



**Solicitation Information
May 21, 2015**

RFP# 7549605

TITLE: State Pre-Kindergarten Program Professional Development Technical Assistance Provider

Submission Deadline: June 19, 2015 at 2:30 PM (ET)

Questions concerning this solicitation must be received by the Division of Purchases at 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

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
RI State Pre-Kindergarten Expansion Grant
State Pre-Kindergarten Program Professional Development Technical Assistance Provider

The Rhode Island Department of Administration, Division of Purchases, on behalf of the Rhode Island Department of Education is requesting Proposals from qualified vendors to provide professional development and technical assistance supports and services for the RI State Pre-Kindergarten Program, 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 at 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. The "Official" time clock is in the reception area of the Division of Purchases.

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.

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. 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.

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.

SECTION 1: BACKGROUND/OVERVIEW

In response to President Obama's call to expand access to high quality pre-school to every child in America, Congress appropriated \$250 million for the Preschool Development/Expansion Grant in fiscal year 2014. In October of 2014, along with 34 other states, the Rhode Island Department of Education (RIDE) submitted what is now recognized as a winning application. RIDE will receive \$19 million dollars over four years to expand its high quality State Pre-Kindergarten Program (Pre-K). As one of only four state preschool programs in the country that meets or exceeds the nation's highest quality benchmarks as measured by the National Institute for Early Education Research (NIEER), the Rhode Island State Pre-K is recognized as a national leader in the development of high-quality preschool programs.

Through a combination of high-quality design, Comprehensive Early Childhood Education (CECE) program regulations, competitive selection, regular monitoring, comprehensive supports, and ongoing external evaluation, Rhode Island actualizes its commitment to a High-Quality State Pre-K Program. The state's long-standing efforts to create a coordinated early childhood system have positioned Rhode Island to use the federal Preschool Development Expansion Grant resources to significantly increase enrollment of four-year-olds in Pre-K in high need communities and to build and enhance the state Pre-K Program infrastructure.

Rhode Island's Pre-K Program uses a mixed delivery system that includes public schools, Head Start programs and community-based child care programs that operate in eight communities across the state. Rhode Island requires and supports all state Pre-K funded classrooms to achieve the same high-quality standards, regardless of setting. In order to ensure high-quality state Pre-K Program implementation throughout the course of expansion and beyond, and using federal Preschool Expansion Grant dollars, RIDE will fund a RI State Pre-K Program Professional Development Technical Assistance Provider (State Pre-K PDTA Provider) to provide professional development and technical assistance services and supports that promote State Pre-K Program continuous quality improvement. Rhode Island will expand from its current 17 Pre-K classrooms to a projected 31 Pre-K classrooms in FY16, to 53 in FY17, and to 60 Pre-K classrooms in FY18 – FY20.

The State Pre-K Program PDTA Provider will provide state Pre-K programs with access to professional development and technical assistance specifically designed to guide, reinforce and sustain high quality implementation of each and every state Pre-K program. The State Pre-K Program PDTA Provider will assist both individuals and programs in meeting and implementing the RIDE CECE Preschool Program Standards and the RI Pre-K Program policies and implementation guidelines as programs engage in systematic continuous program improvement. The PDTA Provider will develop and/or select high-quality, evidence and research-based PDTA experiences to accomplish the above goals and will ensure alignment with:

- the state's *Workforce Knowledge and Competency Frameworks for Early Childhood Educators and Administrators and Education Coordinators* (currently in development) as the foundation for all PDTA experiences
- the state's CECE Preschool Program Standards
- and the Rhode Island Early Learning and Development Standards

Professional development and technical assistance provided under this contract will be provided by individuals with the requisite knowledge and skills as outlined by the *Workforce Knowledge and Competency Framework for Professional Development Providers and Higher Education Faculty/Staff*. The State Pre-K Program PDTA Provider will provide support to these individuals that increase their PDTA knowledge, skills, and abilities specific to the delivery of a high quality State Pre-K Program. All work conducted by the State Pre-K PDTA Provider will be determined in conjunction with RIDE within the State Pre-K continuous program quality improvement system. This system is described in detail below.

State Pre-K Continuous Program Quality Improvement System

RIDE has developed a data-driven continuous program quality improvement system to ensure children's participation in the State Pre-Kindergarten Program leads to significant learning and development outcomes.

Theory of action The continuous program quality improvement system for the RI State Pre-K Program reflects a bioecological perspective on children's development. RIDE's review of research and the history of implementing the Pre-Kindergarten Program led to the following understanding. The State Pre-Kindergarten Program exists within the context of federal and state early childhood policies. These policies can positively influence and impact children's development and learning by supporting 1) the development and implementation of effective pre-kindergarten program administrative systems and practices which in turn support 2) the implementation of highly effective instructional practices that produce significant learning outcomes resulting in children's readiness for Kindergarten. RIDE's theory of action also identifies quality improvement plan goals.

