



**Solicitation Information  
September 22, 2014**

**RFP# 7549021**

**TITLE: EVALUATION OF EARLY LEARNING & DEVELOPMENT STANDARDS PROJECT**

**Submission Deadline: Monday, October 20, 2014 at 2:30 PM (ET)**

**PRE-BID/ PROPOSAL CONFERENCE: NO  
DATE:  
LOCATION:**

Questions concerning this solicitation must be received by the Division of Purchases at [gail.walsh@purchasing.ri.gov](mailto:gail.walsh@purchasing.ri.gov) no later than **Thursday, October 2, 2014 at 5:00 PM (ET)**. Questions should be submitted in a *Microsoft Word attachment*. Please reference the RFP# 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.

**SURETY REQUIRED: NO  
BOND REQUIRED: NO**

**GAIL WALSH  
CHIEF BUYER**

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

**Note to Applicants:**

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

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

***Request for Proposals (RFP)***  
*(Early Learning and Development Standards Project Evaluation)*

The Rhode Island Department of Administration, Division of Purchases, on behalf of the Rhode Island Department of Education (RIDE) is requesting Proposals from qualified vendors to conduct an evaluation on its recently revised Early Learning and Development Standards Project activities. These funds are to be used to develop and implement an evaluation of the project and to analyze results of the evaluation for the purposes of a final report and presentation to the state.

**INSTRUCTIONS AND NOTIFICATIONS TO BIDDERS:**

Potential offerors are advised to review all sections of this solicitation 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.

It is intended that an award pursuant to this RFP will be made to a prime vendor, or prime vendors in the various categories, who will assume responsibility for all aspects of the work. Joint venture and cooperative proposals will not be considered. Subcontracts are permitted, provided that their use is clearly indicated in the vendor's proposal and the subcontractor(s) to be used is identified in the proposal.

All proposals should include the vendor's FEIN or Social Security number as evidenced by a W9, downloadable from the Division's website at [www.purchasing.ri.gov](http://www.purchasing.ri.gov).

The purchase of services under an award made pursuant to this RFP will be contingent on the availability of funds.

In accordance with Title 7, Chapter 1.2 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 of Rhode Island, without exception, and will be released for inspection immediately upon request once an award has been made.

Also, Submitters should be aware of the State's MBE requirements, which addresses the State's goal of ten percent (10%) participation by MBE's in all State procurements. For further information, contact the State MBE Administrator at (401) 574-8253 or [charles.newton@doa.ri.gov](mailto:charles.newton@doa.ri.gov). Visit the website <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.

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 or via email [raymond.lambert@hr.ri.gov](mailto:raymond.lambert@hr.ri.gov).

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.

RIGL 37-13-3.1 State public works contract apprenticeship requirements. \* (a) Notwithstanding any laws to the contrary, all general contractors and subcontractors who perform work on any public works contract awarded by the state after passage of this act and valued at one million dollars (\$1,000,000) or more shall employ apprentices required for the performance of the awarded contract. The number of apprentices shall comply with the apprentice to journeyman ratio for each trade approved by the apprenticeship council of the department of labor and training.

## 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).

### **Section 1: Background and Purpose**

#### **Overview**

In 2011, Rhode Island was one of nine states to be awarded a federal Race to the Top Early Learning Challenge grant, which provided the state with the resources to revise its early learning standards. RIDE led the effort and worked collaboratively with the Executive Office for Health and Human Services, national experts, Rhode Island's higher education community, and Rhode Island's early childhood stakeholders to articulate a new set of early learning and development standards that meet or exceed nationally recognized criteria and that are uniquely adapted for the children and families in the state.

The 2013 RI Early Learning and Development Standards (RIELDS) extend educational expectations to infants and toddlers, and they are integrated with preschool early learning standards to create a seamless birth-to-60-month continuum.

The Standards are organized into nine domains: Physical Health and Motor Development, Social and Emotional Development, Language Development, Literacy Development, Cognitive Development, Mathematics, Science, Creative Arts, and Social Studies.

As part of the Race to the Top- Early Learning Challenge federal initiative, RIDE is requesting proposals to evaluate the RIELDS project. Rhode Island has committed to the quality and effectiveness of the RIELDS, and has included efforts for continuous improvement and evaluation of effectiveness. In an effort to do so, RIDE seeks to contract with an independent evaluator to conduct an evaluation focusing on the extent to which the Project design and systems support the effective, consistent delivery of educator professional development offerings across all courses.

