



**Solicitation Information  
May 20, 2015**

**RFP# 7549597**

**TITLE: RTT/ELC – Facilitation of National Expert Panel to Review the Workforce Knowledge and Competencies for Administrators and Education Coordinators**

**Submission Deadline: June 17, 2015 at 2:30 PM (ET)**

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 **Monday, June 1, 2015 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 three-page RIVIP Generated Bidder Certification Form attached may result in disqualification.

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

## **Request for Proposals (RFP)**

### **Race to the Top – Early Learning Challenge (RTT-ELC) Facilitation of National Expert Panel to Review the Workforce Knowledge and Competencies for Administrators and Education Coordinators**

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 provide Facilitation of National Expert Panel to Review the Workforce Knowledge and Competencies for Administrators and Education Coordinators, in accordance with the terms of this solicitation and the state of Rhode Island's General Conditions of Purchase which may be obtained at the Rhode Island Division of Purchases website [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 Division of Purchases pursuant to this Request, other than to name those offerors who have submitted proposals.

#### **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. PROPOSALS EMAILED OR FAXED TO THE DIVISION OF PURCHASES WILL 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 Request for Proposals will be made to prime contractor(s) who will assume responsibility for all aspects of the work. Joint ventures shall be considered, so long as the contractor's duties and responsibilities are clearly articulated in such form as acceptable to the State. Subcontractors are permitted, provided their use is clearly indicated in the offeror's proposal and the subcontractor(s) to be used are 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).

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, 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 per cent (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@doa.ri.gov](mailto:raymond.lambert@doa.ri.gov).

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.

**BACKGROUND/OVERVIEW:**

As part of its Race to the Top – Early Learning Challenge Grant (visit <http://exceed.ri.gov> to learn more about this effort), the RI Department of Education (RIDE) is creating Workforce Knowledge and Competency (WKC) Frameworks for key roles in early childhood education. WKC for teachers, including special education and Early Intervention educators; teacher assistants; family child care educators; and professional development providers have been created. The final framework, currently in development, is the WKC for Administrators and Education Coordinators, which outlines the knowledge and skills necessary for program leadership in both child care centers and public schools (preschool-3rd grade).

The WKC for Administrators and Education Coordinators provide standards that will serve as the foundation for professional development and higher education coursework, among other purposes. It is imperative that this WKC framework is of the highest quality, which entails ensuring it is clear and comprehensive. To guarantee this, RIDE uses a process of national expert review wherein the foremost authorities in early childhood education review the draft WKC document and give constructive feedback. These national experts will have expertise in education leadership across the domains currently in the WKC, which include (see Appendix B for an example of the Development and Learning domain):

- Leadership;
- Family Engagement;
- Systems of Staff Support;
- Program Administration and Management;
- Community Partnerships;
- Continuous Program Improvement;
- Development and Learning;
- Curriculum; and
- Child Assessment

This Request for Proposals is soliciting a vendor to manage the national expert feedback process, including sub-contracting with experts. The vendor will work to convene an expert panel, consisting of experts who can address one or more of the above domains in their review. The vendor will also be expected to engage with RIDE and the development team for the WKC to identify targeted questions for national experts. The vendor will then be expected to guide experts through the feedback process and solicit timely feedback. The vendor will be expected to direct the development team through expert feedback in order to determine how feedback will be incorporated into the draft document.

## **SCOPE OF WORK:**

### **TASKS**

The selected vendor will work collaboratively with RIDE staff to achieve the following tasks and deliverables:

1. Secure expert panel to provide feedback on all WKC domains
2. Work with RIDE staff to develop protocol for review, including questions to be posed to experts
3. Collect expert feedback and summarize for WKC development team
4. Meet with WKC development team to make decisions on how feedback will be incorporated
5. Create examples that demonstrate what indicators may look like in day-to-day work
6. Present revised WKC document to development team and make changes as needed

### **DELIVERABLES**

Related Task	Deliverables	Projected Schedule
#1	Expert panel sub-contracts	July 2015
#2	Protocol for national expert review	July 2015
#3	WKC draft with national expert comments inserted and/or accompanying summary of national expert comments	August 2015
#4	Contribution to follow-up meeting agendas	August 2015
#5	Examples for indicators created for all subdomains	August 2015
#6	Revised WKC document	September 30, 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.

