



*Solicitation Information*

18 Dec 07

RFP # 7052812

**TITLE: Occupational Skills Training Integrating English for Speakers of Other Languages (ESOL)**

**Submission Deadline: 29 Feb 08 @ 11:00 AM (EST)**

**PRE-PROPOSAL INFORMATION MEETING:** 14 Jan 08 from 8:30am – 12:00pm.(EST)

**Mandatory:** No

Accommodations may be restrictive. Please contact Susan Haussman at 462-8811, no later than 12:00 Noon (EST), 10 Jan 08, to register for the meeting.

**LOCATION:** To be determined. Information to be released in later addendum.

Questions concerning this solicitation must be received by the Division of Purchases at [questions@purchasing.state.ri.us](mailto:questions@purchasing.state.ri.us) no later than **25 Jan 08** at 12:00 Noon (EST). Questions should be submitted in a *Microsoft Word attachment*. Please reference the RFP / LOI # on all correspondence. Questions received, if any, will be posted on the Internet as an addendum to this solicitation. It is the responsibility of all interested parties to download this information. For computer technical assistance, call the Helpline at (401) 222-3766.

**SURETY REQUIRED: NO**

**BOND REQUIRED: NO**

**Offerors must register on-line at the State Purchasing Website at [www.purchasing.ri.gov](http://www.purchasing.ri.gov)**

**NOTE TO OFFERORS:**

Offers received without the entire completed three-page RIVP Generated Bidder Certification Form attached may result in disqualification.

**THIS PAGE IS NOT A BIDDER CERTIFICATION FORM**

## SECTION 1 – INTRODUCTION

The Rhode Island Department of Administration/Office of Purchases, on behalf of the Rhode Island Department of Labor and Training is soliciting proposals from qualified offerors to provide occupational skills training integrated with ESOL, as described elsewhere herein, and in accordance with the terms of this Request and the State's General Conditions of Purchase, which is available on the Internet at [www.purchasing.ri.gov](http://www.purchasing.ri.gov).

This is a Request for Proposals, not an Invitation for Bid. Responses will be evaluated on the basis of the relative merits of the proposal, in addition to price. There will be no public opening and reading of responses received by the Office of Purchases pursuant to this Request, other than to name those offerors who have submitted programs.

### INSTRUCTIONS AND NOTIFICATIONS TO OFFERORS:

- Potential offerors are advised to review all sections of this Request carefully, and to follow instructions completely, as failure to make a complete submission as described elsewhere herein may result in rejection of the proposal.
- Alternative approaches and/or methodologies to accomplish the desired or intended results of this procurement are solicited. However, proposals which depart from or materially alter the terms, requirements, or scope of work defined by this Request will be rejected as being non-responsive.
- All costs associated with developing or submitting a proposal in response to this Request, or to provide oral or written clarification of its content, shall be borne by the offeror. The State assumes no responsibility for these costs.
- Proposals are considered to be irrevocable for a period of not less than sixty (60) days following the opening date, and may not be withdrawn, except with the express written permission of the State Purchasing Agent.
- All pricing submitted will be considered to be firm and fixed unless otherwise indicated herein.
- Proposals misdirected to other State locations or which are otherwise not present in the Division of Purchases at the time of opening for any cause will be determined to be late and may not be considered. The "Official" time clock is in the reception area of the Division of Purchases.
- In accordance with Title 7, Chapter 1.1 of the General Laws of Rhode Island, no foreign corporation shall have the right to transact business in the state until it shall have procured a Certificate of Authority to do so from the Rhode Island Secretary of State (401-222-3040). *This will be a requirement only of the successful bidder (s).*
- Offerors are advised that all materials submitted to the State of Rhode Island for consideration in response to this Request for Proposals will be considered to be public records, as defined in Title 38 Chapter 2 of the Rhode Island General Laws.