Given both the timeliness of the newly revised Early Learning and Development Standards, in addition to the time-limited Race to the Top-Early Learning Challenge initiative, an in depth evaluation of the Project is well timed. The results of the evaluation will allow Project staff to make recommended improvements.

## **Background**

RIDE serves as the lead agency on the RIELDS Project, utilizing funding from the Race to the Top- Early Learning Challenge grant in addition to quality dollars from the Child Care Development Block Grant managed by the Department of Human Services (DHS).

While the Standards in and of themselves are important, the effective and appropriate use of the Standards by the early care and education workforce is a key strategy for supporting children's learning and development. To achieve this objective, RIDE has committed considerable resources to designing and implementing high quality professional development supports. This effort also supports the 2016 Rhode Island Early Learning Council goal which states that "By 2016, the standards will be implemented and used statewide in all early learning programs." In RIELDS, Professional Development participants receive exceptional training from experienced RI Early Learning Standards Certified Trainers, work in small and large groups, share information, reflect on past and current practice and complete assignments that lead to improved early childhood programs and effective teacher practices.

Rhode Island believes that through high quality ongoing professional development focused on using the Standards that educators will be supported to effectively meet the core competencies within their employment setting, align their curriculum to the Standards and effectively support each of the RIELDS learning goals within their classrooms or family child care homes. RIELDS courses are utilized by educators and are written in as a key component to the state's Tiered Quality Rating and Improvement System (TQRIS) and RIDE's Comprehensive Early Childhood Education Program Approval. With the recent expansion of the TQRIS, the state is working towards its goal of having 100 percent of programs participating, which will mean that most educators working in licensed programs will have attended RIELDS professional development appropriate to their position.

There are four Standards professional development courses. These are as follows: Foundations to the RI Early Learning and Development Standards, Developing a Standards-Based Curriculum, Implementing a Standards-Based Classroom and Implementing a Standards-Based Program.

A description of each of the courses follows:

### **Foundations for the RI Early Learning and Development Standards (i.e. Foundations)\***

Participants in this eighteen hour, six session training will develop an understanding of the RIELDS nine domains of learning; begin to develop an understanding of key components of child development birth through five years of age; recognize how families are partners in their child's growth and development; and understand the relationship of responsive caregiving and curriculum and the importance of each to the growth of young children.

\*Required for all who do not have a RIELS Certificate

### **Developing a Standards Based Curriculum (i.e. Curriculum)**

This thirty-six hour, twelve session course focuses on developing an understanding of the RIELDS nine domains of learning and development and how they inform care and teaching; defining reflection and using reflection regularly; developing a working knowledge of the four components of curriculum: content, context, process, and teaching and facilitating. Participants will examine their classroom curriculum and align their practice to the standards.

Participants choosing this course should have previous training in child development, experience working with the 0-5 population, and be prepared to complete college-level written and reading assignments.

### **Implementing a Standards Based Classroom (i.e. Classrooms)**

This intensive thirty-six hour, twelve session course focuses on developing and implementing a high quality classroom which includes: an understanding of the RIELDS nine domains of learning and development for children birth- age 8; recognizing the connection between responsive care and education for infants and toddlers; reflecting on teaching practices; understanding the connection between a quality standards-based classroom and the RIELDS; creating meaningful opportunities for community and family engagement; expanding knowledge of the four components of curriculum; and understanding authentic assessment and using assessment information in curriculum planning.

Participants in this course should have a strong early childhood background with knowledge and experience in the areas of curriculum and assessment. Participants should also currently be working in a classroom, since activities used throughout the course relate to day to day teaching. Individuals should have an early childhood educational background that includes a minimum of twelve higher education credits in Early Childhood Education.

### **Implementing a Standards Based Program (i.e. Programs)**

This intensive thirty-six hour, twelve session course focuses on developing and implementing a high quality classroom which includes: an understanding of the RIELDS nine domains of learning and development for children birth- age 8; recognizing the connection between responsive care and education for infants and toddlers; reflecting on teaching practices; understanding the connection between a quality standards-based classroom and the RIELDS; creating meaningful opportunities for community and family engagement; expanding knowledge of the four components of curriculum; and understanding authentic assessment and using assessment information in curriculum planning.