### **TERMS OF THE CONTRACT**

The contract will begin upon issuance of a state purchase order (**projected July 2015**) and end **December 31, 2015**. Although project activities are scheduled to end by December 31, 2015, RIDE retains the right to align the contract end date with the state fiscal year end of June 30, 2016. 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.

### **COST PROPOSAL/TERMS OF PAYMENT**

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 \$45,000. Please ensure the budget is presented by state fiscal year, which runs from July 1st through June 30th.

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).

### **PROPOSAL SUBMISSION**

Questions concerning this solicitation may be e-mailed to the Division of Purchases at the address on the cover sheet of this solicitation and no later than the date & time listed. **Send your questions in Microsoft Word format.** Please reference the RFP# on all correspondence. Questions received, if any, will be posted and answered 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 help desk at (401) 222-3766 or [Lynda.moore@doit.ri.gov](mailto:Lynda.moore@doit.ri.gov).

Proposals (an original plus 4 copies) should include the following:

1. A completed and signed three-page RIVIP Bidder Certification Cover Form, available at [www.purchasing.ri.gov](http://www.purchasing.ri.gov).
2. A ***separate*** Cost Proposal as described above.
3. A ***separate*** Technical Proposal (see below) describing the qualifications and background of the applicant and experience with similar programs, as well as the work plan or approach proposed for this requirement.
4. A completed and signed W-9 (taxpayer identification number and certification). Form is downloadable at [www.purchasing.ri.gov](http://www.purchasing.ri.gov). **Please include with original proposal only.**

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."

Deliver to: Department of Administration  
Division of Purchases  
One Capitol Hill  
Providence, Rhode Island 02908

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. The official time clock is in the reception area of the Division of Purchases.

### **TECHNICAL PROPOSAL/REQUIRED ELEMENTS**

Bidders should submit a technical proposal which addresses, at minimum, each of the following criteria:

#### **Capacity of the Organization and Knowledge of the RI Context (15 points)**

Bidders should describe their experience engaging in similar projects, as well as indicate their understanding of early childhood education administrators in Rhode Island and other relevant experience in the state. Bidders should also demonstrate an understanding of the importance of high-quality administrators and education coordinators.

#### **Work Plan (15 points)**

Bidders should indicate how work will be accomplished, including the deliverables described above and a clear timeline for work to occur.

#### **Expert Panel (20 points)**

Bidders should propose members of an expert panel and, when possible, provide evidence of preliminary agreements with national experts. At a minimum, bidders should provide a plan to reach out to national experts. Bidders should be clear as to which domain(s) national expert panelists have experience to address. In addition, the bidder should explain how they will engage with national experts and what the convening of a panel may look like (e.g., individual phone calls to experts).

#### **Staff Supporting the Effort (20 points)**

Bidders should indicate who from their organization will lead this process and indicate any other staff members working on this project. Resumes/Curriculum Vitae should be provided for all proposed staff.

**Cost Proposal (30 points)**

See Cost Proposal/Terms of Payment portion of this RFP

**Total: 100 points**

The technical proposal should be 10-20 pages in length, respond to each area of the required elements listed above, and contain a cost proposal using the forms in Appendix A. Supplemental information may be appended to the technical proposal.

A Selection Committee will evaluate submitted proposals on the basis of the above criteria items. Consultant Teams may be invited to appear before the Committee for in-person presentations. The Committee will then make a qualifications based recommendation for final selection to the Rhode Island State Purchasing Agent, or her designee, who will make the final award decision.

To advance to the cost evaluation phase, the technical proposal must receive a minimum of 40 out of a maximum of 70 technical points. Any technical proposals scoring less than 40 points will not have the cost proposals opened and evaluated. The proposal will be dropped from further consideration.

Proposals scoring 40 technical points or higher will be evaluated for cost and assigned up to a maximum of 30 points in the cost category, bringing the potential maximum score to 100 points.

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 and to waive any informalities in any vendor's submission.

# **APPENDIX A**

## **BUDGET**

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>
	FY 16
1. Employee Salary and Benefits	0
6. 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
Subtotal	0
Indirect Cost *	0
<b>TOTAL</b>	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).

