



# RI Purchase Agreement Amendment Report

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

WILLIAM J THOMPSON  
 DBA TBA CONSULTING GROUP  
 24 COACH RD  
 STRATHAM, NH 03885  
 United States

Amendment Date: 01-JUL-15  
 Original Award Date: 23-JUL-12  
 Buyer: G Walsh  
 Phone #:  
 FOB: Destination  
 Terms: NET 30  
 Vendor # 1588

<b>S H I P T O</b>	MASTER PRICE AGREEMENT SEE BELOW RELEASE AGAINST, RI MPA United States	<b>I N V O I C E</b>	Change Order Number 1 Award Number <b>3285722</b> Effective Period <b>01-JUL-12 - 30-JUN-16</b>	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)				RIDE15NMC-0057	
Line #	Code	Class-Item	Quantity	Unit	Unit Price
		CHANGE TO PO 3285722  CHANGE EFFECTIVE PERIOD:  FROM: 7/1/12 - 6/30/15 TO: 7/1/12 - 6/30/16			

<b>STATE PURCHASING AGENT</b>
 Nancy R. McIntyre



# Notice of Blanket Purchase Agreement

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

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 24 COACH RD  
 STRATHAM, NH 03885  
 United States

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

**Award  
 Number**  
 3285722

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

<b>S H I P T O</b>	<b>MASTER PRICE AGREEMENT</b> SEE BELOW RELEASE AGAINST, RI MPA United States	<b>Date:</b> 23-JUL-12 <b>Buyer:</b> G Walsh <b>Shipping:</b> Paid <b>Terms:</b> NET 30 <b>Vendor #</b> 1588	<b>I N V O I C E</b>	<b>MASTER PRICE AGREEMENT</b> SEE BELOW RELEASE AGAINST, RI MPA United States
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	Department	Type of Requisition	Bid Number	Requisition Number
		MPA-210	7449122 <del>N/A</del>	1245204
Line	Item	Item Description	Unit	Unit Price

		7/1/12 - 6/30/15  <b>MASTER PRICE AGREEMENT #210</b>  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 WILLIAM J. THOMPSON D/B/A TBA CONSULTING GROUP; 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 - SENIOR CONSULTANT - SALARY % FRINGE BENEFITS	Hour	144.33
2		MPA-210 - 7/1/12-6/30/13 - TRAVEL - MILEAGE/LODGING	Each	1

**STATE PURCHASING AGENT**

*Lorraine A. Hynes*

Lorraine A. Hynes



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SERVICES - RIDE (MPA #210)

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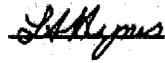
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S H I P T O	MASTER PRICE AGREEMENT SEE BELOW RELEASE AGAINST,RI MPA United States	Date: 23-JUL-12 Buyer: G Walsh Shipping: Paid Terms: NET 30 Vendor #: 1588	I N V O I C E	MASTER PRICE AGREEMENT SEE BELOW RELEASE AGAINST,RI MPA United States

Department		Type of Requisition	Bid Number	Requisition Number
Line	Item	Item Description	Unit	Unit Price

3		MPA-210 - 7/1/12-6/30/13 - PRINTING	Each	1
4		MPA-210 - 7/1/13-6/30/14 - SENIOR CONSULTANT - SALARY & FRINGE BENEFITS	Hour	150.1
5		MPA-210 - 7/1/13-6/30/14 - TRAVEL - MILEAGE/LODGING	Each	1
6		MPA-210 - 7/1/13-6/30/14 - PRINTING	Each	1
7		MPA-210 - 7/1/14-6/30/15 - SENIOR CONSULTANT - SALARY & FRINGE BENEFITS	Hour	156.1
8		MPA-210 - 7/1/14-6/30/15 - TRAVEL - MILEAGE/LODGING	Each	1
9		MPA-210 - 7/1/14-6/30/15 - PRINTING	Each	1
10		MPA-210 - 7/1/15-6/30/16 - SENIOR CONSULTANT - SALARY & FRINGE BENEFITS	Hour	162.35
11		MPA-210 - 7/1/15-6/30/16 - TRAVEL - MILEAGE/LODGING	Each	1
12		MPA-210 - 7/1/15-6/30/16 - PRINTING  AGENCY CONTACT: KRISTEN COLE - (401) 222-4681  SUPPLIER CONTACT: WILLIAM THOMPSON - (603) 772-4578	Each	1

STATE PURCHASING AGENT



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](http://www.purchasing.ri.gov). Delivery of goods or services as described herein shall be deemed acceptance of these requirements.