Participants in this course should have a strong early childhood background with knowledge and experience in the areas of curriculum and assessment. Participants should also currently be working in a classroom, since activities used throughout the course relate to day to day teaching. Individuals should have an early childhood

educational background that includes a minimum of twelve higher education credits in Early Childhood Education.

The trainings are developed and designed by RIDE, with the support of expert writers. These writing teams work to ensure alignment across state initiatives and policies, as well as alignment across each of the courses. Foundations is the basic course which all educators take. From there, the courses become more position specific. With teacher assistants and teachers taking Curriculum, lead teachers taking Classrooms, Coordinators often taking Classrooms and Programs and Directors taking only Programs.

Each training has a set number of modules, Foundations has six, and the three other courses have twelve. Each of the trainings is designed by RIDE and includes materials for both participants and trainers. For trainers there are PowerPoint slides, trainer notes, and a rubric. Participants receive handouts, copies of the Standards materials and reading articles. Homework assignments are given for each Module, with the expectation that these be turned in and discussed during the next class.

Trainer notes begin very scripted in Foundations and gradually become less so in Classrooms and Programs. Trainer expectations and preparation begin with an extensive Training of Trainers (TOT) which trainers are identified and prepared for teaching the courses.

The recruitment and Training of Trainers has historically been an invitation only process. The RIELDS project has many long-time trainers who have facilitated courses since the Projects inception. Most recently however, the Project for the first time engaged in an open recruitment and application pool in an effort to expand its cadre of trainers and thus be better able to meet demands for training within the community. The minimum qualifications for a trainer is a Master's degree in early childhood education or a related field as well as demonstrated years of experience in the field. All trainers have numerous years of teaching and leadership experience in the fields working in early childhood.

To support new trainers once selected, there exists a rigorous Training of Trainers process. Trainer candidates first participate in a four-hour Foundational meeting to discuss a history of the project, best practices in teaching adult learners, training facilitation skills, drafted Workforce Knowledge and Competencies for Trainers, NAEYC Code of Ethical Conduct, and overall project policies. Next, candidates move into an "Instructor Course" in which course Modules are split among the group, and individuals or small teams each take a Module and prep for and facilitate the Module to their peers. Lastly, candidates participate in a Co-Teaching Coaching Process. During this final step candidates conduct a live, community session in tandem with a Master Trainer. Coinciding with the teaching is Coaching in which the Master Trainer ensures opportunities for reflection, discussions, and feedback.

Throughout this process aspiring RIELDS trainers are considered "Candidates" until they

have completed the TOT and been awarded a certificate by RIDE. Once the TOT is completed, trainers approved by RIDE move onto "Provisional Trainer Certification". After one year, and one training conducted within this year, trainers move onto "Full Certification". Before becoming fully certified, Provisional Trainers are observed by a RIDE Project staff member as a component of regular, annual monitoring.

## **SECTION 2: SCOPE OF WORK**

This work will evaluate the effectiveness of the professional development component of the RIELDS Project. Over the course of the past year, the RIELDS professional development supports have been updated and enhanced. Several factors have contributed to the revision of content and policies. First, the addition of the new Standards prompted the revision of all the courses. Each course now encompasses infant through five year old content, a new alignment to state systems including the revised licensing standards, Bright Stars, CECE, and the Workforce Knowledge and Competencies. The addition of this content has also expanded upon the number of hours required for each course, with each course expanding by one to two modules, or a total of three to six hours. Additionally, the number of offerings has greatly expanded due to demand stemming from the additional Bright Stars applications. Until recent, most attendees were early adopters of the states TQRIS. A new requirement during 2013 prompted those receiving CCAP funding (subsidies) to apply for Bright Stars, thus mandating RIELDS participation and a certificate of completion.

It is expected that evaluators will take a deep look at all project components impacting the consistency of training delivery, which includes the training of trainers, policies and procedures, trainer materials, and the ongoing support system for trainers. More specifically, the evaluator will meet with RIDE project staff to review project processes and data such as policies, evaluations, TOT process and materials, course content and design, trainer networking meetings, trainer monitoring processes etc.

RIDE desires evaluation results which will generate findings which can be used to inform policy, programmatic, and resource allocation decisions moving forward. We would also like to know whether revisions stemming from evaluation findings have created the desired outcome.