**APPENDIX B**

**Sample Domain from DRAFT WKC for Administrators and Education Coordinators – Development and Learning**

<b>Development and Learning</b>	<b>Education Coordinators:</b>	<b>Administrators:</b>
<b><i>Child Development</i></b>	<ul style="list-style-type: none"> <li>■ Provides vision and direction for the program through knowledge of current research, trends, and effective practice relating to children</li> <li>■ Informs the development of program policies and practices that reflect a strong foundation in developmental theory and current research.</li> <li>■ Examines how classroom practices support child development using positive interactions with families, caregivers, peers, and other community members to further develop reciprocal relationships</li> <li>■ Supports staffs’ and colleagues’ understanding of developmental domains and varying rates of development</li> <li>■ Articulates, evaluates, and applies current theory and research to create guidance strategies for individuals and groups of children</li> <li>■ Models and help other develop competencies for developing relationships that enable each child’s optimal development and learning</li> <li>■ Provides professional development for staff and colleagues on factors that contribute to child development, as well as provides opportunities for families to learn more about these factors ok (adding families feels weird – proposal to split out to different sentence)</li> </ul>	<ul style="list-style-type: none"> <li>■ Creates a program mission and vision that articulate the importance of children’s growth and development in all domains</li> <li>■ Creates program policies and practices that reflect a strong foundation in theory and current research about child development and learning</li> <li>■ Designs written policies for using effective positive child guidance</li> <li>■ Creates policies that guide the development of a program that foster positive child development, including a program that nurtures emotional well-being, provides a secure base for children, and reflects the needs, abilities and interests of every child</li> <li>■ Develops staffing policies that help to maintain stability and consistency in program</li> </ul>

Development and Learning	Education Coordinators:	Administrators:
	<ul style="list-style-type: none"> <li>■ Provides professional development for staff and colleagues on incorporating a variety of strategies to address developmental domains to promote children’s learning</li> <li>■ Provides professional development to staff and colleagues that focus on ways young children express their feelings about separation and transitions, as well as on the importance of supporting families during times of separation and transition</li> <li>■ Guides development and planning of holistic learning experiences that capitalize on the interconnectedness of domains to promote development</li> </ul>	

Examples for *Child Development*

Administrator
<ul style="list-style-type: none"> <li>■ <b>To be developed when indicators are finalized</b></li> </ul>

Education Coordinator
<ul style="list-style-type: none"> <li>■</li> </ul>

Development and Learning	Education Coordinators:	Administrators:
<p><i>Influences on Development</i></p>	<ul style="list-style-type: none"> <li>■ Supports educators in identifying children’s individual needs and differences and reinforces these as strengths</li> <li>■ Provides PD for staff, colleagues, and resources to families, regarding the use of strategies to respond to challenging behaviors – including support from behavioral or developmental specialists, early interventionists, and mental-health professionals as necessary</li> <li>■ Facilitates implementation of individually appropriate early childhood practices</li> </ul>	<ul style="list-style-type: none"> <li>■ Creates program policies and practices that promote responsiveness to the learning strengths, interests, and needs of individual children</li> <li>■ Designs an overall programmatic approach that allows early childhood educators to explore their own cultural perspectives and appreciate the cultural perspectives and strengths of colleagues, children, and the community</li> <li>■ Creates program policies and practices that reflect knowledge of current theories and research on environmental and biological influences on development and their relationship to growth, risks, and delays in development</li> <li>■ Evaluate the extent to which the program supports the use of appropriate strategies to individualize learning outcomes for children</li> </ul>

Examples for *Influences on Development*

<b>Administrator</b>
■

<b>Education Coordinator</b>
■

Development and Learning	Education Coordinators:	Administrators:
<p><b><i>Developmental Delays and Disabilities</i></b></p>	<ul style="list-style-type: none"> <li>■ Identify resources and services to supplement the educational program for children with developmental delays and disabilities.</li> <li>■ Assists in identifying and making environmental modifications to support children with special needs in the classroom and program.</li> <li>■ Ensure that staff and colleagues are informed of current best practice around educating children with special needs.</li> <li>■ Support teachers in creating an inclusive classroom environment.</li> </ul>	<ul style="list-style-type: none"> <li>■ Evaluate and modify policies and procedures for creating and implementing IFSPs and IEPs</li> <li>■ Use knowledge of risk factors, developmental disabilities, and developmental delays to develop policies and program plans to refer children for specialized services</li> <li>■ Develops program policies and practices that support the full participation and a sense of belonging for children with developmental delays and disabilities</li> <li>■ Develops and implements policies and practices that promote the inclusion of children with developmental delays and disabilities</li> <li>■ Monitors the effectiveness of efforts to promote inclusive environments</li> </ul>

Examples for *Developmental Delays and Disabilities*

<b>Education Coordinator</b>
■

<b>Administrator</b>
■