also provides technical assistance that helps state education agencies make decisions to support these students and families. Currently, she supports New York State Education Department work on innovations in literacy and English language learners, with a focus on technology in support of teaching and learning. She also works with IES and the Office of Elementary and Secondary Education at ED, the Office of Head Start at the U.S. Department of Health and Human Services, and state education agencies in Massachusetts, New York, Connecticut, and West Virginia. She has been a Research Scientist for an IES teacher quality research project, studying the impact of early childhood professional development on teacher practice and children's learning in early language and literacy. And, she is the author of *Promoting Conversations: A Missing Link in the Classroom Language and Literacy Environment* (in press) and several other articles.

Hirschler served on the National Advisory Council for the College of Education at Michigan State University and on the Advisory Committee to the University of Massachusetts at Lowell Demonstration School. Before joining EDC, she taught at Boston College and the University of Massachusetts, and she was Director of the Boston International School, a two-way bilingual school, preK through high school, offering both the US diploma and the International Baccalaureate. She received an MEd in Educational Administration from Michigan State University, an MS in school counseling from California State University, and an EdD in Human Development and Psychology from the Harvard Graduate School of Education, concentrating on language and literacy development.

CYNTHIA HOISINGTON (Senior Curriculum/Instructional Design Associate) brings to her work more than 20 years of experience teaching young children, developing educational materials, and instructing and mentoring early childhood teachers in language, literacy, and science education. At EDC, she focuses on instructing and mentoring

preschool teachers in Teacher Quality Science projects, and she has contributed to the development of inquiry-based science curricula and mentoring protocols as well as to teacher, classroom, and child science assessments. She has directed projects aimed at getting children and adults outdoors exploring together; helping teachers use educational television to facilitate science learning; and supporting low literacy families to scaffold children's language development through everyday science explorations. She has customized science trainings for United Way of Miami-Dade, University of Northern Iowa, National Education Association, National Head Start Association, and the Iowa Department of Education, and collaborated with the Arnold Arboretum of Harvard University.

Hoisington is the science advisor for the Emmy-winning educational television series *Curious George*, for which she received recognition from the National Academy of Television Arts and Sciences. She has also developed online science materials for *Peep and the Big Wide World* and *The Cat in the Hat Knows a Lot about That!* She is the author of *Picturing What's Possible—Portraits of Science Inquiry in Early Childhood Classrooms* and *Using Photographs to Support Children's Science Inquiry*. She is the coauthor of *The Science and Mathematics of Building Structures* and *A Walk in the Woods: A Partnership with an Arboretum Gets Preschoolers Outside and into Science*. Before joining EDC, she taught preschool for ABCD Head Start in Boston, where she gained a deep appreciation for the complex challenges faced by children and families in poverty and the teachers who work with them. She received a BS in biology from the University of Massachusetts and an MEd from Bridgewater State College.

DR. CRAIG HOYLE (Senior Research Associate) has extensive experience in researching school effectiveness and factors in students' performance on standardized tests, as well as in engaging in collaborative work with State Departments of Education to set research agendas and acquire data from state data systems. To his work as a Senior Research Associate at EDC, he brings expertise in the development of rigorous quantitative and qualitative research designs, methodologies to document and measure project impact, methodological expertise in the design and conduct of randomized controlled trials (RCTs), assessment construction using appropriate psychometric techniques, and consultation and secondary data analysis with an emphasis on quantitative methods. Recently, he led a study that examined the relationship of student and school-level characteristics to high school student performance on state tests in reading, writing, mathematics, and science. He coauthored a report based on this work: *How Student and School Characteristics are Associated with Performance on the Maine High School Assessment*. Currently, he is participating in the evaluation of *Possible Worlds*, a five-year R&D effort to develop a series of game-based activities that can aid science and literacy instruction.

In his former work as a statistician and programmer for the Lynch School of Education at Boston College, Hoyle provided research design guidance and statistical expertise to quantitative research efforts ranging from investigations of psychometric properties of items and scales to experimental designs and program evaluations. He has extensive experience working with large data sets, having conducted school effectiveness research using data from TIMSS and, more recently, worked to apply hierarchical linear models to state NAEP data to more accurately track trends over time. He holds a PhD in Educational Research, Measurement, and Evaluation from Boston College.

CHARLES HUTCHISON (Senior Research Associate) is an expert in informal science education, effective science instruction, professional development, and informal science and engineering curriculum development. For three years, he collaborated with the Providence Children's Museum, coaching museum staff to train afterschool staff and administrators to lead *Design-It!* and *Explore-It!* projects with children throughout Rhode Island. He is the coauthor of these two successful EDC afterschool science and engineering curriculum series; each series employs simple materials to create engaging science and engineering challenges for children in afterschool programs. Currently, he leads the National Partnerships for After School Science (NPASS2) initiative funded by NSF's Informal Science Education program. NPASS2 is leading the way in the field of out-of-school science by creating an infrastructure and providing intensive professional development for science in afterschool settings in nine states.