- It is intended that an award pursuant to this Request will be made to a prime contractor, who will assume responsibility for all aspects of the work. Joint venture and cooperative proposals will not be considered, but subcontracts are permitted, provided that their use is clearly indicated in the offeror's proposal, and the subcontractor(s) proposed to be used are identified in the proposal.
- Utilization of Minority Business Enterprises as certified by the RI Minority Business Enterprise Compliance Office is a requirement. This is pursuant to RIGL § 37-14.1-6 which states that, "Minority business enterprises shall be included in all procurements and construction projects under this chapter and shall be awarded a minimum of ten percent (10%) of the dollar value of the entire procurement or project." The director of the department of administration is further authorized to establish by rules and regulation formulas for giving minority business enterprises a preference in contract and subcontract awards. The responsibility for determining whether or not there is compliance as it relates to the utilization of Minority is vested in the MBE Office and they can be reached 401-574-8253. The website is [www.mbe.ri.gov](http://www.mbe.ri.gov)
- Interested parties are instructed to peruse the Division of Purchases web site on a regular basis, as additional information relating to this solicitation may be released in the form of an addendum to this RFP / LOI
- **Equal Employment Opportunity (RIGL 28-5.1)**  
 § 28-5.1-1 Declaration of policy. – (a) Equal opportunity and affirmative action toward its achievement is the policy of all units of Rhode Island state government, including all public and quasi-public agencies, commissions, boards and authorities, and in the classified, unclassified, and non-classified services of state employment. This policy applies in all areas where the state dollar is spent, in employment, public service, grants and financial assistance, and in state licensing and regulation. For further information, contact the Rhode Island Equal Employment Opportunity Office, at 222-3090

## SECTION 2 – BACKGROUND, PURPOSE AND CONTRACT TERM

### BACKGROUND:

The Rhode Island Department of Labor and Training operates six One-Stop Career Centers around the state. The Department's workforce development employment counseling staff employed in these career centers assist customers in obtaining employment and entering training programs leading to employment through the assistance of Workforce Investment Act, Trade Adjustment Assistance Act, and Governor's Workforce Board (GWB) funding. Local goals of these federal programs include:

- To increase the employment, retention, and earnings of customers.
- To increase occupational skill attainment of customers.
- To improve the quality of the workforce.
- To enhance the productivity and competitiveness within the state.

The Rhode Island Department of Labor and Training's Adult and Dislocated Worker Unit (ADWU) administers a broad range of federally-funded programs which assist workers experiencing permanent job loss due to layoffs, company downsizing or plant closings. Services provided fall under: the Trade Adjustment Assistance (TAA) Act; the Workforce Investment Act (WIA); National Emergency Grants; and other specific funding. The ADWU also coordinates statewide Rapid Response services for companies experiencing permanent layoffs. Additionally, the unit provides administrative oversight for adult services under WIA in most netWORKri One-Stop Career Centers throughout the state. These federal programs provide monetary and training assistance to workers who lose their jobs, or whose hours of work and wages have been reduced.

As part of meeting these goals, occupational skills training and remedial training are provided to netWORKri customers provided certain criteria are met for program eligibility, as described in the "General Information" section.

The intent of these programs is to allow eligible participants the choice of selecting a qualified program which meets their training needs and returns them to suitable employment as quickly as possible.

#### GENERAL INFORMATION:

Training services to be provided will be suited to dislocated workers who are eligible to receive training services under guidelines established for either WIA, TAA or GWB funded programs. In order to receive assistance provided for under the WIA dislocated worker program, an individual must meet the following eligibility criteria:

1. Age 18 years or older
2. A citizen or national of the United States, lawfully admitted permanent resident alien, refugee, asylee, parolee, or other immigrant authorized by the Attorney General to work in the United States
3. In compliance with the Military Selective Service Act. (This applies to males 18 years or older who were born after December 31, 1959)
4. Dislocated Worker as defined as:
  - (A) (i) has been terminated or laid off, or who has received a notice of termination or layoff, from employment;
  - (ii) (I) is eligible for or has exhausted entitlement to unemployment compensation; or
  - (II) has been employed for a duration sufficient to demonstrate, to the appropriate entity at a one-stop center, attachment to the workforce, but is not eligible for unemployment compensation due to insufficient earnings or

having performed services for an employer that were not covered under a State unemployment compensation law; and

- (iii) is unlikely to return to a previous industry or occupation;
- (B) (i) has been terminated or laid off, or has received a notice of termination or layoff, from employment as a result of any permanent closure of, or any substantial layoff at, a plant, facility, or enterprise;
  - (ii) is employed at a facility at which the employer has made a general announcement that such facility will close within 180 days; or
  - (iii) for purposes of eligibility to receive services, is employed at a facility at which the employer has made a general announcement that such facility will close;
- (C) was self-employed (including employment as a farmer, a rancher, or a fisherman) but is unemployed as a result of general economic conditions in the community in which the individual resides or because of natural disasters; or
- (D) is a displaced homemaker.

