



Solicitation Information
29 Sept 05

LOI # B05654

TITLE: Consulting Services – Statewide Mathematics Curriculum

Submission Deadline: 20 Oct 05 @ 10:45 AM (Eastern Time)

Questions concerning this solicitation may be e-mailed to the Division of Purchases at questions@purchasing.state.ri.us no later than **6 Oct 05 at 12:00 Noon (EDT)**. Questions should be submitted in a *Microsoft Word attachment*. Please reference the RFP / LOI # on all correspondence. Questions received, if any, will be posted on the Internet as an addendum to this solicitation. It is the responsibility of all interested parties to download this information.

SURETY REQUIRED: No

BOND REQUIRED: No

Jerome D. Moynihan, C.P.M., CPPO
Administrator of Purchasing Systems

Vendors must register on-line at the State Purchasing Website at
www.purchasing.ri.gov

Note to Vendors:

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

THIS PAGE IS NOT A BIDDER CERTIFICATION FORM

Grade Span Expectations (GSEs) and K-12 Developmental Concept Continuums for Statewide Mathematics Curriculum

Letter of Interest

The Rhode Island Department of Administration, Office of Purchases, on behalf of the Rhode Island Department of Education (RIDE) is requesting Letters of Interest from qualified individuals or entities to facilitate the development Mathematics Grade Span Expectations (GSEs) for grades 11-12 and the Statewide Mathematics Curriculum that will be developed once the GSEs have been established. The GSEs will identify what students need to know and be able to do in mathematics in grades 11 and 12 focusing on two pathways that students may take: GLEs for students who plan to pursue a career in mathematics, science, or engineering and GLEs for students who plan on pursuing other careers. The Statewide Mathematics Curriculum will include: the mathematics that all students need to know and be able to do in grades K-12, components of and showcase of exemplary classroom lessons, lesson histories, case studies, and other necessary components to illustrate a standards-based curriculum.

The Rhode Island Department of Education Office of Instruction has the task of developing the Mathematics GSEs for grades 11-12 (two levels) and the Statewide Mathematics Curriculum. Individuals who can demonstrate their knowledge, experience and accomplishments in developing standards-based mathematics curriculum which incorporates components of standards, instruction, and assessment and work with states in developing grade level or grade span expectations are encouraged to submit Letters of Interest in response to this Request.

This solicitation, and any subsequent award is governed by the State's General Conditions of Purchase, which is available at www.purchasing.ri.gov

INSTRUCTIONS AND NOTIFICATIONS TO OFFERORS:

Potential offerors are advised to review all sections of this solicitation carefully and to follow instructions completely, as failure to make 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.

The state reserves the right to award to one or more offerors.

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.

Proposals misdirected to other State locations or which are otherwise not present in the RIDE Office of Instruction at the time of opening for any cause will be determined to be late and may not be considered.

In accordance with Title 7, Chapter 1.1 of the General Laws of Rhode Island, no foreign corporation, a corporation without a Rhode Island business address, 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 is a requirement only of the selected vendor (s)*

Bidders are advised that all materials submitted to the State of Rhode Island for consideration in response to this request for Letters of Interest 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.

The State of Rhode Island has a goal of ten per cent (10%) participation by MBE's in all State procurements. For further information, visit the web site www.rimbe.org. To speak with an M.B.E. Officer, call (401) 222-6253.

Interested parties are instructed to peruse the Division of Purchases web site on a regular basis, as additional information relating to this solicitation may be released in the form of an addendum to this RFP / LOI

BACKGROUND AND OVERVIEW:

In June 2004 the General Assembly passed into law (H-7714 Sub-A) the expectation that RIDE (the Commissioner of Elementary and Secondary Education), with appropriate stakeholders and partners, develop a statewide curriculum in mathematics and English/language arts for students in grades K-12. The Board of Regents for Elementary and Secondary Education will approve that curriculum by August 2006.

The curriculum must do two things: a) align with our state standards (Grade Level Expectations (GLEs)/Grade Span Expectations (GSEs) and b) align to our assessments (New England Common Assessment Program (NECAP). Likewise, related instructional materials such as the Common Core of Learning, the state frameworks and K-16 articulation agreements will need to be part of the final curriculum.

The Office of Instruction began to develop the mathematics curriculum during the summer 2005. The development work needs to continue throughout this upcoming year. This work is a dynamic process for identifying, implementing, and reflecting upon exemplary instructional materials, instructional strategies, and assessment tools that will enable students to achieve the grade level expectations. In mathematics we have GSEs for grades 9-10 but need to develop two sets of GSEs for grades 11-12. One set of the grades 11-12

is for those students who will pursue a career or studies in science, technology, engineering, or mathematics (STEM) while the other set of GSEs is for all other non-STEM majors. Each of the GLEs and GSEs has components that identify the concepts and skills that students are expected to learn at specific grade levels. Since the GLEs and GSEs were developed as blueprints for the development of state assessment, the GLEs and GSEs now need to be further developed to be useful for curriculum identification. Each of the GLEs and GSEs stems needs to be developed into K-12 concept continuums to identify how mathematical concepts need to be taught throughout the grades K-12. These K-12 concept continuums inform teachers, administrators, students, and parents what needs to be taught in classrooms.