Previously, Hutchison was the PI for NPASS2's predecessor project (NPASS1), which developed the model now used in NPASS2 and applied in the work with the Providence Children's Museum. An experienced professional development trainer, Hutchison regularly presents inquiry science workshops and seminars to formal and informal educators. Before joining EDC, he was an elementary and middle school teacher with more than 25 years of experience teaching and developing informal science and engineering curriculum for school aged children. He has also studied and developed Web-based curricula that allow widely dispersed middle and high school students to

collaborate and share data about hands-on science projects. He received an EdM from Harvard University.

DR. JOSEPHINE LOUIE (Senior Research Associate) has more than 15 years of experience conducting research in education and social science. She oversees formative and summative research on the ninth-grade, NSF-funded *Transitions-to-Algebra* curriculum. She is also helping lead research on an NSF-funded study examining the implementation of *CME Project Algebra I* to identify how it may influence teachers' approaches toward math instruction. As a REL-NEI senior researcher, she has published on classroom formative assessment, national and state student assessment outcomes, and education practices for high-needs student populations. She has directed a formative evaluation of educational digital media materials and professional development produced by the WGBH Foundation and conducted a summative evaluation of online professional development courses in math and science administered in Scranton, Penn. She is lead author or coauthor of four IES studies.

Before joining EDC, Louie was a researcher for the Harvard River City Project, a multiyear study of a middle school curriculum delivered through a Multiuser Virtual Environment Experiential Simulator (MUVEES). She was a Research Associate and Outreach Coordinator for the Metro Boston Equity Initiative at the Civil Rights Project at Harvard University, Senior Data Analyst for the Harvard Immigration Project, and Research Analyst at Harvard's Joint Center for Housing Studies. She also worked as a researcher/writer for the documentary film company Northern Light Productions and as an urban planner for Wallace, Floyd Associates in Boston. She received an MCP in city planning from Massachusetts Institute of Technology and an EdD from the Harvard Graduate School of Education.

DR. CAROLINE PARKER (Senior Research Scientist) has conducted two studies of Rhode Island English language learners through the REL-NEI: *New Measures of English Language Proficiency and Their Relationship to Performance on Large-Scale Content Assessments* (2009) and *Characteristics and English Proficiency Levels of English Language Learners in Rhode Island* (ongoing). A Senior Researcher and PI, she has more than a decade of research experience in various areas of educational equity, with a focus on barriers to achievement for all students—particularly English language learners and students with disabilities. She applies this expertise in her participation in district evaluations for the Urban Special Education Leadership Collaborative. The evaluations assess the needs of and services for specific student populations (students with disabilities, English language learners) with a focus on analysis and interpretation of district data.

As the PI of the *Project RISE Pilot Study*, Parker is leading the development of methodological tools for longitudinal study of the effects of informal science education programs on youth participation in high school STEM classes. In *Linking Professional Development to Teaching Practices*, she is studying the role of NSF-funded teacher professional development programs on the use of innovative applications of technology in the classroom. As Senior Research Scientist for the *Adapting Reading Test Items* initiative, she conducts cognitive interviews with students with disabilities at the high school level to identify cognitive barriers in large-scale reading assessments. Before joining EDC, she worked in Nicaragua as the director of the International Baccalaureate Program at Notre Dame Academy, and she has been a journalist and translator. She received an MEd from Framingham State College, and EdM and EdD degrees from the Harvard Graduate School of Education.

KIRSTEN PETERSON (Project Director) helps educational organizations build and sustain high-quality online learning programs. An experienced online course designer and facilitator, she is a senior member of EDC's ETLO program, where she focuses on K–12 virtual school professional development and manages online and blended learning projects. As Co-Chair of the Regional K–12 Virtual Education Initiative for the NECC, she advises SEA leaders in Rhode Island and the other New England states on issues of program and policy around virtual education. Last April, she co-led a Regional P–12 Virtual Education Summit for SEA leaders in Boston, in which Rhode Island representatives participated. As a result of the event, SEA leaders from RI and MA requested that NECC create an online course for School Board members to enable them to experience online learning firsthand and learn some of the latest research and program success from around the country. She is now completing this course; it will run in January, 2012 with first priority registration going to RI and MA policymakers.