In order to receive assistance provided for under the TAA program, an individual must meet all of the eligibility criteria for a dislocated worker. Additionally, the individual must have been laid off from a Trade certified worker group, where such layoff was the result of increased imports or a shift in production out of the United States. In order to access training services, a Trade certified worker must demonstrate a lack of marketable skills. Training eligibility is determined by a netWORKri counselor via initial and comprehensive assessment of the individual's skill sets. Training is targeted to a specific occupation and provided with the intent of assisting participants secure re-employment at a skill level similar to or higher than their pre-layoff status; and sustain that employment at the best wage available. Based on current labor market conditions and the individual's existing skill sets, training should be of the shortest duration necessary to return the individual to employment. The maximum duration of training is 104 weeks. Individuals requiring remedial training in order to complete occupational training may be eligible for an additional 26 weeks of training.

#### GENERAL PURPOSE:

As a part of the continuance in developing a workforce investment system that addresses customer needs; delivers integrated, user-friendly services; and is accountable to the customers and the public, the Rhode Island Department of Labor and Training's Adult and Dislocated Worker Unit (ADWU) **is seeking qualified service providers to submit programs which address any or all of the following criteria:**

1. **Contextualized training program(s) which simultaneously provide occupational skills training and ESOL in an integrated curriculum.**
2. **Combined training program(s) which offer occupational skills training with a sequential ESOL component.**
3. **Stand-alone ESOL (given no successful proposers for this service were identified as part of Rhode Island Department of Education's combined Adult Education RFP): a) to service Trade customers who possess marketable skills and only need basic English language skills to gain employment; and b) Stand-alone may also include Transitional ESOL, designed to service Trade customers awaiting enrollment into an occupational skills training program. (See Attachment A and B)**
4. **Centralized assessment services for all TAA customers entering into ESOL including initial assessments to identify the appropriate level of ESOL instruction; and quarterly assessments to identify the individuals' level of progression; and assessment for customer's entering into GWB-funded training.**

**Please note: Only one vendor will be selected to provide this assessment service.**

In coordination with the Governor's Workforce Board's Industry Partnerships Initiative to align and focus the allocation of resources on key industry sectors, it is our desire to train English limited and proficient displaced workers in high growth industries. The designation of these sectors is supported by labor market data that indicates the need to create high demand jobs that will contribute to the growth of Rhode Island; and which include occupations with career ladder potential. Accordingly, the ADWU encourages skills training opportunities which align with the Governor's Workforce Board's Industry Partnerships Initiative targeting high growth industries. These high growth sectors include:

- Health Services
- Construction
- Hospitality, Tourism, and Retail Trade
- Advanced Manufacturing
- Marine Trades
- Information Technology
- Bio-Science and Technology
- Finance/Insurance

**Excellent labor market information must guide the service priorities of training programs.**

Occupational Skills Training programs, whether in a combined or contextualized model integrating ESOL, may include but not be limited to the following:

- Accommodation and food services, with a goal placing participants in businesses such as hotels and food service establishments as a part of the hospitality industry;
- Construction, general laborer, masonry as well as pursuing the goal of assisting participants in gaining access to the apprenticeship system;
- Computerized office skills, a very broad category which can include preparation for work in medical office, financial, insurance and real estate or other settings;
- Educational services, focusing on teacher assistant positions;
- Finance and insurance, including positions in customer service and data entry;
- Healthcare and social assistance, with an emphasis on direct care positions or technical specialties within healthcare;
- Marine Trades, including building, restoring and maintaining boats;
- Retail trade, including customer service;
- Communications and utilities, including cable installation, repair and maintenance positions with providers of telephone, electricity, gas or related services;
- Information technology, including web design, network support positions, data management, and PC repair;
- Professional, scientific, and technical including technology, research and development as well as advanced manufacturing;
- Transportation, shipping and receiving, including truck or bus driving skills, or shipping and receiving skills allowing individuals to work, for example, at UPS, DHL, FedEx or in the shipping and receiving department of any major institution; or
- Other occupational high growth sectors as demonstrated by the State's Labor Market Information.

### SECTION 3 – SCOPE OF WORK

#### A. GENERAL DESCRIPTION:

Private and public service providers are eligible and encouraged to submit programs which address the occupational and remedial needs of the dislocated worker and TAA populations. Although stand-alone remedial programs will be considered, the Department strongly encourages service providers to think broadly in their planning phases to include combined and/or contextualized programs. The Remedial Matrix found at Attachment A provides definitions, requirements and preferences for each of the three remedial/training program structures – Contextualized, Combined and Stand-Alone. Eligible service providers, including new vendors

not currently under contract with DLT as well as current services providers, must demonstrate prior experience with a) occupational skills training, b) ESOL, or c) integration of vocational and occupational skills training in an ESOL curriculum. All service provider programs/courses which meet the requirements as outlined in this request for proposal, and which DLT/GWB agree to fund, will be added to the TAA Approved Vendor List; and if appropriate, the WIA Eligible Training Provider List.