# RHODE ISLAND DEPARTMENT OF EDUCATION TECHNICAL ASSISTANCE AND SUPPORT SERVICES – OFFICE OF EDUCATOR QUALITY AND CERTIFICATION

RFP 7449122 TECHNICAL PROPOSAL

## INTRODUCTION

Ensuring Educator Excellence is the first of five priorities established by the Rhode Island Department of Education in its plan to transform Rhode Island Education. RIDE's commitment to ensuring educator excellence includes the expectations that every student will have highly effective teachers, every school will have a highly effective leader, and that educators are supported throughout their careers. The State's Strategic Plan establishes clear objectives in the areas of educator preparation, educator evaluation, and educator professional growth. The responsibility for achieving these measures rests primarily with the Office of Educator Quality and Certification (OEQ&C). The high expectations of and the demands to be made upon the Office of Educator Quality and Certification in the next five years are further heightened by the commitments made as part of the Department's Race to the Top application. Rhode Island's commitment to educator quality, as evidenced by the Great Teachers and Great Leaders section of the proposal, further defines the scope of work and the issues that this office will face. As part of the Race to the Top application, RIDE committed to implementing The Rhode Island Model for Educator Evaluation beginning in 2011-2012 and the Department continues to make great progress in establishing that foundation for significant changes in policy and practice related to educator quality. Building upon the evaluation system, RIDE will develop new models of educator compensation, provide training to principals and superintendents in effective hiring, expand routes to teacher and leader certification, improve the quality of current preparation programs including building a connection between preparation and the quality of student learning in the classrooms of graduates of a program, and strengthen the induction and support of new educators. All of this work is scheduled within the next three years and the core responsibilities for Great Teachers and Great Leaders rests with the office of Educator Quality and Certification.

Four core functions of the Office provide the overall framework for the work identified in the Strategic Plan and in the Race to the Top Application. Educator Preparation, Certification, Evaluation, and Induction/Professional Development define the primary areas of work. Each of these functions has always been at the heart of OEQ&C; however there is currently a shift towards more centralized state-wide programs, increased accountability, and stronger connections to student learning. In addition to the core responsibilities, OEQ&C has also been responsible for work in the areas of educator recognition, support for teacher assistants, and producing data

related to educator quality in response to requests from news organizations, external reporting agencies (including the federal government), and other RIDE personnel seeking data to inform internal policy discussions. The Office is already seeing changes and expansion in each of these areas. Recognition, which historically has been focused on programs such as Teacher of the Year, Milken Award, and National Board for Professional Teaching Standards Certification, is being expanded to recognize talented educators through evaluation systems and may at some point be linked to rewards and/or differentiated compensation. Teacher Assistant work, which historically focused on certification and support, was expanded in recent years to include the piloting of pathways to certification. Finally, data collection, analysis, and reporting is a clear growth area as all throughout the agency data-driven decision making is becoming the norm.

Looking ahead the OEQ&C has an ambitious work plan for the next five years with the development, testing, and refinement of new policies and programs in each of the core areas and the ongoing revision and expansion of work in other critical function areas. However, the office is not working in isolation in these efforts. In recent years RIDE as an agency has taken a more integrated approach to achieving its goals. The creation of Divisions that pair offices with complementary work reflects this philosophy, as does the increased presence of cross-office project teams. OEQ&C will work closely with the Office of Instruction, and Assessment and Curriculum (OAIC) on evaluation work. Certification work will call for close collaboration with the Office of Student, Community, and Academic Supports as well as OIAC. And work on data systems will call for efforts integrated with the work of the Office of Information Services. Working more closely with other offices will provide OEQ&C with new opportunities, but it will also present challenges as the Office works to assure high quality policies and practices are developed within the resources of time, personnel, and financial support that will be available in the coming years. Support services and technical assistance can help OEQ&C address these issues.

In the sections that follow, TBA Consulting Group will provide evidence not only of its understanding of the scope of work, issues, challenges and opportunities that await the Office of Educator Quality and Certification, but will demonstrate that it brings both the capacity and the relevant experience and expertise to provide support to the Office as it works towards achieving a very ambitious agenda.

## **SECTION 1: ORGANIZATIONAL CAPACITY**

### **HISTORY, GOALS AND KEY ACHIEVEMENTS**

TBA Consulting Group is an educational consulting firm with more than twenty-two years of experience providing program design, technical assistance, research, training, and program evaluation services to local, state, and national education agencies. Founded in 1989 by Bill Thompson, TBA has worked primarily with state departments of education or national consortia in the areas of student assessment, educator assessment, standards development, program development and program evaluation. Throughout the twenty-two year history, the organization's primary goal has been to provide support services to clients that are responsive to the needs of the client. To that end, we work to identify clear goals and outcomes for the work and then maintain flexibility in adjusting to the ever changing needs of our clients.

Past clients have included: AACTE, INTASC, ISLLC, NCATE, Connecticut, Delaware, Hawaii, Indiana, Maine, Massachusetts, Ohio, New Hampshire, New York, Rhode Island, South Carolina, Texas, Vermont, and Wisconsin. Services have been provided for many other states as part of multi-state consortia work. Clients have also included local school districts. For most of its history, TBA has been a one-person organization. However, at times

other consultants were recruited and included in proposals on an ad-hoc basis as the work demanded. As part of this RFP, TBA is only proposing the services of Dr. Thompson.