Peterson is also leading the design and facilitation of training for the International Baccalaureate's (IB) online students and teachers. She supports The Education Cooperative's Online Academy in the planning and implementing of more than 30 online courses for high school students, training teachers and school leaders from

Virtual Virginia, Los Angeles Virtual Academy, Louisiana Virtual School, and others. For Planned Parenthood League of Massachusetts, she is developing online training programs for middle and high school sexuality education instructors and creating blended learning materials for an international heroin addiction facilitator training program. A published author on the topic of online professional development, she serves on the International Association for K–12 Online Learning (iNACOL) Advocacy and Issues Committee. Before joining EDC, she taught high school English and journalism in Bozeman, Montana. She received a BA in English literature from Montana State University and an EdM in technology in education from the Harvard Graduate School of Education.

SARITA PILLAI (Senior Project Director) focuses on efforts to get youth excited about STEM. She creates powerful technology-based educational resources that engage underrepresented youth in science and inspire them to pursue STEM careers by placing them at the center of design and development efforts. Currently, she is the Co-PI for the ITEST Learning Resource Center (LRC) at EDC. The ITEST LRC supports over 160 projects around the country focused on building the science, technology, engineering, and mathematics skills and knowledge of school-age children and teachers through intensive hands-on science experiences. With colleagues, she developed a six-phase educational technology design methodology with youth as technology and program co-designers. She has worked with middle schoolers to develop a series of math and science virtual learning experiences as part of the *Middle School Portal* project. She also led a project, *Girls Communicating Career Connections*, in which adolescent girls acted as the primary content producers in developing Web-based videos on science and engineering careers.

As the Director of two NSF-funded digital libraries—the youth-developed FunWorks science career exploration digital library and the Gender and Science Digital Library—Pillai has helped shape technology and content strategy for NSF's National Science Digital Library system. She collaborates with the National Middle School Association, Ohio State University, University Corporation for Atmospheric Research (UCAR), The National STEM Digital Library, Pennsylvania State University, Lawrence Hall of Science, and the Exploratorium. She is coauthor of a book on gender and equity in education, *More Than Title IX: How Equity in Education Has Shaped the Nation* (2009). Before joining EDC, she held various positions in software development, marketing, and business development. She received a BS in computer science from Northeastern University and an MBA from Bentley University.

DR. CLAUDIA RINALDI (Training and Technical Assistance Associate) provides training and technical assistance for EDC's Urban Special Education Leadership Collaborative—a national network of more than 100 urban school districts committed to improving the educational outcomes for students with disabilities and other diverse learners. She specializes in conducting school-based research and supporting school districts in the implementation of multi-tiered systems of instructional and behavioral supports, including Response to Intervention (RTI) Models. She is working with colleagues to provide Multi-Tiered Systems of Support (MTSS) technical support to school implementation teams in 60 schools in the Boston Public Schools system, including 12 turnaround schools. Based on this work, she coauthored *Academic Achievement Framework: An Implementation Guidebook for Boston Public Schools, Technical Guide*.

Rinaldi has been a teacher, researcher, and professor of special education. Her research interests include: bilingual special education students; the pre-referral intervention process; the special education referral process; and reading and literacy of bilingual students. A national expert on learning disabilities of English language learners, she has presented on this topic since 2000 at various conferences including the American Psychological Association (APA), the Council for Exceptional Children (CEC), the National Association of School Psychologists (NASP), and the Teachers for Speakers of Other Languages (TESOL), among others. She also serves as a member of the National Center on Response to Intervention Technical Review Committee (TRC) on Tiered Instruction for the Office of Special Education Programs (OSEP). She received a PhD and an MS Ed from the University of Miami.

DR. JULIE RIORDAN (Senior Research Associate) is the REL-NEI's State Researcher for Rhode Island. In this capacity, she meets with RI state education agency (SEA) and local education agency (LEA) leaders to assess needs and conducts research based on the needs assessment. To facilitate stakeholders' use of research in their school reform efforts, she disseminates findings through meetings, presentations, electronic resources, and forums. Currently, she is conducting three research and evaluation projects in Rhode Island, two for RIDE and one for a rural district. She is also providing technical assistance to two superintendent groups in Rhode Island. As part of these

efforts, she is assisting with the design of an evaluation of a new grading policy—providing a summary of the available literature and research on grading policies and facilitating a discussion among superintendents. To all of her work, she brings a deep knowledge of education policy, research methods, and program evaluation.

Riordan brings more than a decade of experience in conducting research on teacher effectiveness, teacher preparation, high school reform, and parent involvement. Her current research examines the effect of policy on schools, particularly policy that relates to the preparation of teachers and the equitable distribution of effective teachers in schools. As an independent evaluator, she is working with the Associate Director of Princeton University's Program in Teacher Preparation to evaluate the efficacy of the program. Earlier in her career, she was a research associate at the Consortium for Policy Research in Education (CPRE) at the University of Pennsylvania where she worked on an analysis of state policy environments related to educator effectiveness with a special focus on the capacity of states to collect and connect student and teacher level data. She received a PhD in Education Policy from the University of Pennsylvania and an MA in Higher Education from Boston University.