### 1. Contractor Requirements:

- a. Vendor must be a recognized service provider (see Attachment C);
- b. Vendors submitting stand-alone ESOL including Transitional ESOL, will agree to a managed enrollment schedule (see Attachment B); Vendors submitting occupational skills training programs integrating ESOL will agree to a managed enrollment schedule based upon proposers' course schedule;
- c. Vendor will agree to priority enrollment of DLT participant customers (this applies to vendor programs which integrate students from the general public);
- d. Vendor understands and agrees that DLT has the right to perform on-site visits for the purposes of counseling customers and examining pertinent records and transactions of such customers;
- e. Vendor will agree to retain customer records for a period of four (4) years from the date the customer exits the program/course;
- f. Vendor will agree to provide high-intensity classroom instruction of not less than 20 hours per week for contextualized, combined and stand-alone ESOL; and
- g. For stand-alone ESOL including transitional ESOL, vendor will agree to provide various levels of ESOL instruction such as beginner, intermediate and advanced, based upon results of centralized assessment.

### 2. Contractor Responsibilities - Administrative:

- a. Timely submission of bi-weekly attendance and progress reports indicating daily hours of attendance. Such records should indicate changes to the student's status such as enrollment, completion, withdrawal, advancement between levels, and/or returned to work information;
- b. Provide certificates of completion for students who progress to each level of ESOL training completion; and
- c. Provide copies of diplomas/certificates and any other credential information for students who successfully complete contextualized and/or combined occupational skills training programs.

B. DELIVERABLES:

1. Program/course description must specify the occupational and/or ESOL skills to be developed, the assessment process and the tools used to determine the levels of competency of each individual.
2. Successful completion of training must lead to a certificate, diploma or degree.
3. Training must progress the student to their highest academic achievement.
4. Occupational skills training must be of a demand occupation., as identified in the *General Purpose* section of this Request.
5. Provide effective coordination of program services between instructors and DLT administrative and career center staff.
6. For stand-alone ESOL programs, successful transition of participants into unsubsidized employment and/or occupational skills training.

SECTION 4 –PRE-PROPOSAL QUESTIONS & PROPOSAL SUBMISSION

A pre-proposal information meeting is scheduled for January 14<sup>th</sup>, 2008. See page one of this solicitation.

Interested offerors may submit proposals to provide the services covered by this Request on or before **February 29, 2008**. Proposals received after this time and date will not be considered. Faxed proposals will not be considered.

Proposals (an original plus **eight** copies of the technical response AND an original plus **eight** copies of the Cost Response) should be mailed or hand-delivered in a separate, sealed envelope marked "RFP 7052812: Occupational Skills Training Integrating ESOL" to:

DEPARTMENT OF ADMINISTRATION  
DIVISION OF PURCHASES (2<sup>nd</sup> floor)  
ONE CAPITOL HILL  
PROVIDENCE, RI 02908

Proposals misdirected to other State locations or which are otherwise not present in the Division of Purchases at the time of opening for any cause will be determined to be late and will not be considered. Proposals faxed, or emailed, to the Division of Purchases will not be considered.

Proposals must include the following:

1. A three-page R.I.V.I.P. generated bidder certification cover form (downloaded from the RI Division of Purchases Internet home page at <http://www.purchasing.ri.gov>); and
2. A sealed, separate, Cost Proposal reflecting the hourly rate, or other fee structure, proposed for this scope of services, including completion of the Cost Proposal Summary form, enclosed; and
3. A typed, Technical Proposal, citing vendor qualifications, experience, etc., as described Herein; and
4. A W-9 Request for Taxpayer Identification Number Certification (downloadable from the Purchases website at [www.purchasing.ri.gov](http://www.purchasing.ri.gov)).
5. In addition to the multiple hard copies of proposals required, Respondents are requested to provide their proposal in electronic format (CDRom or Diskette). Microsoft Word / Excel OR PDF format is preferable. Only 1 electronic copy is requested. This CD or diskette should be included in the proposal marked "original".