With this concept as the target, developing statewide curriculum requires a collaborative approach that engages teachers and higher education faculty. The Office of Instruction is in need of a mathematics educator who has an extremely strong mathematics and mathematics education background across the grades K-12, has worked on developing national mathematics curricula, and who can assist in working with the state mathematics curriculum development team to develop the two sets of GSEs and the K-12 concept continuums for the state the curricula development process.

SCOPE OF THE WORK:

All of the work sessions will be conducted in Rhode Island.

This contract is to provide the Rhode Island Department of Elementary and Second Education with three items: Grade K-12 continuums for each of the GLE and GSE stems in mathematics; two sets of grade 11-12 GSEs; and revised grade 9-10 GSEs. The latter will be needed after the grade 11-12 GSEs are completed so that the two grade level expectations are aligned. The K-12 developmental concept continuums and the grade 9-10 and 11-12 GSEs are components of the Statewide Mathematics Curriculum and will be integrated with other curriculum components when completed.

The Department has a mathematics curriculum development team of approximately 35 people with whom the consultant will work to develop the twenty-eight K-12 Concept Continuums. Approximately fifteen days are needed to create the draft Concept Continuums, six days in the fall, four days in the spring, and five days in the summer. As the draft continuums are created, the work will be reviewed by RIDE staff and submitted back to the consultant for revisions. The consultant will be responsible for getting the all of the K-12 Concept Continuums ready for placement on the Statewide Curricula Website.

The GSE work will engage a team of mathematics educators from Rhode Island and New Hampshire to develop two sets of grade 11-12 GSEs; one set of expectations for students who will pursue a career or studies in science, technology, engineering, or mathematics (STEM) and one set of expectations for students not pursuing a career in STEM. This will require approximately twelve days of developing the two sets of GSEs with a team of about 15 educators and mathematicians, as well as 5 to 10 days of work to edit and

revise the GSEs. The consultant will have to work with the RIDE staff and higher education faculty to ensure that the two sets of GSEs are aligned with the state's PK-16 mathematics agenda. Once the GSEs are reviewed by Achieve, which is a national educational organization working with many governors' offices to promote rigorous standards, and RIDE receives feedback from Achieve, the consultant will be responsible for further editing the GSEs. This work will require approximately three days.

The consultant should include finished K-12 Concept Continuums and two sets of grade 11-12 GSEs in the proposed budget. Dissemination and integration into the curriculum will be the responsibility of the Rhode Island Department of Elementary and Secondary Education.

The Department of Education will select the team members, schedule meeting times and arrange for accommodations for these sessions. RIDE will also be responsible to communicate with all of the team members and set agendas for the sessions.

During the period between November 14, 2005 (or when the contract is awarded) and June 30, 2006, the consultant will provide the following services:

1. Facilitate work sessions with the 33-member mathematics statewide curriculum development team and RIDE curriculum staff to develop approximately twenty-eight K-12 Concept Continuums from the GSE stems.
2. Facilitate approximately 25-30 work sessions with Rhode Island and New Hampshire GSE teams and RIDE GSE staff to develop 2 sets of GSEs as described above.
3. Revise the grade 9-12 mathematics GSEs based on the grade 11-12 GSEs.

DELIVERABLES INCLUDE, BUT ARE NOT LIMITED TO:

1. Two sets of Mathematics GSEs one for students who will pursue a career or studies in the science, technology, engineering, or mathematics (STEM) and one set of GLEs for students who do not intend to pursue a career or studies in STEM. These GSEs will be aligned with the draft grade 9-10 GSEs. The GSEs identify student expectations for each of the four areas in mathematics (Number and Operation; Functions and Algebra; Geometry and Measurement; and Data Statistics, and Probability.) There are 28 student expectations that have been identified in the draft grade 9-10 GSEs. There should be approximately 28 expectations for each of the grade 11-12 GSEs.
2. Concept Continuums for each of the (approximately 28) expectation stems. These Concept Continuums span across the grades K-12 and identify for school districts what mathematics needs to be taught.
3. The consultant will lead all (approximately 12) of the working sessions for the development of the two sets of grade 11-12 GSEs and the (approximately 10) working sessions for the Concept Continuum development.

4. The consultant will edit all of the draft materials from both sets of GSEs and the Concept Continuums.
5. The consultant will revise the grade 9-10 GSEs based on newly developed grade 11-12 GSEs to ensure that the grade 9-12 GSEs are consistent and developmentally appropriate. The facilitator is responsible for the delivery of revised grade 9-10 GSEs based on the grade 11-12 GSEs.

The consultant/entity selected as a result of this request will work at the direction of the Director of the Office of Instruction. The consultant selected will be paid a rate of no more than \$100 per hour with the total amount of the contract not to exceed \$30,000. A contract is expected to be awarded **approximately** November 14, 2005 through June 30, 2006. The award may be renewed at the exclusive option of the state, based on vendor performance and the availability of funds. Any award resulting from this request will be subject to the state's General Conditions of Purchase that are available on the Internet at www.purchasing.state.ri.us, as well as the terms of this request.