ANNE SHURE (Project Director) has worked as a K–12 curriculum developer and researcher at EDC since 1991. She specializes in the development of curricula that promote college and career readiness; the use of technology in the classroom; authentic, project-based learning; and professional development. As the Project Director for *Ford PAS*, she leads the design and delivery of a curriculum used by educators in 27 states to prepare young adults to graduate from high school equipped for success in post-secondary education and their future careers. She was involved in the development of all 20 *Ford PAS* modules and updates all curriculum materials. Each module challenges students to integrate academic learning with realistic applications in areas such as design and product development, information systems, environmental sustainability, global economics, business planning, marketing, and personal finance.

Shure has extensive experience conducting evaluations of school improvement initiatives. She served as an external evaluator of MetroLINC (1999–2003), a three-year partnership between the Boston and Watertown, MA public schools that was designed to improve student performance through the integration of technology to support statewide and district-wide curriculum standards. She also evaluated the Boston-Harvard Leadership Development Initiative (LDI), a partnership between the BPS and the Harvard Graduate School of Education (HGSE) to build the leadership capacity of BPS educators to enhance overall academic achievement for students. Prior to joining EDC, she worked as a classroom teacher, special education teacher, and mentor teacher in Antioch, California. She is the co-author of *Pathways to Planning: Improving Student Achievement in Inclusive Classrooms*, which appeared in the Fall 1999 issue of *Teaching Exceptional Children*. She holds a BA in Child Study from Tufts University and an MA in special education and technology from San Francisco State University.

SUSAN WASHBURN (Project Director), a Rhode Island resident, designs and delivers researched-based professional development and resources that raise the bar for early childhood teachers and positively impact child outcomes, particularly for young children at-risk for educational failure. She is the lead curriculum developer and an instructor for EDC's *Excellence in Teaching* (EIT) courses for early childhood teachers and supervisors. A member of the Rhode Island Early Learning Council's Professional Development Workgroup, she has participated in designing a statewide system to ensure high-quality learning experiences are accessible to the state's early childhood workforce. As Director of the Rhode Island Training and Technical Assistance Project, she leads a team in building the capacity of Head Start, child care, preK programs, and stakeholder groups in areas integral to high-quality services (e.g., supervision, child assessment, early literacy, supporting dual language learners). She also oversees the Maine Training and Technical Assistance Project and is EDC's liaison to the Office of Head Start for these projects.

Washburn led three projects for the ED Early Reading First (ERF) program, implementing comprehensive systems change to improve the early learning and literacy practices of public schools, Head Start programs, and child care centers. Based on ERF experiences, she coauthored the *Young Children* article, *Instructional Coaching: Helping Preschool Teachers Reach Their Full Potential*, a synthesis of effective coaching strategies. Earlier in her career at EDC, she served on the development team of the Head Start mentor-coach training curricula *Steps to Success*, as well as the management training curriculum *Moving Ahead*. Prior to joining EDC, she was a teacher, supervisor, and education manager in Head Start programs and a consultant for the Region I Administration for Children and Families. She received her BS in Child Development and Family Relations from the University of Rhode Island.

**BUDGET DETAIL SHEET
FISCAL YEAR 2013**

SALARY AND FRINGE BENEFIT DETAIL

NAME	POSITION TITLE	HOURLY RATE (INCLUDE FRINGE BENEFITS) \$
Avery, Maria-Paz	Managing Project Director II	\$ 183.64
Berns, Barbara	Managing Project Director I	\$ 178.97
Blaber, Christine	Deputy Director	\$ 178.97
Bourassa, Jacqueline	Senior Curriculum Design Associate II	\$ 124.50
Brodesky, Amy	Project Director II	\$ 124.50
Clark-Chiarelli, Nancy	Principal Research Scientist	\$ 178.97
Cuoco, Al	Distinguished Scientist	\$ 201.12
Elliott, Kimberly	Senior Writer/Development Associate	\$ 87.28
Goldenberg, Paul	Distinguished Scholar	\$ 183.64
Haferd, Thomas	Project Director III	\$ 149.67
Hergert, Leslie	Managing Project Director I	\$ 178.97
Hirschler, Julie	Research Scientist II	\$ 149.67
Hoisington, Cynthia	Senior Curriculum & Instructional Design Associate I	\$ 104.79
Hoyle, Craig	Senior Research Associate I	\$ 124.50
Hutchinson, Charles	Senior Research Scientist I	\$ 124.50
Louie, Josephine	Senior Research Associate I	\$ 124.50
Parker, Caroline	Senior Research Scientist I	\$ 124.50
Peterson, Kirsten	Project Director II	\$ 124.50
Pillai, Sarita	Senior Project Director I	\$ 149.67
Rinaldi, Claudia	Training & Technical Associate	\$ 124.50
Riordan, Julie	Senior Research Associate I	\$ 124.50
Shure, Anne	Project Director II	\$ 124.50
Washburn, Susan	Project Director I	\$ 104.79
TBD- Senior Expert	Senior Expert	\$ 183.64
TBD- Training Specialist	Training Specialist	\$ 124.50
TBD- Curriculum & Instructional Design Associate	Senior Curriculum & Instructional Design Associate II	\$ 124.50
TBD- Research Associate	Senior Research Associate I	\$ 124.50
TBD- Research Assistant	Research Assistant	\$ 104.79
TBD- Admin. Assistant	Administrative Assistant	\$ 75.60