Offerors may submit proposals for any of the four (4) outlined areas – contextualized, combined, stand-alone, including transitional ESOL, and centralized assessment. However, while each proposer is required to submit only one Table of Contents and one Executive Summary, multi-program bids must also include a separate Workplan/Approach, Organization and Staffing Plan, Previous Experience, and Cost Proposal. Each proposed program will be evaluated separately and held against the same evaluation and selection criteria as outlined in Section 5. DLT may choose to fund any, all or none of the proposed programs. Proposal packets should include the following:

A. Table of Contents

B. Executive Summary (Maximum of two pages)

The Executive Summary is intended to identify the proposed program(s) you wish to serve;

1. Contextualized;
2. Combined;
3. Stand-alone; including Transitional ESOL if applicable; and/or
4. Centralized Assessment

Offerors must highlight the contents of the proposal to provide State evaluators with a broad understanding of the offeror's approach and ability. Proposals which offer contextualized and/or combined programs must identify the high growth occupational training to be provided.

C. Workplan/Approach Proposed (Maximum of 4 pages per proposed program)

This solicitation seeks to provide an array of programs designed to engage dislocated worker participants and Trade-eligible English language learners at all levels of proficiency.

This section shall provide a clear explanation of the program design and delivery for providing contextualized, combined, stand-alone (including transitional ESOL), and/or centralized assessment, for program participants. For each proposed program, please describe the course content/curriculum, number to be served, expected outcomes (including placement into unsubsidized full-time employment), and whether the proposed program will include non-DLT participants (i.e., general public). Offerors must also include site location(s).

D. Offeror's Organization and Staffing Plan (Maximum of 2 pages per proposed program. Resumes of assigned staff are not subject to this limitation.)

This section shall include identification of all staff proposed as members of the project team and their respective job titles, duties, responsibilities, hours of work, and concentration of effort which apply to each (as well as resumes, curricula vitae, or statements of prior experience and qualification).

DLT is looking for highly trained faculty to support the mission of the proposed training. Preference will be given to vendors employing instructors with an Adult Education professional certification, Masters in TESOL or special certification in TESOL or related field.

E. Previous Experience and Background (Maximum of 2 pages per proposed program)

This section shall include the following information:

A comprehensive listing of similar **projects** undertaken and/or similar clients served, including a brief description of the projects and related performance outcomes. Specifically describe your experience providing skills training for high growth occupational training, ESOL or integration of vocational and occupational skills training in an ESOL curriculum.

For contextualized and combined training programs, specify the jobs for which participants will be competing, including job title, expected starting wage, and potential employer referral. Preference will be given to those proposals which include an employer partnership/commitment to hiring successful graduates who complete the program.

A description of the business background of the offeror including a description of their financial position should be included.

The offeror's status as a Minority Business Enterprise (MBE), certified by the Rhode Island Department of Administration, and or a subcontracting plan which addresses the State's goal of ten per cent (10%) participation by MBE's in all State procurements. For further information, contact Charles Newton, MBE Administrator, at (401) 222-6253.

#### F. Cost Proposal

Cost proposal schedules are separated into two (2) categories, as identified below. For each proposed program, offeror's must provide a detailed budget summary (see sample found at Attachment D) and include the overall amount requested, numbers to be served, and cost per instructional hour.

##### 1) Stand-alone ESOL, including Transitional ESOL, and Centralized Assessment

- a) Stand-alone ESOL, including Transitional ESOL, designed to serve Trade customers, will follow a straight cost reimbursement plan. There are no benchmarks for performance associated with this cost reimbursement. Offeror's submitting proposals for Stand-alone and/or Transitional ESOL must provide high-intensity classroom instruction of not less than 20 hours per week; with a planned minimum of 20 students per class.
- b) Centralized Assessment, designed to serve Trade customers and dislocated workers identified by DLT, will follow a straight cost reimbursement plan based upon an hourly rate of assessment. There are no benchmarks for performance associated with this cost reimbursement. Offeror's submitting proposals for Centralized Assessment will provide assessments 1) to determine the most appropriate level of ESOL instruction for all new referrals; 2) on a quarterly basis to identify student progression; and 3) to students nearing the end of their instruction in order to determine post-test levels of English proficiency.

Should a mass dislocation occur, there may be the need for an additional FTE in any or all of the aforementioned classes. Offeror's should identify their capacity for adding an additional FTE on an as needed basis and include associated FTE costs in the cost proposal. Offeror's must provide a detailed budget summary (see Attachment D for a sample budget worksheet) and include the overall amount requested, numbers to be served, and cost per instructional hour.