The broad goals of the state's quality improvement system are that all:

- State Pre-Kindergarten Programs will implement highly effective administrative systems and practices.
- State Pre-Kindergarten Program Teachers will implement highly effective instructional practices.
- Children participating in the State Pre-Kindergarten Program will demonstrate significant learning and development outcomes.

The system components and process The State Pre-Kindergarten Program process of continuous quality improvement is conducted annually and includes 1) ongoing data collection 2) data analysis and goal development 3) development of a Pre-Kindergarten Program Quality Improvement Plan and 4) Implementation of a Pre-Kindergarten Quality Improvement Plan. The system also relies on an ongoing, iterative analysis of the effectiveness of the plan and implementation strategies. In order to inform an ongoing, iterative analysis of the plan, RIDE collects data across the school year, as identified in an annual data collection timeline.

The State Pre-K Program data sources are categorized in relation to the program improvement goals. There are three categories: Program Administration, Teacher Practices, and Child Outcomes. Below are the sources of data collected under each category.

Program Administration

- RIDE CECE Standards for Preschool Approval
- State Pre-K Monitoring
- Child Outreach screening implementation
- Formative Assessment implementation
- Family Engagement data
- Professional Development and Technical Assistance activities

Teacher Practices

- Structured observations of program quality (ECERS, CLASS, ICP)
- Teacher evaluation
- PDTA activities

Child Outcomes

- State Pre-Kindergarten Program Evaluation
- Summative assessment data
- IDEA child outcomes/goals (for participating children with disabilities)

The successful bidder will 1) develop a State Pre-K Program PDTA work plan that addresses goals and needs identified within the State Pre-K Program Improvement Plan 2) design and provide State Pre-K PDTA professional development and technical assistance supports and services. These supports and services will include, but are not limited to:

- Developing and implementing State Pre-K program- and classroom-level professional development experiences that are high-quality, evidence and/or research based and provided by individuals with the requisite knowledge and skills
- Providing high-quality, evidence and/or research-based State Pre-K program- and classroom-level onsite technical assistance that is:
 - i. Relationship-based and builds on the strengths of participants,
 - ii. Process-oriented and targeted on outcomes that matter for improving development and learning of young children,
 - iii. Individualized to participants at different levels of organizational structures, and
 - iv. Collaborative in nature.

The successful bidder will evaluate 3) the effectiveness of the professional development and technical assistance services and supports provided and 4) refine those supports based on that evaluation. All evaluation data will be shared with RIDE in order to inform the state-level Pre-K program improvement system.

Through active, ongoing collaboration with RIDE, the State Pre-K Program PDTA Provider supports the state in ensuring the quality of the Rhode Island State Pre-K Program, thereby supporting the readiness of our Pre-K children for Kindergarten and the early elementary grades.

SECTION II: SCOPE OF WORK

Tasks

1. Hire and supervise qualified State Pre-K Program PDTA staff.
2. Regularly convene management team which includes at minimum, representatives from RIDE and the Center for Early Learning Professionals, to ensure coordinated access and effective use of PDTA resources to support State Pre-K programs in achieving their program- and classroom-level improvement goals.
3. Develop a State Pre-K Program PDTA work plan that addresses goals and needs identified within the State Pre-K Program Improvement Plan.
4. Design and provide State Pre-K PDTA professional development and technical assistance supports and services. These supports and services will include, but are not limited to:
 - a. developing and implementing State Pre-K program- and classroom-level professional development experiences that are high-quality, evidence and/or research based and are provided by individuals with the requisite knowledge and skills
 - b. providing high-quality, evidence and/or research-based State Pre-K program- and classroom-level onsite technical assistance that is:
 - v. relationship-based and builds on the strengths of Pre-K Program staff
 - vi. process-oriented and targeted on outcomes that matter for improving development and learning of young children
 - vii. individualized to the different Pre-K Program staff roles and responsibilities
 - viii. collaborative in nature
5. Provide regular, ongoing supportive supervision to State Pre-K Program PDTA staff that increases their knowledge, skills, and abilities specific to the delivery of a high quality State Pre-K Program.
6. Develop and implement a strategic plan to evaluate the effectiveness of professional development opportunities and technical assistance services and supports in a reliable and valid way, including a plan on implementing necessary changes identified in evaluation.
7. Provide RIDE with PDTA evaluation data to inform the ongoing analysis of and revision of the state-level Pre-K Program Improvement Plan.