### **Research Questions**

The RIELDS evaluation will 1). Determine whether the Project design is effective in supporting trainers in implementing high quality standards-based content, with fidelity across the state. 2). Determining whether the processes in place for supporting trainers is effective, and what areas of improvement may be made.

To best determine the quality of the RIELDS, the following research questions may be considered.

- A. Is the training being delivered with consistency (fidelity) among trainers?
- B. Is the same amount of time (within reason) spent on topics during trainings?

- C. Are the systems in place, which include the credentialing requirements or trainers, TOT and built in support mechanisms, sufficient to ensure trainer fidelity? If not, are there areas where improvement needs to be made?

### **Tasks**

Through this Request for Proposals, RIDE is seeking proposals to evaluate the RIELDS Project. The successful independent evaluator will undertake these core responsibilities.

1. Include in the evaluation design multiple measures with demonstrated reliability and validity. Evaluation efforts should be designed to include multiple measurement strategies to give a comprehensive picture of the RIELDS Project.
2. A review of the project to be evaluated, including the following information- historical detail, goals and objectives, program activities and administration, relevant findings and statistics to date (if applicable), the federal initiative (if applicable), and reference to similar programs. Information provided to RIDE shall include both process measures, and/or outcome measures.
3. Timelines. This section should contain detailed information about important dates and time-specific components relating to the evaluation start date, periodic review dates, important meeting dates, funding period, the treatment process time, follow-up periods, etc. Also include the time period of acceptance, ramp up period, and delivery of final products that you will review and submit to RIDE.
4. Work in partnership with RIDE. The successful bidder will work with RIDE, related to the policies and procedures necessary to conduct the evaluation. The successful bidder will also work cooperatively with state and federal partners as needed for the work. The successful bidder is expected to cooperatively produce reports and materials that are suitable for sharing with stakeholders, which includes high level policy makers, early learning providers, parents and families, and program implementation partners. Upon request, the successful bidder will be expected to present to various stakeholder audiences in person to report on progress and, as requested and appropriate, implications for program design, implementation and improvement.

Key activities and deliverables will include:

- Work with project lead to obtain relevant information on project policies and processes;
- Work with project lead in order to access participant information, course schedules, evaluations and other related programmatic data in order to incorporate these into the evaluation plan as needed;
- Provide findings and recommendations to the project lead, Core Team and statewide Early Learning Council;
- Provide RIDE with a full report of findings, including recommendations for future project implementation;
- Provide RIDE with all data collected through work on the evaluation.

### **Section 3: Technical Proposal**

Required elements are referenced below. The technical proposal may be no more than 30 pages, including attachments. Margins must be at least 1 inch on all sides.

#### Understanding of the Issues

Describe your understanding of the RIELDS Project and the goals outlined in Rhode Island's Race to the Top-Early Learning Challenge grant application. Illustrate the role the evaluation will have on efforts to guide and refine the RIELDS Project.

#### Experience

Please present a detailed statement of qualifications and summarize your relevant experience in meeting the objectives outlined in this solicitation, and any special or unique characteristics of the organization which would make it especially qualified to perform the specific work required by this RFP. Summarize the background and qualifications of key personnel. If subcontractors are to be used, please specify the name, address, and a brief description of the subcontractors' organizational capacity and qualifications. Bidders must submit relevant organizational information, a list of similar projects undertaken and/or clients served, agency expertise relative to the services requested, and a statement of existing workload as it impacts the performance of the project.

#### Proposed Work Plan and Capacity to Implement

Describe your plan to implement the evaluation of the RIELDS Project to address the research questions outlined in this procurement, as well as other themes emerging from the evaluation. Include a full description of objectives, anticipated outcomes, proposed methodology, measurements, and technical plan for accomplishing the work outlined in this procurement. If there are other helpful research questions or important methodological issues that should be considered, then the Bidder should include them in the proposal.

#### Proposal Requirements:

- All data, logos, URLs, copyrights, and trademarks related to the project, and all equipment, publications, and materials purchased, developed, or received through this grant remain the property of RIDE.
- All materials, media releases, publications, presentations, and out of state travel must be approved by the RIDE prior to implementation and/or distribution.
- All costs included in the bidder's proposal should be necessary, reasonable, and required to carry out program functions. **The total cost of the contract will not exceed \$87,500.**
- Contractor will be responsible for supervision; performance and adherence to contractual language of all of its subcontractors or else seek other partners or continued work.