- 2) Contextualized and Combined Occupational Skills Training Integrating ESOL - Offeror's submitting proposals for Contextualized and/or Combined Occupational Skills Training Integrating ESOL must provide high-intensity classroom instruction of not less than 20

hours per week. The cost proposal schedule will follow either:

a) A fixed-unit-price, performance-based contract (FUPB), to include the following cost proposal schedule:

- i. Enrollment (30%) – paid at start up of training program. Vendor programs which meet a class enrollment goal of 80% will receive the full 30% allocation. Vendor's of programs which do not meet a class enrollment of 80% will either receive a pro rated allotment\*; or, depending on actual number of referrals, plan to postpone the class in order to allow time for added referrals;
- ii. Mid-point (20%) – paid at midpoint of training program. Vendor's maintaining a class enrollment of 80% will receive the full 20% allocation. Vendors of programs which do not maintain class enrollment of 80% will receive an allotment on a pro rated basis\*;
- iii. Completion (20%) – successful completion of training program and achievement of a degree, certificate or diploma. Vendor's maintaining a class completion rate of 80% will receive the full 20% allocation. Vendors of programs which do not maintain a class completion rate of 80% will receive an allotment on a pro rated basis\*; and
- iv. Placement (30%) - successful placement of 80% of students in full-time, unsubsidized employment within an occupation directly related to training (excludes self-employment). Vendors of programs which do not meet the 80% placement rate, will receive an allotment on a pro rated basis; **or**

b. Offeror's proposing Contextualized and/or Combined Occupational Skills Training Integrating ESOL programs which serve Trade and GWB funded program participants *and students from the general public*, may opt to follow a cost reimbursement plan based upon individual participant referrals; whereby DLT will refer participants to the most cost effective vendor programs. Offeror's following this cost reimbursement plan must submit a cost proposal which includes the total cost of the occupational skills/ESOL training program - tuition, books, fees, supplies, etc.

*\* Should a student drop from the training program in order to pursue training-related employment, or non-training-related employment that pays at least 80% of participants' previous wages, the vendor will receive full credit for the student in terms of enrollment, midpoint and completion rates.*

#### G. Budget Narrative

Please describe each budget line item, particularly overhead and indirect charges where applicable.

## SECTION 5 - EVALUATION AND SELECTION

The State will commission a Technical Review Sub-Committee, which will evaluate and score all proposals, using the following criteria, totaling 100 points.

Proposals will be rated according to the following criteria:

### Workplan/Approach Proposed (35 points):

Proposers will be rated based upon occupational skills training programs that are demand driven and represent high growth industry/(industries), integrating ESOL for differing education levels. The quality of the program design including unique features, milestones and best practices for engaging students will also be taken into consideration. Preference will be given to programs which include an employer partnership whereby the employer is committed to interviewing and potentially hiring, those participants who successfully complete the program. Demonstration of a clear and detailed description of the objectives to be undertaken in the design and the delivery of the proposed program(s) should be included in this section. Proposers will be rated according to course content/curriculum, numbers to be served and performance outcomes. Preference will be given to programs which incorporate some or all of the 'preferences' listed on Attachment A. Proposers who fail to provide the 'requirements' identified on Attachment A will not be considered.

Proposers of Stand-alone ESOL, including Transitional ESOL will be rated based upon the quality of the program design. Preference will be given to programs which incorporate some or all of the 'preferences' listed on Attachment A. Proposers who fail to provide the 'requirements; identified on Attachment A will not be considered.

Proposers of Contextualized Assessment will be rated according to the design and delivery of assessment services, taking into consideration the managed enrollment schedule identified on Attachment B.

### Organization and Staffing Plan (25 points):

Proposer's will be rated based upon a comprehensive description of its ability to meet the staffing requirements for each proposed program. The qualifications of the instructors, as identified by their respective resume, will be taken into consideration; including content and extent of experience and certifications. Preference will be given to vendors employing

instructors with an Adult Education professional certification, Masters in TESOL or special certification in TESOL or related field.

Previous Experience and Background (20 points):

Proposals will be rated based upon demonstrated prior experience implementing programs of occupational study and ESOL; along with job development, placement and performance success. Past experience of the proposer in advancing skill level, along with effectiveness of similar programs of study and achievement of performance outcomes will be taken into consideration.

Cost Proposal (20 points):

Consideration will be given to those proposals of reasonable cost, comparable to other programs of similar content and quality. Evaluation of the cost proposal will also take into consideration the Budget Narrative.