EXPLANATION OF OTHER EXPENSES (ie. Travel, indirect cost %)

EXPENSE CATEGORY	DESCRIPTION	COST
Travel	Round Trip to RIDE: 98 miles @ 55.5 cents/mile	\$ 54.39
Indirect Cost	33.5% of Non-Labor Direct Costs	\$ 18.22

**BUDGET DETAIL SHEET
FISCAL YEAR 2014**

SALARY AND FRINGE BENEFIT DETAIL

NAME	POSITION TITLE	HOURLY RATE (INCLUDE FRINGE BENEFITS) \$
Avery, Maria-Paz	Managing Project Director II	\$ 190.43
Berns, Barbara	Managing Project Director I	\$ 185.59
Blaber, Christine	Deputy Director	\$ 185.59
Bourassa, Jacqueline	Senior Curriculum Design Associate II	\$ 129.10
Brodesky, Amy	Project Director II	\$ 129.10
Clark-Chiarelli, Nancy	Principal Research Scientist	\$ 185.59
Cuoco, Al	Distinguished Scientist	\$ 208.56
Elliott, Kimberly	Senior Writer/Development Associate	\$ 90.51
Goldenberg, Paul	Distinguished Scholar	\$ 190.43
Haferd, Thomas	Project Director III	\$ 155.21
Hergert, Leslie	Managing Project Director I	\$ 185.59
Hirschler, Julie	Research Scientist II	\$ 155.21
Hoisington, Cynthia	Senior Curriculum & Instructional Design Associate I	\$ 108.67
Hoyle, Craig	Senior Research Associate I	\$ 129.10
Hutchinson, Charles	Senior Research Scientist I	\$ 129.10
Louie, Josephine	Senior Research Associate I	\$ 129.10
Parker, Caroline	Senior Research Scientist I	\$ 129.10
Peterson, Kirsten	Project Director II	\$ 129.10
Pillai, Sarita	Senior Project Director I	\$ 155.21
Rinaldi, Claudia	Training & Technical Associate	\$ 129.10
Riordan, Julie	Senior Research Associate I	\$ 129.10
Shure, Anne	Project Director II	\$ 129.10
Washburn, Susan	Project Director I	\$ 108.67
TBD- Senior Expert	Senior Expert	\$ 190.43
TBD- Training Specialist	Training Specialist	\$ 129.10
TBD- Curriculum & Instructional Design Associate	Senior Curriculum & Instructional Design Associate II	\$ 129.10
TBD- Research Associate	Senior Research Associate I	\$ 129.10
TBD- Research Assistant	Research Assistant	\$ 108.67
TBD- Admin. Assistant	Administrative Assistant	\$ 78.40

EXPLANATION OF OTHER EXPENSES (ie. Travel, indirect cost %)

EXPENSE CATEGORY	DESCRIPTION	COST
Travel	Round Trip to RIDE: 98 miles @ 55.5 cents/mile	\$ 54.39
Indirect Cost	33.5% of Non-Labor Direct Costs	\$ 18.22