As an agency, TBA Consulting Group is committed to educational reform. We work to establish long term client relationships that demonstrate our desire to be partners in the changes that are occurring within the field. Our goal is to develop the capacity within a state to sustain the reform in the years that follow our technical assistance. TBA Consulting Group prefers to work with clients to effect change rather than serving simply as a subcontractor for work. That is not to say that TBA doesn't take on key elements of the work; TBA will prepare research, conduct trainings, coordinate meetings, develop standards, prepare reports and assume full responsibility for activities or products when appropriate. However, our goal is to secure direction, seek feedback, and deliver work in a way that is supportive of our clients, not independent of them. Our philosophy is that a consulting firm must always be flexible and responsive to client's needs. As a small company, we are able to work closely with clients to meet their identified needs and to anticipate and adapt to any changes necessary over the course of a contract. We view the technical assistance and support services described in RIDE's request as consistent with our approach and see this as an opportunity to bring our expertise to project teams and to assist the Department of Education in charting a course that builds on the experiences and products of its staff and project teams.

It's difficult to single out key achievements over the twenty-two years, but the following select projects highlight the range of impact TBA Consulting Group has had in supporting client work:

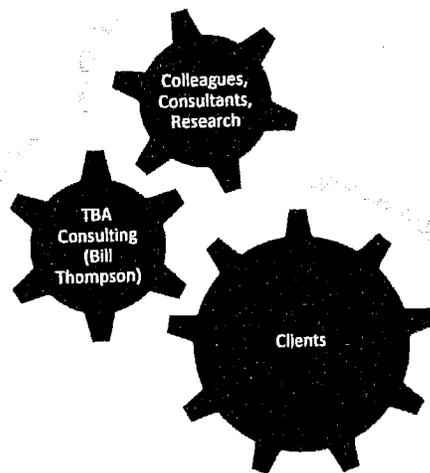
- The development of a portfolio assessment of beginning mathematics teachers, including the assessment format, training of assessors, support for candidates, and assessment validation as part of the Connecticut BEST Program;
- Development work on school site portfolios, assessment center activities, and content examinations as part of the National Board for Professional Teaching Standards first Assessment Development Laboratory (University of Pittsburg/Connecticut Department of Education) in Early Adolescent English Language Arts;
- The development of a scoring protocol, benchmarks of work, protocols for examining student work, and training of teachers to review 4<sup>th</sup> and 8<sup>th</sup> grade mathematics student work as part of the Vermont Mathematics Portfolio Project;
- Consultant to the Rhode Island Department of Education in redesigning teacher preparation program approval, including standards development, design of program review processes, training of teams, and program review and revision;
- Development work with the Interstate New Teacher Assessment and Support Consortium (INTASC) and the Interstate School Leaders Licensure Consortium (ISLLC) in the development of assessment protocols for new teachers and new leaders; and
- Consulting through Project RECRUIT that supported the development of new pathways to teaching in Rhode Island through teacher academies, programs for teacher assistants, and alternate routes to teaching developed by The New Teacher Project.

Although the projects signify achievements that made significant contributions to education, either nationally or within individual states, the key achievements of TBA Consulting Group can best be expressed in terms of ongoing, effective relationships with clients that help to mentor and build staffing capacity in client organizations.

## STRUCTURE, PROGRAMS, ORGANIZATIONAL CHARACTERISTICS

The structure of the organization is not very complex. TBA Consulting Group is an organization with one employee, Dr. Thompson. As the nature of the organization has changed over the years, TBA has moved increasingly in the direction of technical assistance and small project management. At times, additional consultants have been hired to respond to the needs of specific projects. However, the company was never larger than four individuals, and most other consultants have served in ad-hoc and/or part-time capacities. At this time, Dr. Thompson provides all services on TBA's contracts. The full range of services that TBA has provided or can provide is best captured in Section 2, in which we list relevant experience and expertise.

Creating a table of organization for a one-person organization may seem a bit tricky, but it's important to note that our organizational table is more about interaction with clients and other information sources. The chart below provides one illustration of how the "organization" works. As a business of one individual, the interface with the client is the key. The work of each organization and the organizations relative strengths must be integrated in ways that keep the work moving. It is also the responsibility of TBA Consulting to bring other ideas and other perspectives to the discussions. In that way Dr. Thompson's colleagues, available research, and other consultants are key elements of the virtual organization that impacts all of our work.



As previously noted and described in greater detail in Section 2, TBA brings a track record in project management. In past projects TBA Consulting has assumed responsibility for the development of work plans, budgets, progress monitoring, documentation and communication of decisions, and reporting final results. The specifics of management responsibilities, communication strategies, and monitoring functions are tailored to the needs of each project and the respective wishes of the client. This negotiation would be a part of any services that would be procured through this RFP.

Note that TBA Consulting Group is NOT a Minority Business Enterprise and does not qualify for consideration under this program.