Notwithstanding the foregoing, the State reserves the right not to award this contract, or to award this contract on the basis of cost alone, to accept or reject any or all proposals, and to award in its best interest.

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

The State may, at its sole option, elect to require presentation(s) by offerors clearly in consideration for award.

The Technical Review Sub-Committee will present written findings, including the results of all evaluations, to the State's Architect/Engineer and Consultant Services Selection Committee, which will recommend three finalists to the Director of the Department of Administration, who will make the final selection for this requirement.

## Managed Enrollment Schedule

### Stand-Alone and Transitional ESOL Training

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Prior to 06/30/08	Initial Assessment to determine level of ESOL placement
06/30/08 – 09/26/08	Class in session (Students permitted to enter within the first 3 weeks) * New students
07/21/08 – 09/26/08	Initial assessment testing followed by Transitional ESOL class (for those waiting to enter the next session)
09/01/08 – 09/26/08	Quarterly assessment testing for current students
09/29/08 – 12/26/08	Class in session (Students permitted to enter within the first 3 weeks) * New students (Includes those who have progressed to next level of ESOL instruction) * Re-enrollment for students who do not progress to next level of ESOL instruction
10/20/08 – 12/26/08	Initial assessment testing followed by Transitional ESOL class (for those waiting to enter the next session)
12/01/08 – 12/26/08	Quarterly assessment testing for current students
12/29/08 – 03/27/09	Class in session (Students permitted to enter within the first 3 weeks) * New students (Includes those who have progressed to next level of ESOL instruction) * Re-enrollment for students who do not progress to next level of ESOL instruction
01/19/09 – 03/27/09	Initial assessment testing followed by Transitional ESOL class (for those waiting to enter the next session)
03/02/09 – 03/27/09	Quarterly assessment testing for current students
03/30/09 – 06/26/09	Class in session (Students permitted to enter within the first 3 weeks) * New students (Includes those who have progressed to next level of ESOL instruction) * Re-enrollment for students who do not progress to next level of ESOL instruction
04/20/09 – 06/26/09	Initial assessment testing followed by Transitional ESOL class (for those waiting to enter the next session)
06/01/09 – 06/26/09	Quarterly assessment testing for current students

Note: Each session runs 13 weeks; Students will remain in class through the length of the session (exception for those who obtain employment); Students who fail to progress to the next level after two (2) sessions, may be dropped from class; Transitional ESOL is open to all levels of ESOL.

## ATTACHMENT C

### 1. Contractor Requirements:

#### a. **Vendor must be a recognized service provider.**

To be initially eligible to receive funds as an eligible provider of training services, proposers must fall under one of two categories listed below:

##### Category One

- A Post-Secondary educational program that is (a) eligible to receive funds under Title IV of the Higher Education Act of 1965 and (b) provides a program that leads to an Associate Degree, Bachelor's Degree or Certificate; or
- Carries out programs under the National Apprenticeship Act of 1937.

Providers and their programs that are eligible to apply under this category include universities, colleges, community colleges, some vocational-technical schools, some proprietary schools and apprenticeship programs registered with the Bureau of Apprenticeship Training, U.S. Department of Labor.

##### Category Two

Provider must meet eligibility criteria established by the Governor.

- Public and private providers of a program of training services, which includes entities such as vocational-technical schools, community-based organizations (CBO's), private training companies, labor organizations, employer organizations, private individuals and entities that provided training under JTPA, WIA or other federal/state entities;
- A post-secondary educational institution or training provider, public, private for profit or private not for profit wishing to receive training funds for a program(s) which do not lead to an associate or baccalaureate degree of certificate or are not funded under Title IV of the Higher Education Act of 1965; or
- An apprenticeship program wishing to receive training funds for a program not registered with the Federal Bureau of Apprenticeship Training.

## ATTACHMENT D

**BUDGET WORKSHEET**

<u>CATEGORY</u>	<u>AMOUNT</u>
PERSONNEL	\$0.00
Salary Detail:	
Position Title	
Hourly Rate	\$0.00
Number of Hours	
Total Annual Salary	\$0.00
FRINGE BENEFITS	\$0.00
Fringe Benefit Detail:	
Position Title	
Percentage of Applied Fringe Benefit	%
Total Annual Fringe	\$0.00
TRAVEL	\$0.00
EQUIPMENT: LEASE/REPAIR/MAINT.	\$0.00
SUPPLIES	\$0.00
CONTRACTUAL	\$0.00
OTHER:	
Rent	\$0.00
Utilities	\$0.00
Overhead	\$0.00
<b>TOTAL DIRECT CHARGES</b>	\$0.00
INDIRECT CHARGES ( %)	\$0.00
TRAINING COSTS	\$0.00
<b>TOTAL</b>	\$0.00
PROFIT ( %)	\$0.00