**BUDGET DETAIL SHEET
FISCAL YEAR 2015**

SALARY AND FRINGE BENEFIT DETAIL

NAME	POSITION TITLE	HOURLY RATE (INCLUDE FRINGE BENEFITS) \$
Avery, Maria-Paz	Managing Project Director II	\$ 197.48
Berns, Barbara	Managing Project Director I	\$ 192.45
Blaber, Christine	Deputy Director	\$ 192.45
Bourassa, Jacqueline	Senior Curriculum Design Associate II	\$ 133.88
Brodesky, Amy	Project Director II	\$ 133.88
Clark-Chiarelli, Nancy	Principal Research Scientist	\$ 192.45
Cuoco, Al	Distinguished Scientist	\$ 216.27
Elliott, Kimberly	Senior Writer/Development Associate	\$ 93.86
Goldenberg, Paul	Distinguished Scholar	\$ 197.48
Haferd, Thomas	Project Director III	\$ 160.95
Hergert, Leslie	Managing Project Director I	\$ 192.45
Hirschler, Julie	Research Scientist II	\$ 160.95
Hoisington, Cynthia	Senior Curriculum & Instructional Design Associate I	\$ 112.69
Hoyle, Craig	Senior Research Associate I	\$ 133.88
Hutchinson, Charles	Senior Research Scientist I	\$ 133.88
Louie, Josephine	Senior Research Associate I	\$ 133.88
Parker, Caroline	Senior Research Scientist I	\$ 133.88
Peterson, Kirsten	Project Director II	\$ 133.88
Pillai, Sarita	Senior Project Director I	\$ 160.95
Rinaldi, Claudia	Training & Technical Associate	\$ 133.88
Riordan, Julie	Senior Research Associate I	\$ 133.88
Shure, Anne	Project Director II	\$ 133.88
Washburn, Susan	Project Director I	\$ 112.69
TBD- Senior Expert	Senior Expert	\$ 197.48
TBD- Training Specialist	Training Specialist	\$ 133.88
TBD- Curriculum & Instructional Design Associate	Senior Curriculum & Instructional Design Associate II	\$ 133.88
TBD- Research Associate	Senior Research Associate I	\$ 133.88
TBD- Research Assistant	Research Assistant	\$ 112.69
TBD- Admin. Assistant	Administrative Assistant	\$ 81.30

EXPLANATION OF OTHER EXPENSES (ie. Travel, indirect cost %)

EXPENSE CATEGORY	DESCRIPTION	COST
Travel	Round Trip to RIDE: 98 miles @ 55.5 cents/mile	\$ 54.39
Indirect Cost	33.5% of Non-Labor Direct Costs	\$ 18.22

**BUDGET DETAIL SHEET
FISCAL YEAR 2016 (OPTIONAL EXTENSION YEAR)**

SALARY AND FRINGE BENEFIT DETAIL

NAME	POSITION TITLE	HOURLY RATE (INCLUDE FRINGE BENEFITS) \$
Avery, Maria-Paz	Managing Project Director II	\$ 204.79
Berns, Barbara	Managing Project Director I	\$ 199.57
Blaber, Christine	Deputy Director	\$ 199.57
Bourassa, Jacqueline	Senior Curriculum Design Associate II	\$ 138.83
Brodesky, Amy	Project Director II	\$ 138.83
Clark-Chiarelli, Nancy	Principal Research Scientist	\$ 199.57
Cuoco, Al	Distinguished Scientist	\$ 224.28
Elliott, Kimberly	Senior Writer/Development Associate	\$ 97.33
Goldenberg, Paul	Distinguished Scholar	\$ 204.79
Haferd, Thomas	Project Director III	\$ 166.91
Hergert, Leslie	Managing Project Director I	\$ 199.57
Hirschler, Julie	Research Scientist II	\$ 166.91
Hoisington, Cynthia	Senior Curriculum & Instructional Design Associate I	\$ 116.86
Hoyle, Craig	Senior Research Associate I	\$ 138.83
Hutchinson, Charles	Senior Research Scientist I	\$ 138.83
Louie, Josephine	Senior Research Associate I	\$ 138.83
Parker, Caroline	Senior Research Scientist I	\$ 138.83
Peterson, Kirsten	Project Director II	\$ 138.83
Pillai, Sarita	Senior Project Director I	\$ 166.91
Rinaldi, Claudia	Training & Technical Associate	\$ 138.83
Riordan, Julie	Senior Research Associate I	\$ 138.83
Shure, Anne	Project Director II	\$ 138.83
Washburn, Susan	Project Director I	\$ 116.86
TBD- Senior Expert	Senior Expert	\$ 204.79
TBD- Training Specialist	Training Specialist	\$ 138.83
TBD- Curriculum & Instructional Design Associate	Senior Curriculum & Instructional Design Associate II	\$ 138.83
TBD- Research Associate	Senior Research Associate I	\$ 138.83
TBD- Research Assistant	Research Assistant	\$ 116.86
TBD- Admin. Assistant	Administrative Assistant	\$ 84.31

EXPLANATION OF OTHER EXPENSES (ie. Travel, indirect cost %)

EXPENSE CATEGORY	DESCRIPTION	COST
Travel	Round Trip to RIDE: 98 miles @ 55.5 cents/mile	\$ 54.39
Indirect Cost	33.5% of Non-Labor Direct Costs	\$ 18.22