## SECTION 2: RELEVANT EXPERIENCE AND EXPERTISE

In this section we highlight the company's experience relevant to the scope of work detailed for the Office of Educator Quality and Certification in the RFP.

## EXPERIENCE/EXPERTISE IN AREAS IN WHICH SERVICES ARE BEING OFFERED

The range of experiences and expertise is presented within seven categories that highlight types of services that TBA Consulting offers through this response. The experience is highlighted under the following categories:

- Experience with Program Development and Design in Rhode Island
- Experience with Certification and Certification Testing
- Experience with Educator Preparation Program Review
- Experience with Educator Evaluation
- Experience with Student Assessment
- Experience with the Rhode Island Department of Education
- Experience with Project Management

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### EXPERIENCE WITH PROGRAM DEVELOPMENT AND DESIGN IN RHODE ISLAND

- Coordinated the development of the Rhode Island Educator Evaluation System Standards, including the development of a briefing document to raise critical issues to be addressed by standards, facilitated the work of the Office of Educator Quality and Certification standards writing team, provided initial presentation to a working group of the Board of Regents, summarized recommendations from public hearings, and documented recommendations for revisions based upon hearings
- Coordinated the redesign of the teacher preparation program approval process for Rhode Island Department of Education, including the development of standards, program review protocols, recruitment, selection, and training of visiting team members, preparation of team reports, ongoing professional development for colleges and universities, and evaluation and revisions to the review protocol
- Coordinated the development of the Rhode Island Beginning Teacher Standards, including the validation of the standards and preliminary support to districts piloting new performance measures for beginning teachers through Project Performance.
- Participated in the redesign of alternate routes to certification in Rhode Island, including the revision of standards, the development of a new certification for alternate route teachers, and the identification and support of an independent service provider to develop the Rhode Island Teaching Fellows Program.
- Coordinated the development of the Rhode Island Diversity Initiative to support the colleges and universities in developing programs to diversify their faculties and student bodies in teacher preparation programs.
- Supported efforts to make certification and employment data more readily available to the Office of Educator Quality and Certification through the development of the Reports and Surveys system of RICERT, the development of a manual to support its use, and the exploration of standardized annual reporting that can inform policy decisions for the Office of Educator Quality & Certification.

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### EXPERIENCE WITH CERTIFICATION AND CERTIFICATION TESTING

- Provided technical support to the Office of Educator Quality and Certification in the comprehensive redesign of educator certification that resulted in the adoption of a comprehensive set of revised certification standards by the Board of Regents in 2011.

- Consulted with Rhode Island Department of Education staff on policy revision in 2004 and on alternate route certificates in 2007.
- Collaborated with Office of Educator Quality and Certification Staff on the development of modifications to RICERT that supported easier access to certification and work status data to inform policy decisions as part of Project RECRUIT data studies work.
- Project Director for certification test development, validation and implementation at National Evaluation Systems for testing programs in Connecticut and Texas.
- Project Director for development of certification content area standards and validation of NTE examinations in Connecticut at RMC Research.

#### EXPERIENCE WITH EDUCATOR PREPARATION PROGRAM REVIEW

- Led the redesign of the teacher preparation program approval process for Rhode Island Department of Education, including the development of standards, program review protocols, recruitment, selection, and training of visiting team members, preparation of team reports, ongoing professional development for colleges and universities, and evaluation and revisions to the review protocol (1997-2009)
- Supported the process for review and approval of all Rhode Island Preparation Programs during the first two phases of program review and observed the process as applied to the first alternate route program seeking approval through the approval process (2000-2010)
- Lead Developer of the INTASC Teacher Preparation Project – a collaboration among eight states in the development of teacher preparation accountability standards and guidance to states in assessing programs with respect to the programs. (1999-2002)
- Consulted with a number of states, including Connecticut, Maryland, South Carolina, Vermont, and Wisconsin on the redesign of program approval processes. (1999-2005)
- Consulted with NCATE and AACTE on preparing institutions and states for the redesign of accreditation as part of NCATE 2000. (2000-2002)

#### EXPERIENCE WITH EDUCATOR EVALUATION

- Coordinated the development of the Rhode Island Educator Evaluation System Standards, including the development of a briefing document to raise critical issues to be addressed by standards, facilitated the work of the Office of Educator Quality and Certification standards writing team, provided initial presentation to a working group of the Board of Regents, summarized recommendations from public hearings, and documented recommendations for revisions based upon hearings. (2008-2009)
- Prepared the initial draft of the rubric for review of district evaluation systems for compliance with the Rhode Island Education Evaluation System Standards and worked with OEQ&C staff through initial revisions. (2009-2010)
- Supported the Rhode Island Department of Education in the development and implementation of a process for the review and approval of district-based educator evaluation systems (2010).
- Supported the Wisconsin Department of Public Instruction in the development of assessment instruments for teachers, administrators, and pupil services personnel, scoring protocols, candidate preparation materials, and assessor training as part of the Wisconsin Master Educator Assessment Program (2003-2006)