QUALIFICATIONS:

- Proven experience in developing standards-based mathematics assessment and curriculum at state and national levels.
- Proven experience with implementing exemplary mathematics initiatives at world, national, and local levels.
- Proven experience in creating K-12 concept development continuums for mathematics GLE and GSE stems.
- Capacity to work with statewide teams to develop and produce standards-based mathematics curriculum.
- Mathematical content knowledge necessary to work with higher education faculty and K-12 educators.
- Ability to work closely with staff with the Rhode Island Department of Elementary and Secondary Education, as well as with other state, school, and community partners.

INTERESTED INDIVIDUALS SHOULD SUBMIT LETTERS OF INTEREST CONTAINING THE FOLLOWING INFORMATION:

- A description of the background and qualifications of the consultant;
- A description of the offeror's relevant experience;
- A work plan including scope of work, deliverables and timelines as described in this Letter of Interest.
- Curriculum Vitae;
- Letters of recommendation;
- A detailed budget including hourly rates and any other proposed costs;
- Sample work that exemplifies development work with GSEs and/or Concept Continuums.

Relevant samples of previous work may be included as an attachment. The total page limit for the Letter of Interest is 25 pages.

Written questions, emailed to the Division of Purchases, regarding the Scope of Services covered by this Request, as well as the evaluative criteria to be employed in making recommendations with respect to an award will be accepted at the Office of Purchases, in accordance with the terms and conditions stated on page one of this solicitation. Please reference LOI # on all correspondence. Responses to all questions will be provided, as an Addendum to LOI # and posted on the Rhode Island Division of Purchases Internet Home Page www.purchasing.ri.gov. It is the responsibility of all interested offerors to download the information. If technical assistance is required to download, call the Help Desk at (401) 222-2142, ext. 134.

Letters of Interest to provide the services covered by this Request must be received by the Division of Purchases, **on or before** the date and time listed on page one of this solicitation. Responses received after this time, as registered by the official time clock in the reception area of the Division of Purchases may not be considered.

Responses (an original plus three (3) copies) should be mailed or hand-delivered in a sealed envelop marked "LOI # B05654: Statewide Mathematics Curriculum" must be delivered to

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

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

RESPONSE CONTENTS:

Responses must include the following:

1. An R.I.V.I.P. generated bidder certification cover sheet (download from the RI Division of Purchases Internet Home Page at <http://www.purchasing.state.ri.us>)
2. A statement of experience describing the Consultant's background, qualifications, and experience with and for similar projects, and all information described earlier in this solicitation
3. A completed and signed W-9 downloaded from the RI Division of Purchases Internet Home Page at <http://www.purchasing.state.ri.us>
4. In addition to the multiple hard copies of proposals required, Respondents are requested to provide their proposal in electronic format. Microsoft Word / Excel OR PDF format is preferable. Only 1 electronic copy is requested.

EVALUATION CRITERIA:

Responses will be evaluated using the following criteria:

- **Capability (background) and qualifications** (including a complete resume) are clearly demonstrated (20 points);
- **A comprehensive listing of similar projects undertaken** (15 points);
- **Scope of work including timelines, deliverables, and budget** under this contract has been clearly demonstrated (40);
- **A detailed budget** including the personnel detail sheet using the forms in Appendix A. (25 points).

Notwithstanding the above, the State reserves the right to accept or reject any or all offers. The State also reserves the right to award in whole or in part, and to act in its best interest.

APPENDIX A

BUDGET

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

Expense Category	Estimated Expenditures
1. Personnel	
2. Fringe Benefits	
3. Consultant	
4. In-State Travel	
5. Out-of-State Travel	
6. Printing	
7. Office Expense	
8. Telephone and internet	
9. Educational Materials	
10. Equipment	
11. Data Processing	
12. Office Rental	
13. Other	
14.	
15.	
16.	
17.	
Subtotal	
Other Indirect Costs	
TOTAL	

It is understood and agreed that the amounts indicated above for the several line items are estimates of expenditures to be incurred by the vendor on behalf of this Agreement and to be claimed by the vendor 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 vendor shall notify and obtain the approval of the contract officer, in writing, if expenditures to be claimed for reimbursement in any line item above shall begin to vary significantly from the estimate given above; and provided further that unless permission of the contract officer shall have been obtained in advance, no expenditure shall be claimed by the vendor 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 is permitted between Expense Categories (1) (2) and (3) up to 10% or \$25,000, whichever is

less; all other transfers require prior written approval by the Department of Education.

PERSONNEL DETAIL SHEET

NAME	POSITION TITLE	HOURLY RATE INCLUDING FRINGE \$	NUMBER OF HOURS	TOTAL ANNUAL SALARY & FRINGE \$
TOTAL REQUEST				\$

DETAIL OF CONSULTANT

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

EXPLANATION OF OTHER EXPENSES (i.e. travel, printing, office supplies, educational materials, and equipment)

EXPENSE CATEGORY	DESCRIPTION	COST