CONTRACT TERMS AND CONDITIONS

BLANKET PO # 3285253

PAAWD

THIS IS A NOTICE OF AWARD, NOT AN ORDER. Any quantity reference in the agreement or in the bid preceding it are estimates only and do not represent a commitment on the part of the state to any level of billing activity, other than for quantities or volumes specifically released during the term. No action is to be taken except as specifically authorized, as described herein under AUTHORIZATION AND RELEASE. ENTIRE AGREEMENT - This NOTICE OF AWARD, with all attachments, and any release(s) against it shall be subject to: (1) the specifications, terms and conditions set forth in the Request/Bid Number cited herein, (2) the General Terms and Conditions of Contracts for the State of Rhode Island and (3) all provisions of, and the Rules and Regulations promulgated pursuant to, Title 37, Chapter 2 of the General Laws of the State of Rhode Island. This NOTICE shall constitute the entire agreement between the State of Rhode Island and the Vendor. No assignment of rights or responsibility will be permitted except with the express written permission of the State Purchasing Agent or his designee. CANCELLATION, TERMINATION and EXTENSION - This Price Agreement shall automatically terminate as of the date(s) described under CONTRACT PERIOD unless this Price Agreement is altered by formal amendment by the State Purchasing Agent or his designee upon mutual agreement between the State and the Vendor.

RELEASE

In no event shall the Vendor deliver goods or provide service until such time as a duly authorized release document is certified by the ordering Agency. A Direct Purchase Order (DPO) shall be created by the agency listing the items ordered, using the pricing and format set forth in the Master Blanket. All pricing shall be as described in the Master Blanket and is considered to be fixed and firm for the term of the Agreement, unless specifically noted to the contrary herein. All prices include prepaid freight. Freight, taxes, surcharges, or other additional charges will not be honored unless reflected in Master Blanket.

CAMPAIGN INCLUDING ARRA SUPPLEMENTAL TERMS & CONDITIONS

EVERY PERSON OR BUSINESS ENTITY PROVIDING GOODS OR SERVICES AT A COST OF \$5000 CUMULATED VALUE IS REQUIRED TO FILE AN AFFIDAVIT REGARDING POLITICAL CAMPAIGN CONTRIBUTIONS WITH THE RI STATE BOARD OF ELECTIONS EVEN IF NO REPORTABLE CAMPAIGN CONTRIBUTIONS HAVE BEEN MADE. (RI GENERAL LAW 17-27) FORMS OBTAINED AT BOARD OF ELECTIONS, CAMPAIGN FINANCE DIVISION, 50 BRANCH AVENUE PROVIDENCE 02904 (401-222-2056).

ARRA SUPPLEMENTAL TERMS AND CONDITIONS

For contracts and sub-awards funded in whole or in part by the American Recovery and Reinvestment Act of 2009. Pub.L.No. 111-5 and any amendments thereto, such contracts

and sub-awards shall be subject to the Supplemental Terms and Conditions For Contracts and Sub-awards Funded in Whole or in Part by the American Recovery and Reinvestment Act of 2009. Pub.L.No. 111-5 and any amendments thereto located on the Division of Purchases website at www.purchasing.ri.gov."

TERMS

SCOPE AND LIMITATIONS - This Agreement covers requirements as described herein, ordered by State agencies during the Agreement Period. No additional or alternative requirements are covered, unless added to the Agreement by formal amendment by the State Purchasing Agent or his designee.

Under State Purchasing Law, 37-2-54, no purchase or contract shall be binding on the state or any agency thereof unless approved by the department [of administration] or made under general regulations which the chief purchasing officer may prescribe. Under State Purchasing Regulation 8.2.1.1.2, any alleged oral agreement or arrangements made by a bidder or contractor with any agency or an employee of the Office of Purchases may be disregarded and shall not be binding on the state.

PRODUCT ACCEPTANCE - All merchandise offered or otherwise provided shall be new, of prime manufacture, and of first quality unless otherwise specified by the State. The State reserves the right to reject all nonconforming goods, and to cause their return for credit or replacement, at the State's option.

- a) Failure by the state to discover latent defect(s) or concealed damage or non-conformance shall not foreclose the State's right to subsequently reject the goods in question.
- b) Formal or informal acceptance by the State of non-conforming goods shall not constitute a precedent for successive receipts or procurements.

Where the vendor fails to cure the defect promptly or replace the goods, the State reserves the right to cancel the Release, contract with a different vendor, and to invoice the original vendor for any differential in price over the original contract price.

ORDER AUTHORIZATION AND RELEASE AGAINST PRICING AGREEMENT

In no event shall the Vendor deliver goods or provide service until such time as a duly authorized release document is certified by the ordering Agency.

State Agencies shall request release as follows: All releases shall reference the Price Agreement number, the Contract Issue number, the item(s) covered, and the unit pricing in the same format as described herein.

A Department Purchase Order (DPO) listing the items ordered shall be created by the agency. The agency may mail or fax a copy of the order to the Vendor. In some cases

the agency may request delivery by telephone, but must provide the Vendor with a DPO Order Number reference for billing purposes. Vendors are encouraged to require written orders to assure payments are processed accurately and promptly.