- Led the mathematics component of the Interstate New Teacher Assessment and Support Consortium (INTASC) Project, including the development of assessments, training of assessors, and participation in the work of the Technical Advisory Group and associated research studies (1994-2000)
- Consulted with the Maine Department of Education through the Teacher Quality Enhancement Project on the development of a generic standards-based assessment portfolio for certification of beginning teachers through their induction period (2001-2004)
- Facilitated a working committee for the Delaware Department of Public Instruction on the redesign of the Delaware Performance Appraisal System to develop a structure for the second generation of educator appraisal within the state (2000)
- Coordinated the development of the Interstate School Leaders Licensure Consortium's (ISLLC) Collaborative Professional Development Process for School Leaders (1997-1999)
- Led the development and implementation of a portfolio-based licensure assessment of beginning mathematics teachers in Connecticut (BEST Program) and advised on the development of comparable assessments for special education, social studies, and elementary teachers (1992-1998)
- Team member of the National Board for Professional Teacher Standards (NBPTS) first Assessment Development Lab (ADL) at the University of Pittsburgh and the Connecticut State Department of Education responsible for developing the prototype portfolio, assessment center activities, and content examination for early adolescent English language arts national board certification (1990-1992)
- Conducted validation studies for NTE Specialty Area tests and PRAXIS examinations for the Connecticut State Department of Education (1990-1994)
- Project Director for traditional selected response and essay teacher certification examinations at National Evaluation Systems (NES), with responsibility ranging from development of test specifications, item writing and editing, committee review, form construction, bias review, and standard setting (1984-1986)

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#### EXPERIENCE WITH STUDENT ASSESSMENT

- Coordinated the development of a scoring system for the Vermont Mathematics Portfolio Project, including development, manuals, benchmarking, scorer training, and preparation of state-wide reports (1990-1992)
- Consultant to the New York State Department of Education in preparing teachers to judge quality within student work (1994)
- Developed initial drafts of third grade NH student assessment in mathematics under contract to Advanced Systems in Measurement and Evaluation (1993)

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#### EXPERIENCE WITH THE RHODE ISLAND DEPARTMENT OF EDUCATION

Sixteen years of experience consulting with RIDE on a variety of projects related to educator quality, including:

- Development of Rhode Island Beginning Teacher Standards
- Support for Project Performance – assessment of teachers with support from Goals 2000
- Development of Rhode Island Program Approval Standards
- Design and Implementation of Program Approval Process
- Design and implementation of the Diversity Initiative to guide IHEs in diversifying preparation and preparing educators for urban districts

- Consultation on mentor standards, I-Plan revisions, the Highly Qualified Teacher process, and alternate pathways to certification
- Professional development summer institutes for Cooperating and Mentor Teachers
- Proposal preparation for the Teacher Quality Enhancement State Grant, the Teacher Quality Enhancement Partnership Grant, and The Teacher Quality Recruitment Grant
- Support for the development of the RICERT Reports/Surveys software to provide greater access to data to support data-driven educator quality policy
- Preparation of interim and final reports for Teacher Quality Enhancement Grants
- Development of the Educator Code of Professional Responsibility
- Support in the redesign of educator certification regulations

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## EXPERIENCE WITH PROJECT MANAGEMENT

- More than 22 years of consultation, facilitation, and project management working primarily with state departments of education or national consortia in the areas of student assessment, educator assessment, standards development, program development and program evaluation. Clients have included: AACTE, INTASC, ISLLC, NCATE, Connecticut, Delaware, Hawaii, Indiana, Maine, Massachusetts, Ohio, New Hampshire, New York, Rhode Island, South Carolina, Texas, Vermont, Wisconsin and work for many other states as part of a multi-state consortia.

## SIMILAR PROJECTS PERFORMED WITHIN THE LAST TWO YEARS

TBA Consulting Group's relevant experience and expertise, as described in the previous section, addresses the range of responsibilities of the Office of Educator Quality and Certification; however these experiences span more than two decades. TBA's primary work in Rhode Island in the past two years has been in the areas of pathways to educator preparation, educator evaluation, and a comprehensive redesign of certification. A brief description of two similar projects from the past two years, each of which has already been referenced in the previous section, follows.

Project RECRUIT, a federally funded Teacher Quality Recruitment Grant, was designed to expand the pathways to teaching within Rhode Island. TBA Consulting Group wrote the proposal to the United States Department of Education for the TQE competition. Although it was not funded in the first round, the grant was funded two years later when the USDOE funded down the slate. The grant provided RIDE with \$3,285,684 in funds to expand pathways to teaching. Through the grant RIDE has: expanded data gathering and analysis capacity within the Office through work that is enhanced by the newly developed Reports and Surveys component of the RICERT System; revisited and revised regulations for alternate routes to certification and supported The New Teacher Project in creating the Rhode Island Teaching Fellows program; reestablished a Teacher Academy at Mt. Pleasant High School in Providence that is offered collaboratively with Rhode Island College and seeded experiences to explore teaching in new academies at Central Falls High School; and created two programs – one in Pawtucket and one in Providence – to support teacher assistants in pursuing teacher certification. TBA Consulting Group has supported the Project Leadership Team, engaged to varying degrees in the specific tasks for each objective, served as project evaluator, and prepared annual reports required by the funder.