# Remedial Matrix Attachment A

	<b>CONTEXTUALIZED</b>	<b>COMBINED</b>
<p><b>English for Speakers of Other Languages (ESOL):</b></p> <p>Remedial instruction for individual's who are unable to speak, read, or write the English language.</p>	<p><b>Definition:</b> A contextualized training program is one which simultaneously provides the necessary occupational skills and ESOL in an <u>integrated</u> curriculum.</p> <p><b>Requirements:</b></p> <ol style="list-style-type: none"> <li>1. The vocational training should be of a specific high growth occupation/industry;</li> <li>2. High intensity curriculum involving not less than 20 hours of classroom instruction; and</li> <li>3. Successful completion should lead to a certificate, diploma, or competency or skill recognized by employers, or a training regimen that provides additional skills or competencies generally recognized by employers.</li> </ol> <p><b>Preferences:</b></p> <ol style="list-style-type: none"> <li>1. Learning outside the classroom – instructional models which require students to interact with native English speakers in conjunction with class projects and/or informational conversation groups with native English speakers;</li> <li>2. Homework and/or individual tutoring;</li> <li>3. Curriculum to include study projects based on the specified occupational skills training proposed; and</li> <li>4. (For intermediate and advanced level ESOL) curriculum integration – programs designed to help students understand and meet the expectations of post-secondary prep modules by establishing expectations similar to those found in post-secondary academic courses.</li> </ol>	<p><b>Definition:</b> A combined training program is one of occupational skills training with an ESOL component.</p> <p><b>Requirements:</b></p> <ol style="list-style-type: none"> <li>1. The vocational training should be of a specific high growth occupation/industry;</li> <li>2. High intensity curriculum involving not less than 20 hours of classroom instruction; and</li> <li>3. Successful completion should lead to a certificate, diploma, or competency or skill recognized by employers, or a training regimen that provides additional skills or competencies generally recognized by employers.</li> </ol> <p><b>Preferences:</b></p> <ol style="list-style-type: none"> <li>1. Learning outside the classroom – instructional models which require students to interact with native English speakers in conjunction with class projects and/or informational conversation groups with native English speakers;</li> <li>2. Homework and/or individual tutoring;</li> <li>3. Curriculum to include study projects based on the specified occupational skills training proposed; and</li> <li>4. (For intermediate and advanced level ESOL) curriculum integration – programs designed to help students understand and meet the expectations of post-secondary prep modules by establishing expectations similar to those found in post-secondary academic courses.</li> </ol>

## Remedial Matrix Attachment A

<b>STAND ALONE (Including Transitional ESOL)</b>	
	<p><b>Definition :</b> <b>Stand-alone ESOL</b> training is designed to service customers who possess marketable skills but need basic English language skills to return to suitable employment; or prepare the individual for occupational skills training.</p> <p><b>Transitional ESOL</b> is designed to serve customers awaiting enrollment into stand-alone ESOL, contextualized or combined training programs.</p>
<p><b><u>English for Speakers of Other Languages (ESOL):</u></b></p> <p>Remedial instruction for individual's who are unable to speak, read, or write the English language.</p>	<p><b>Requirements:</b></p> <ol style="list-style-type: none"> <li>1. ESOL instruction should be provided at various levels of proficiency – noting that the focus of need is for Beginner and Intermediate level ESOL instruction, with only a small percentage of Advanced ESOL instruction;</li> <li>2. High intensity curriculum involving not less than 20 hours of classroom instruction; and</li> <li>3. Successful completion should lead to a certificate, diploma, or competency or skill recognized by employers, or a training regimen that provides additional skills or competencies generally recognized by employers.</li> </ol> <p><b>Preferences:</b></p> <ol style="list-style-type: none"> <li>1. Remedial training to include a job readiness skills component designed to return the individual to work;</li> <li>2. Learning outside the classroom – instructional models which require students to interact with native English speakers in conjunction with class projects and/or informational conversation groups with native English speakers;</li> <li>3. Homework and/or individual tutoring;</li> <li>4. Curriculum to include study projects based on the specified occupational skills training proposed; and</li> <li>5. (For intermediate and advanced level ESL) curriculum integration – design programs which help students understand and meet the e</li> </ol>