- Program(s) must comply with all applicable provisions of the general laws and with all applicable rules and regulations of RIDE and DHS and its contractual procedures.
- To ensure compliance, RIDE and DHS or its designee, shall reserve the right to regularly monitor the programs(s) or agencies under this contract. The contractor must provide access to any and all materials and data relevant to the evaluation and monitoring of the activities and requirements described herein.
- The successful vendor will be responsible for all federal and state reporting requirements as required by RTT-ELC and DHS, and shall separately manage, track, and report expenditures.
- The cost or the advance of deposits for meals or refreshments will not be considered a necessary expense and such requests for payment will not be processed.
- Administrative/Indirect costs are limited to a maximum of 10% of the grant award.

Project Schedule/Deliverables

|  |  |
|--|--|
| Contract negotiated and awarded to vendor  | Fall 2014                                    |
| Create and propose for RIDE approval, a comprehensive evaluation plan and supplemental materials and complete final contractual negotiation. | Upon Award                                   |
| Begin data collection and review with RIDE and within the community.   | Ongoing<br>Upon Award<br>through May<br>2015 |
| Complete final data analysis (quantitative and qualitative)  | May 2015                                     |
| Prepare final reports and presentations for delivery   | June 2015                                    |

**ADDITIONAL CONTRACTOR REQUIREMENTS/QUALIFICATIONS**

- Bidders must submit a letter of transmittal signed by an owner, officer, or other authorized agent.
- Bidders must submit relevant organizational information, a list of similar projects undertaken and/or clients served, agency expertise relative to the services requested, and a statement of existing workload as it impacts the performance of the project.
- Bidders must provide an overview of key personnel assigned to the project including education and prior experience.
- Bidders must disclose any work to be sub-contracted including the specific work to be performed and staffing, organizational structure, and business background of the sub-contractor.

## Other Desired Qualifications

- Capacity to work throughout Rhode Island

### **Terms of the Contract**

The contract will begin upon issuance of state purchase order and end 06/30/15. The scope of the work may be modified by RIDE prior to beginning work on a given task. RIDE retains the option of granting a time extension of up to one year with additional funding if available and if the level of work is expanded by mutual written consent. If necessary, deficiencies in performance of services and/or failure to supply deliverables in a complete and timely manner will be documented in writing by RIDE. Should a pattern of substantial dissatisfaction become apparent, RIDE reserves the right to terminate the contract.

### **Section 4: Cost Proposal**

The contractor must prepare a cost proposal reflecting the hourly rate or other fee structure proposed for this scope of services using the Cost Proposal Forms contained in Appendix A. The total cost of the contract is not to exceed **\$87,500.00**.

Please note that reimbursement for travel within the continental United States will be limited to the per diem rates established by the General Services Administration (GSA). Per Diem rates are posted at [www.gsa.gov/perdiem](http://www.gsa.gov/perdiem).

### **Section 5: Evaluation and Selection**

A selection Committee will first evaluate Technical Proposals. The Technical Proposal will constitute a maximum of 70 points. Only those scoring a 50 or above on the Technical Proposal will warrant review of the Cost Proposal which constitutes the final available 30 points, for a maximum score of 100 points.

Respondents may be invited to appear before the Selection Committee for in-person presentations to clarify statements made in their proposal. The Selection Committee will then make a qualifications-based recommendation.

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

Responses found to be technically or substantially non-responsive at any point in the evaluation process will be rejected and not considered further. The State reserves the right to reject any or all responses submitted.

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

| Criteria                               | Possible Points |
|--|-----------------|
| Contractor Understanding of the Issues | 10 points       |
| Work Plan                              | 20 points       |
| Capacity of the Agency Effectively to  | 20 points       |

|  |                   |
|--|-------------------|
| Administer the Project   |                   |
| Quality of Key Personnel (including Curriculum vitae)  | 20 points         |
| <b>Total Possible Technical Points</b>   | <b>70 points</b>  |
| Cost (calculated as the lowest responsive cost proposal divided by this cost proposal times 30 points) | 30 points         |
| <b>Total Possible Points</b>   | <b>100 points</b> |

\* The Low bidder will receive one hundred percent (100%) of the available points for cost. All other bidders will be awarded cost points based upon the formula:

(low bid/vendors bid) \* Available points

For example: If the low bidder (Vendor A) bids \$65,000 and Vendor B bids \$100,000 for monthly cost and service fee and the total points available are Thirty (30), vendor B's cost points are calculated as follows:

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

### **Section 6: Proposal Submission**

Questions concerning this solicitation may be e-mailed to the Division of Purchases at [gail.walsh@purchasing.ri.gov](mailto:gail.walsh@purchasing.ri.gov) no later than the due date and time indicated on page one of this solicitation. Please reference the RFP# on all correspondence. Questions should be submitted in a Microsoft Word attachment. Answers to 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. If technical assistance is required to download please call the Help Desk at (401) 222-3766 or [lydia.moore@doit.ri.gov](mailto:lydia.moore@doit.ri.gov).

Offerors are encouraged to submit written questions to the Division of Purchases. **No other contact with State parties will be permitted.** Interested offerors may submit proposals to provide the services covered by this Request on or before the date and time listed on the cover page of this solicitation. Responses received after this date and time, as registered by the official time clock in the reception area of the Division of Purchases will not be considered.

Responses (an original plus four (4) copies) should be mailed or hand delivered in a sealed envelope marked "RFP #7549021" AND "Evaluation of the RI Early Learning and Development Standards Project" to:

Department of Administration  
 Division of Purchases  
 One Capitol Hill  
 Providence, Rhode Island 02908-5855

NOTE: Proposals received after the above-referenced due date and time will not be considered. Proposals misdirected to other State locations or those not presented to the Division of Purchases by the scheduled due date and time will be determined to be late and will not be considered. The official time clock is in the reception area of the Division of Purchases.

## **RESPONSE CONTENTS**

Responses shall include the following:

1. A completed and signed four-page RIVIP Bidder Certification Cover Sheet, downloaded from the RI Division of Purchases Internet home page at [www.purchasing.ri.gov](http://www.purchasing.ri.gov).
2. A completed and signed W-9 downloaded from the RI Division of Purchases Internet home page at [www.purchasing.ri.gov](http://www.purchasing.ri.gov). **Please include with original proposal only.**
3. A separate Technical Proposal describing the qualifications and background of the applicant and experience with and for similar programs, and all information described earlier in this solicitation. The Technical Proposal is limited to fifty (50) pages (including any appendices). As appropriate, resumes of all keep staff that will provide services covered by this request.
4. A **separate, signed and sealed** Cost Proposal reflecting rates, or other fee structures, proposed to complete all the requirements of this project.
5. In addition to the multiple hard copies of proposals required, Respondents are requested to provide their proposal in electronic format (CD-ROM, disc, or flash drive). Microsoft Word/Excel OR PDF format is preferable. Only 1 electronic copy is requested and it should be placed in the proposal marked "original".

Contractor assumes all responsibilities for proposals submitted by mail or commercial delivery service. Proposals misdirected to other state locations or which are otherwise not present in the Office of Purchases at the time of opening, for any cause, will be determined to be late and will not be considered. Faxed responses will not be considered.

**APPENDIX A: RELATED DOCUMENTS**

- Rhode Island Early Learning and Development Standards (RIELDS)  
<http://rields.com/resources/publications/>
- Rhode Island Department of Education Rhode Island Early Learning and Development Standards (RIELDS) webpage  
<http://www.ride.ri.gov/InstructionAssessment/EarlyChildhoodEducation/EarlyLearningandDevelopmentStandards.aspx>
- Rhode Island Department of Education Professional Development website  
<http://www.ride.ri.gov/InstructionAssessment/EarlyChildhoodEducation/Workforce.aspx>
- Rhode Island Department of Education Family Engagement website  
<http://www.ride.ri.gov/InstructionAssessment/EarlyChildhoodEducation/ChildOutreach.aspx>
- Rhode Island Department of Education’s ERIDE Professional Development registration system <https://www.eride.ri.gov/workshopReg/main.aspx>

**ATTACHMENT 1: BUDGET ONE-YEAR PROJECTS**

The Contractor estimates that its budget for work to be performed under this Agreement is as follows:

| <u>Expense Category</u>         | <u>Estimated Expenditures</u> |
|---------------------------------|-------------------------------|
| 1. Employee Salary and Benefits | 0                             |
| 2. Purchased Services           | 0                             |
| 3. Supplies and Materials       | 0                             |
| 4. Travel                       | 0                             |
| 5. Printing                     | 0                             |
| 6. Office Expense               | 0                             |
| 7. Other: <i>(describe)</i>     | 0                             |
| 8.                              | 0                             |
|                                 | 0                             |
| Subtotal                        | 0                             |
| Indirect Cost *                 | 0                             |