In the past few years TBA Consulting Group has also worked with the Deputy Commissioner and with staff from the Office of Educator Quality on several aspect of educator quality and educator evaluation that provided support to what is now emerging as a primary focus within the office – educator evaluation. In response to a request from

the Deputy Commissioner, TBA Consulting created a preliminary draft of the Rhode Island Educator Code of Professional Responsibility and a structure, grounded in research and practice, for developing a framework for Educator Evaluation in Rhode Island. The latter document provided the basis for what would become the Educator Evaluation Standards. TBA Consulting Group continued to provide support to RIDE in the area of educator evaluation by facilitating the development of an initial draft of a rubric for reviewing educator evaluation systems and supporting RIDE in developing and implementing a process for reviewing district proposals for district-developed evaluation systems.

## STAFF QUALIFICATIONS

TBA proposes the services of Dr. Bill Thompson as the sole personnel on this project. The agency capacity relevant to this scope of work that was highlighted in the prior section is all work that was coordinated and conducted by Dr. Thompson. A summary of his experience and a copy of his resume appear on the pages that follow.

**Bill Thompson**, Senior Consultant with TBA Consulting Group has worked with many states and consortia in the development of standards and performance assessments for students as well as for teachers. A graduate of Dartmouth College, he taught high school mathematics before earning a Ph.D. in Educational Administration at The Ohio State University. Dr. Thompson has served as a consultant to the Rhode Island Department of Education (RIDE) coordinating the work of design groups responsible for the development of beginning teacher standards, recommendations for assessment of pre-service teachers, and the development of program approval standards and assisting in the design, implementation, and ongoing evaluation of the programs created to enact these standards. In recent years he worked with RIDE staff in the development of standards for district-based educator evaluation systems, the preparation of an Educator Code of Professional Responsibility, and the process to review district-developed educator evaluation systems. He will also be providing support to RIDE on the redesign of educator certification. Thompson has worked with RIDE staff in the development of proposals to fund educator quality work through TQE state, partnership, and recruitment grants and supported the state in the implementation of work funded through these grants. He has worked in the development of student portfolio assessments as part of the Vermont Mathematics Portfolio Project and teacher portfolio assessments as part of the Connecticut BEST Program, the University of Pittsburgh's Assessment Development Lab for the National Board, and Wisconsin's Master Educator Assessment Program. He was the Lead Developer of the Interstate New Teacher Assessment and Support Consortium's (INTASC) Performance Assessment Development Project in mathematics and trained scorers as part of INTASC/AACTE/Alverno College sponsored academies. Dr. Thompson served as Lead Consultant for INTASC's Teacher Preparation Project. Past projects include the development of professional development portfolios for school principals for the Interstate School Leadership Licensure Consortium (ISLLC), the design of summer workshops for teacher quality for colleges and universities in South Carolina, the development of a model portfolio for teacher induction in Maine, and the review of a teacher appraisal system, the development of program approval standards for the State of Delaware and ongoing consultation for colleges and universities. He has served as a consultant to INTASC, the PETE Project of the American Association of Colleges of Teacher Education (AACTE), and the National Council for the Accreditation of Teacher Education (NCATE). He has been a presenter at AACTE, ATE, NASDTEC, and AERA annual meetings and has served as a reviewer of grants for the USDOE.

## COMPLETE RESUME

### **Bill Thompson**

24 Coach Road  
Stratham, NH 03885  
[bill-thompson@comcast.net](mailto:bill-thompson@comcast.net)  
603.772.4578  
603.778.9836 (fax)

### **Education**

1981 Ph.D., Educational Administration, The Ohio State University  
1979 M.A., Educational Administration, The Ohio State University  
1977 Graduate Coursework, Harvard University  
1976 A.B., Mathematics, Dartmouth College

### **Professional Experience**

1989 – Present **Senior Consultant, TBA Consulting Group.**

#### Selected projects:

Consultant to the Rhode Island Department of Education, Office of Educator Quality and Certification on a variety of special projects, including: Teacher Preparation Program Approval, The Teacher Preparation Program Diversity Initiative, Development of the Rhode Island Highly Qualified Teacher process, I-Plan program implementation, mentor teacher standards, district educator evaluation standards, Educator Code of Professional Responsibility, Review of District Developed Educator Evaluation Systems, and the Redesign of Educator Certification. (1996 – Present)

Project Evaluator, Project RECRUIT, Teacher Quality Enhancement Recruitment Grant for the Rhode Island Department of Education (2007 – 2011)

Consultant to the Wisconsin Department of Public Instruction, Office of Certification on a variety of projects, including teacher program approval review process, and the development of instruments and scoring protocols for master educators (2003 – 2006)