Project Schedule and Deliverables

Task	Activity	Deliverable(s)	Timeline
1	Hire and supervise qualified State Pre-K Program PDTA staff.	List of State Pre-K Program PDTA staff, including education and experience	Immediately upon execution of contract
2	Regularly convene management team which includes at minimum, representatives from RIDE and the Center for Early Learning Professionals.	Monthly Activities Summary	Immediately upon execution of contract through contract year
3	Develop a PDTA work plan that addresses goals and needs identified within the State Pre-K Program Improvement Plan.	Completed Work Plan	Within one month of contract start
4	Design and provide State Pre-K PDTA professional development and technical assistance supports and services.	professional development training materials, technical assistance summary reports	Ongoing through contract year
5	Provide regular, ongoing supportive supervision to State Pre-K Program PDTA staff	written supervision policies and plan	Within one month of contract date
6	Develop and implement a strategic plan to evaluate the effectiveness of professional development opportunities and technical assistance services and supports in a reliable and valid way, including a plan on implementing necessary changes identified in evaluation	evaluation and PDTA activities revision plan	Within one month of contract date
7	Provide RIDE with PDTA effectiveness evaluation data and summary report.		Monthly, immediately upon execution of contract through contract year
8	Provide RIDE with required information through narrative and budget reports submitted on a monthly and/or quarterly basis and other informational requests, as needed.		Immediately upon execution of contract through contract year

SECTION III: TECHNICAL PROPOSAL REQUIRED ELEMENTS

Assemble your technical proposal as outlined below. The technical proposal may be no longer than 20 single-spaced pages. Margins must be at least 1 inch on all sides.

EXPERIENCE AND CAPACITY

Describe your organization’s capacity and experience as a professional development and technical assistance provider. Specifically provide information as it relates to Rhode Island’s early childhood education field and the RI State Pre-K Program. Share your understanding of the competencies and capacities needed by early childhood teachers and administrators to successfully implement a high-quality State Pre-K Program. Describe how your organization has supported state Pre-K programs and/or high quality early childhood programs in this goal and provide evidence of positive outcomes from your work. Include information on how you have incorporated the key components of Rhode Island’s early childhood education system into your

work. Describe how your organization's history of working collaboratively with other early childhood education system components or initiatives supported programs and/or professionals.

STATE PRE-K PROGRAM PDTA SERVICES AND SUPPORTS STRUCTURE

Systematic communication/collaboration with RIDE and the Center for Early Learning Professionals Describe your plan to systematically communicate and/or collaborate with RIDE and the Center for Early Learning Professionals. Explain how this communication and/or collaboration will ensure coordinated access and effective use of PDTA resources to support State Pre-K programs in achieving their program- and classroom-level improvement goals. Include regularly scheduled management team meetings with RIDE as part of the system of communication and coordination.

Delivery of PDTA services and supports Describe your plan for delivery of program- and classroom-level PDTA services and supports for all State Pre-K programs. Detail the approach your organization will take to determine, provide, and evaluate the effectiveness of the PDTA services and supports. Define how you would determine type and length of supports and services for the entire community of State Pre-K programs as well as for specific State Pre-K programs. Additionally, explain how the key components of Rhode Island's early childhood education system (as identified earlier) will be incorporated into the delivery of State Pre-K Program PDTA. At minimum include:

- Provision of PDTA that effectively supports each State Pre-K Program in achieving RIDE CECE Program Standards Full Approval by June 30, 2016
- Provision of PDTA that effectively supports State Pre-K Programs' in:
 - Implementing high-quality, CECE-approved State Pre-K classroom(s) that meet the RI State Pre-K Policies and Program Implementation Guidelines
 - Implementing a comprehensive system of child assessment used to inform instruction and support children's development and learning.
 - Developing and maintaining collaborative relationships with community partners and identification of resources as needed to ensure full support of children and families experiencing crisis and to fully include children with disabilities and/or special health care needs.
 - Developing and maintaining collaboration with local schools to facilitate the transition to kindergarten for enrolled children and their families.
 - Developing policies and maintaining procedures to ensure families access to Rhode Island's P – 3 continuum of services and supports

STAFFING QUALIFICATIONS

Please summarize the background and qualifications of the proposed PDTA staff. Provide evidence that staff is knowledgeable about the RI State Pre-K Program model and/or other high quality state Pre-K programs, high-quality early childhood education programs and is effective in providing PDTA supports and services within these contexts. Please attach resumes and any appropriate credentials for individuals already on staff. Include detailed job descriptions for positions that will need to be filled. Please note that evidence that all staff meet the specified qualifications will be required prior to final funding approval.