It is understood and agreed that the amounts indicated above for the several line items are estimates of expenditures to be incurred by the Contractor on behalf of this Agreement and to be claimed by the Contractor for reimbursement under this Agreement. It is further

understood and agreed that actual expenditures may vary from the estimates set forth above and that such variations shall not in themselves be cause for disallowance of reimbursement by RIDE; provided, however, that the Contractor shall notify the contract officer of the variance and obtain pre-approval, in writing; and provided further that unless permission of the contract officer shall have been obtained in advance, no expenditure shall be claimed by the Contractor for reimbursement by RIDE under this Agreement if such expenditure shall have been incurred in a line item category not listed above. Transfer of funds between categories requires prior written approval by RIDE. In no event shall the total amount of reimbursement claimed by the vendor under this agreement exceed the total approved contract amount.

***\* Attach a copy of the approved indirect cost documentation***

BUDGET DETAIL SHEET \*  
 FISCAL YEAR \_\_\_\_\_

**EMPLOYEE SALARY AND BENEFIT DETAIL (TOTAL COMPENSATION)\*\***

| NAME                 | POSITION TITLE | NUMBER OF HOURS | HOURLY RATE (including benefits) | SALARY and BENEFIT TOTAL \$ |
|----------------------|----------------|-----------------|----------------------------------|-----------------------------|
|                      |                |                 |                                  |                             |
|                      |                |                 |                                  |                             |
|                      |                |                 |                                  |                             |
|                      |                |                 |                                  |                             |
| <b>TOTAL REQUEST</b> |                |                 |                                  |                             |

**PURCHASED SERVICES DETAIL**

| NAME                 | POSITION TITLE | HOURS | HOURLY RATE \$ | TOTAL \$ |
|----------------------|----------------|-------|----------------|----------|
|                      |                |       |                |          |
|                      |                |       |                |          |
| <b>TOTAL REQUEST</b> |                |       |                | \$       |

**OTHER EXPENDITURES DETAIL**

| EXPENSE CATEGORY         | DESCRIPTION | TOTAL |
|--------------------------|-------------|-------|
| Supplies and Materials   |             |       |
| Travel ***               |             |       |
| Printing                 |             |       |
| Office Expense           |             |       |
| Other: <i>(describe)</i> |             |       |
| Indirect Cost            |             |       |

Total \$

\* Please include a detail budget sheet for each state fiscal year (July 1<sup>st</sup> – June 30<sup>th</sup>)

\*\* Please round hourly rates to the nearest whole dollar and ensure there are no rounding differences with the extended totals.

\*\*\* Reimbursement for travel within the continental United States is limited to the per diem rates established by the General Services Administration (GSA). Per diem rates are posted at [www.gsa.gov/perdiem](http://www.gsa.gov/perdiem).

## **Budget Narrative**

*Please provide a detailed explanation of each budget category line item, including the information below.*

### **1. Employee Salary and Benefits**

*Provide:*

- *The title and role of each position to be compensated under this grant.*
- *The salary or each position.*
- *The amount of time, such as hours or percentage of time, to be expended by each position.*
- *The fringe benefit for all personnel.*
- *Any additional basis for cost estimates or computations.*

### **2. Purchased Services**

*Provide:*

- *The products to be acquired and/or the professional services to be provided.*
- *The title and role of each consultant to be compensated under this grant.*
- *The hourly rate for each position.*
- *The amount of hours to be devoted to this project*
- *Any additional basis for cost estimates or computations.*

*Explain:*

- *The purpose in relation to the scope of work*

### **3. Travel**

*Provide:*

- *An estimate of the number of trips.*
- *An estimate of transportation and/or subsistence costs for each trip.*
- *Any additional basis for cost estimates or computations.*

*Explain:*

- *The purpose of the travel, how it relates to the scope of work, and how it will contribute to the project's success.*

### **4. Other Detail**

*Provide:*

- *Other items by major type or category*
- *The cost per item (printing=\$500, postage= \$750)*
- *Any additional basis for cost estimates or computations*

*Explain:*

- *The purpose of the expenditures.*