Consultant to the Interstate New Teacher Assessment and Support Consortium (INTASC) Performance Assessment Project of the Council of Chief State School Officers (CCSSO) serving as a lead developer of the Teacher Preparation Project, a collaboration of eight states in the development of teacher preparation accountability standards and a process for supporting and assessing programs with respect to these standards. (1999 - 2002)

Consultant to the Rhode Island Department of Education in the development of teacher preparation program approval standards, assessments for pre-service teachers and technical assistance to colleges and universities preparing for a performance-based program review. (1997 - 2009)

Instructor in the Rhode Island Department of Education Summer Institutes for Cooperating and Mentor Teachers, designed to support teachers in the implementation of teacher preparation program approval standards, assessments for pre-service teachers, and new partnerships with colleges and universities preparing for a performance-based program review. (1999 – 2002)

Instructor in the INTASC/AACTE/Alverno College Summer Institutes for introducing educators to standards-based performance assessments for beginning mathematics teachers, including training of mathematics educators in the use of INTASC instruments for evaluating mathematics teaching. (1997 - 2001)

Consultant to the Interstate New Teacher Assessment and Support Consortium (INTASC) Performance Assessment Project of the Council of Chief State School Officers (CCSSO), serving as lead developer of standards-based performance assessments for beginning mathematics teachers, including training of mathematics educators in the use of INTASC instruments for evaluating mathematics teaching. (1994 - 2000)

Consultant to the South Carolina Teacher Quality Enhancement Institutes for colleges and universities that prepare teachers (2000 - 2001)

Consultant to the Maine Teacher Quality Enhancement Project on the development of a standards based portfolio for use during the induction period. (2001 - 2004)

Consultant to the Interstate School Leaders Licensing Consortium (ISLLC), coordinating the development of a standards-based portfolio for the professional development of school principals. (1997 - 1999)

Consultant to the Interstate New Teacher Assessment and Support Consortium (INTASC) of the Council of Chief State School Officers (CCSSO) facilitated a committee of educators responsible for developing content standards for teachers of mathematics. (1993 - 1994)

Coordinated the development of a portfolio-based assessment of beginning mathematics teachers in Connecticut designed to establish competence in critical tasks of secondary mathematics teaching and to serve as a basis for continued professional development (BEST Program). Work with a committee of educators to design instruments and scoring protocols, pilot test instruments, work with partnerships of veteran teachers and beginning teachers to develop collaborative models for implementing the assessment, and establish standards of performance. (1992 - 1998)

Consultant to Connecticut State Department of Education, Bureau of Research and Teacher Assessment facilitating the development of standards for beginning special education teachers and the development of portfolio-based assessment instruments. (1993 - 1998)

Consultant to the Delaware Department of Public Instruction in the development of teacher standards. (1996 - 1998).

Consultant to Evaluation Assistance Center - East facilitating a committee responsible for developing excellence principles for the education of English Language Learners (1995 - 1996)

Consultant to the Rhode Island Department of Education for the development of teacher standards and performance-based assessments for teachers. (1994 - 2004)

Consultant to the New York State Department of Education, provided workshops in Judging Quality in Performance Assessments as part of the New York Regents Summer Workshops and the Regents Options Program. (1994)

Coordinated the development of a scoring protocol for the Vermont Mathematics Portfolio Project. Worked with a committee of teachers to develop scoring criteria, instruction workshops, scoring workshops, and extended institutes. Wrote teacher's guide and final report. Facilitated the identification and selection of benchmarks and preparation of a book of benchmarks. Provided general consultation on policy and implementation. (1990 - 1992)

Consultant to the Vermont Institute for Science, Mathematics and Technology for the development of a high school mathematics portfolio. Provided general consultation on policy and implementation. (1992 - 1993)

Participated in the development of school site portfolio and content knowledge examination for the National Board for Professional Teaching Standard's Early Adolescent English Language Arts Assessment Development Lab. Advised on issues related to scoring and training of raters. (1990 - 1992)

Developed validation procedures for use with assessment center based instruments designed to measure the pedagogical content skills of beginning teachers in Connecticut. Worked with committees to develop prototype instruments in mathematics, science, English, social studies, and special education. Developed holistic scoring systems for math protocols and adapted them to other areas. Trained teacher/assessors in use of scoring system. Evaluated ongoing progress in program development. (1989 - 1993)

Designed and conducted validation of NTE Specialty Area tests and PRAXIS tests in twenty-three subject areas for the Connecticut State Department of Education CONNTENT Program. Responsibilities included the design of validation, bias review, and standard setting procedures, the conduct of test review, bias review, and standard setting, and the development of dissemination procedures. (1990 - 1994)

- 1986 – 1989      **Research Associate, RMC Research Corporation**
- 1984 – 1986      **Project Director National Evaluation Systems**
- 1983 -1984      **Programmer Analyst, State Mutual Life Assurance Company**
- 1977 – 1978      **Mathematics teacher, Lebanon High School, Lebanon, NH**
- 1976 – 1977      **Mathematics teacher, Suffield Academy, Suffield, CT**