ADMINISTRATIVE SUPERVISION AND SUPPORT

Describe your organization's system of supervision and support for PDTA staff, including design of and frequency of supervision sessions. Identify the individual(s) who will be responsible for supervising the PDTA staff. Describe their qualifications.

EVALUATION OF PDTA EFFECTIVENESS

Identify measurable outcomes related to the provision of PDTA supports and services at the program-, classroom-level and describe your plan to determine and share your findings with RIDE on whether outcomes are met or not.

SECTION IV: TECHNICAL PROPOSAL REVIEW CRITERIA

A technical review team convened by the RIDE will review each Technical Proposal using the criteria outlined below. 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 component 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.

- | | | |
|----|---|-------------|
| 1. | EXPERIENCE AND CAPACITY | (15 POINTS) |
| 2. | STATE PRE-K PROGRAM SERVICES AND SUPPORTS STRUCTURE | (15 POINTS) |
| 3. | QUALITY OF KEY PERSONNEL (INCLUDING CURRICULUM VITAE) | (15 POINTS) |
| 4. | ADMINISTRATIVE SUPERVISION AND SUPPORT | (10 POINTS) |
| 5. | EVALUATION OF PDTA EFFECTIVENESS | (15 POINTS) |
| 6. | COST PROPOSAL | (30 POINTS) |

The technical proposal should be no more than 20 pages in length and respond to each area of the required elements listed above. The cost proposal should be submitted using the forms in Appendix A. Supplemental information may be appended to the technical proposal however the technical review team will not include this information in scoring.

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 proposals, and to award in its best interest.

SECTION V: TERMS OF THE CONTRACT

The Contract will begin upon issuance of a state purchase order (projected September 2015) and end June 30, 2019. The scope of the work may be modified by RIDE prior to beginning work on a given task. Subsequent years' activities are dependent on the availability of funding and may be modified by mutual consent. 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.

SECTION VI: COST PROPOSAL/TERMS OF PAYMENT

Please describe how the bidder will effectively and efficiently use funding from this grant to achieve the outcomes in the RFP. Provide evidence that costs that are reasonable and necessary in relation to the objectives, design, and significance of the activities described in the proposal.

The bidder 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. Cost proposals must not exceed the total budget for each fiscal year as follows:

FY 2016	FY 2017	FY 2018	FY 2019
\$320,960	\$547,095	625,495	626,055

All costs included in the bidder’s proposal should be necessary to carry out State Pre-K Program PDATA Provider functions. The total cost of the contract is not to exceed **\$2,119,605.00**.

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.

SECTION VII: PROPOSAL SUBMISSION

Questions concerning this solicitation may be e-mailed to the Division of Purchases at gail.walsh@purchasing.ri.gov no later than the date and time indicated on page one of this solicitation. Please reference the RFP number on all correspondence. Questions should be submitted in Microsoft Word format. 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, call the Help Desk at (401) 222-3766 or lynda.moore@doit.ri.gov.

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 for RIDE – State Pre-Kindergarten Program PDATA Provider” to:

RI Dept. of Administration
 Division of Purchases, 2nd floor
 One Capitol Hill
 Providence, RI 02908-5855

Responses should include the following:

1. A completed and signed three-page R.I.V.I.P generated bidder certification cover sheet downloaded from the RI Division of Purchases Internet home page at 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. **Please attach to original proposal only.**
3. A separate Technical Proposal describing the qualifications and background of the applicant and experience with and for similar projects, and all information described earlier in this solicitation. The Technical Proposal is limited to twenty (20) pages (excluding any appendices).

4. Curriculum Vitae or Resume for Each Proposed Staff (or job descriptions when staff/faculty are to be hired)

5. A **separate, signed and sealed** Cost Proposal reflecting the hourly rate, or other fee structure, proposed to complete all of the requirements of this project.

In addition to the multiple hard copies of proposals required, Respondents are requested to provide their proposals in electronic format (CDRom, diskette, 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

BUDGET MULTI-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>			
	Year 1	Year 2	Year 3	Year 4
1. Employee Salary and Benefits	0	0	0	0
1. Purchased Services	0	0	0	0
3. Supplies and Materials	0	0	0	0
4. Travel	0	0	0	0
5. Printing	0	0	0	0
6. Office Expense	0	0	0	0
7. Other: <i>(describe)</i>	0	0	0	0
8.	0	0	0	0
Subtotal	0	0	0	0
Indirect Cost *	0	0	0	0
TOTAL	0	0	0	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 \$
TOTAL REQUEST				

PURCHASED SERVICES DETAIL

NAME	POSITION TITLE	HOURS	HOURLY RATE \$	TOTAL \$
TOTAL REQUEST				\$

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 1st – June 30th)

** 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.