DELIVERY If this is an MPA, Vendor will obtain "ship to" information from each participating agency. This information will be contained in the DPO. APA delivery information will be contained in the Notice of Award.

PRICING - All pricing shall be as described herein, and is considered to be fixed and firm for the term of the Agreement, unless specifically noted to the contrary herein. All prices include prepaid freight. Freight, taxes, surcharges, or other additional charges will not be honored unless reflected herein.

INVOICING All invoices shall reference the DPO Order Number(s), Price Agreement number, the Contract Issue number, the item(s) covered, and the unit pricing in the same format as described herein. If this is an MPA, Vendor will obtain "bill to" information from each participating agency. This information will be contained in the DPO. APA billing information will be contained in the Notice of Award.

PAYMENT - Invoices for items not received, not priced according to contract or for work not yet performed will not be honored. No payment will be processed to any vendor for whom there is no IRS W-9 on file with the State Controller. \

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DELIVERY OF GOODS OR SERVICES AS REQUESTED BY AGENCY.
PAYMENTS WILL BE AUTHORIZED UPON SUBMISSION OF PROPERLY
RENDERED INVOICES TO THE RECEIVING AGENCY. ANY UNUSED
BALANCE AT END OF BLANKET PERIOD IS AUTOMATICALLY CANCELLED.

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THIS PURCHASE ORDER IS AWARDED SUBJECT TO EQUAL OPPORTUNITY
COMPLIANCE.

THIS IS A MULTI-YEAR BID/CONTRACT. PER RHODE ISLAND STATE LAW 37-2-33, CONTRACT OBLIGATIONS BEYOND THE CURRENT FISCAL YEAR ARE SUBJECT TO AVAILABILITY OF FUNDS. CONTINUATION OF THE CONTRACT BEYOND THE INITIAL FISCAL YEAR WILL BE AT THE DISCRETION OF THE STATE. TERMINATION MAY BE EFFECTED BY THE STATE BASED UPON DETERMINING FACTORS SUCH AS UNSATISFACTORY PERFORMANCE OR THE DETERMINATION BY THE STATE TO DISCONTINUE THE GOODS/SERVICES, OR TO REVISE THE SCOPE AND NEED FOR THE TYPE OF GOODS/SERVICES; ALSO MANAGEMENT OWNER DETERMINATIONS THAT MAY PRECLUDE THE NEED FOR GOODS/SERVICES.

INSURANCE2

ANNUAL RENEWAL INSURANCE CERTIFICATES FOR WORKERS' COMPENSATION, PUBLIC LIABILITY, PROPERTY DAMAGE INSURANCE, AUTO INSURANCE, PROFESSIONAL LIABILITY INSURANCE (AKA ERRORS & OMISSIONS), BUILDER'S RISK INSURANCE, SCHOOL BUSING AUTO LIABILITY, ENVIRONMENTAL IMPAIRMENT (AKA POLLUTION CONTROL), VESSEL OPERATION (MARINE OR AIRCRAFT) PROTECTION & INDEMNITY, ETC., MUST BE SUBMITTED TO THE SPECIFIC AGENCY IDENTIFIED IN THE "BILL TO" SECTION OF THE PURCHASE ORDER. CERTIFICATES ARE ANNUALLY DUE PRIOR TO THE BEGINNING OF ANY CONTRACT PERIOD BEYOND THE INITIAL TWELVE-MONTH PERIOD OF A CONTRACT. FAILURE TO PROVIDE ANNUAL INSURANCE CERTIFICATION MAY BE GROUNDS FOR CANCELLATION.



COMPENSATION TYPE - REIMBURSEMENT. RATE OF REIMBURSEMENT SET AT \$1 FOR EACH \$1 OF ALLOWABLE EXPENSES.



REPORTS - The Vendor agrees to provide the State with quarterly reports describing activity against this Price Agreement. If this is a Master Price Agreement, such reports shall include usage by municipalities, quasi-public agencies, schools, etc. All reports shall contain the following data: (1) Billing volume in dollars and (2) quantity shipped for each line item in the price agreement. When there are no line items in the price agreement, vendor shall report volume by catalog order numbers, with a brief description of each order number. Reports must be submitted to the RI Division of Purchases to the attention BUYER named in this notice, identifying the Agreement number and the Reporting Period. Quarterly reports shall be due 45 calendar days after the end of each quarter. Failure to submit required reports shall be considered a breach of the contractor's obligations and may be considered, at the discretion of the State Purchasing Agent, sufficient cause for the termination of the agreement and other outstanding agreements and orders, and possible suspension from participation in additional State procurements.

STATEWIDE APPLICABILITY - Political Subdivisions (cities, towns, schools, quasi-public agencies), as authorized by law, may participate in this Agreement. All ordering and billing shall be between the vendor and the political subdivision (only).