#### **Honors**

- 1978-1979      Ohio State University Fellow
- 1978              Letter of Commendation for Teaching, Lebanon High School

#### **Community Service**

- 2007-2008      School Administrative Unit #16 (Exeter, NH Area) Superintendent Search Committee Member
- 1998- 2001      School Board Member, Stratham School District
- 1999 - 2000      Chair, School Board, Stratham School District
- 1991-1997      Volunteer Mediator, Portsmouth Family Mediation Program
- 1992-1994      Volunteer, Stratham Memorial School
- 1986-1990      Member of the Board of Directors, Exeter Area Youth Group
- 1988-1990      Chair of the Board of Directors, Exeter Area Youth Group Home

### **SECTION 3: COST PROPOSAL**

The cost proposal, in accordance with guidelines in the RFP, is provided under separate cover.

# RHODE ISLAND DEPARTMENT OF EDUCATION TECHNICAL ASSISTANCE AND SUPPORT SERVICES –OFFICE OF EDUCATOR QUALITY AND CERTIFICATION

*RFP 7449122 Cost Proposal*

The budget detail sheets on the pages that follow specify the billing rate for TBA Consulting Group staff. Other Expenses (e.g., travel and printing) are designated as \$1.00 to indicate that they will be billed at actual cash value costs when included in any contract.

## BUDGET DETAIL SHEET FISCAL YEAR 2012

### **SALARY AND FRINGE BENEFIT DETAIL**

NAME	POSITION TITLE	HOURLY RATE (INCLUDE FRINGE BENEFITS) \$
William J. Thompson	Senior Consultant	\$138.78
TOTAL REQUEST		

### **EXPLANATION OF OTHER EXPENSES (i.e., travel, indirect cost %)**

EXPENSE CATEGORY	DESCRIPTION	COST
Travel	Mileage Stratham, NH to Providence RI, Lodging, Charged at Actual Cash Value	\$1.00
Printing	Charged at Actual Cash Value	\$1.00

## BUDGET DETAIL SHEET FISCAL YEAR 2013

### **SALARY AND FRINGE BENEFIT DETAIL**

NAME	POSITION TITLE	HOURLY RATE (INCLUDE FRINGE BENEFITS) \$
William J. Thompson	Senior Consultant	\$144.33
TOTAL REQUEST		

### **EXPLANATION OF OTHER EXPENSES (i.e., travel, indirect cost %)**

EXPENSE CATEGORY	DESCRIPTION	COST
Travel	Mileage Stratham, NH to Providence RI, Lodging, Charged at Actual Cash Value	\$1.00
Printing	Charged at Actual Cash Value	\$1.00

(over)

BUDGET DETAIL SHEET  
FISCAL YEAR 2014

**SALARY AND FRINGE BENEFIT DETAIL**

NAME	POSITION TITLE	HOURLY RATE (INCLUDE FRINGE BENEFITS) \$
William J. Thompson	Senior Consultant	\$150.10
TOTAL REQUEST		

**EXPLANATION OF OTHER EXPENSES (i.e., travel, indirect cost %)**

EXPENSE CATEGORY	DESCRIPTION	COST
Travel	Mileage Stratham, NH to Providence RI, Lodging, Charged at Actual Cash Value	\$1.00
Printing	Charged at Actual Cash Value	\$1.00

BUDGET DETAIL SHEET  
FISCAL YEAR 2015

**SALARY AND FRINGE BENEFIT DETAIL**

NAME	POSITION TITLE	HOURLY RATE (INCLUDE FRINGE BENEFITS) \$
William J. Thompson	Senior Consultant	\$156.10
TOTAL REQUEST		

**EXPLANATION OF OTHER EXPENSES (i.e., travel, indirect cost %)**

EXPENSE CATEGORY	DESCRIPTION	COST
Travel	Mileage Stratham, NH to Providence RI, Lodging, Charged at Actual Cash Value	\$1.00
Printing	Charged at Actual Cash Value	\$1.00

BUDGET DETAIL SHEET  
FISCAL YEAR 2016 (OPTIONAL EXTENSION YEAR)

**SALARY AND FRINGE BENEFIT DETAIL**

NAME	POSITION TITLE	HOURLY RATE (INCLUDE FRINGE BENEFITS) \$
William J. Thompson	Senior Consultant	\$162.35
TOTAL REQUEST		

**EXPLANATION OF OTHER EXPENSES (i.e., travel, indirect cost %)**

EXPENSE CATEGORY	DESCRIPTION	COST
Travel	Mileage Stratham, NH to Providence RI, Lodging, Charged at Actual Cash Value	\$1.00
Printing	Charged at Actual Cash Value	\$1.00

CONTRACT TERMS AND CONDITIONS

BLANKET PO # 3285722

**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**

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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](http://www.purchasing.ri.gov)."

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## **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. \

**P1**

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.

**P6**

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).