



**Solicitation Information
August 5, 2020**

RFP #7607802

TITLE: Comprehensive Reading & Math Universal Screening, Diagnostic, Progress Monitoring System - RIDE

Submission Deadline: August 26, 2020 10:30 AM (Eastern Time)

PRE-BID/ PROPOSAL CONFERENCE: NO

MANDATORY:

If YES, any Vendor who intends to submit a bid proposal in response to this solicitation must have its designated representative attend the mandatory Pre-Bid/ Proposal Conference. The representative must register at the Pre-Bid/ Proposal Conference and disclose the identity of the vendor whom he/she represents. A vendor's failure to attend and register at the mandatory Pre-Bid/ Proposal Conference shall result in disqualification of the vendor's bid proposals as non-responsive to the solicitation.

DATE:

LOCATION:

Questions concerning this solicitation must be received by the Division of Purchases at doa.purquestions15@purchasing.ri.gov no later than **August 14, 10:30 AM (EST)**. Questions should be submitted in a *Microsoft Word attachment*. Please reference the **RFP #7607802** on all correspondence. Questions received, if any, will be posted on the Division of Purchases' website as an addendum to this solicitation. It is the responsibility of all interested parties to download this information.

BID SURETY BOND REQUIRED: No

PAYMENT AND PERFORMANCE BOND REQUIRED: No

Robert DeAngelis, Senior Buyer

Note to Applicants:

- Applicants must register on-line at the State Purchasing Website at www.ridop.ri.gov
- Proposals received without a completed RIVIP Bidder certification Cover Form attached may result in disqualification.

THIS PAGE IS NOT A BIDDER CERTIFICATION COVER FORM

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SECTION 1. INTRODUCTION

The Rhode Island Department of Administration/Division of Purchases, on behalf of the Rhode Island Department of Elementary and Secondary Education (“RIDE”), is soliciting proposals from qualified firms to provide a comprehensive reading and mathematics universal screening, diagnostic, progress monitoring system for use by Rhode Island local education agencies (“LEAs”) to inform instruction and interventions, in accordance with the terms of this Request for Proposals (“RFP”) and the State’s General Conditions of Purchase, which may be obtained at the Division of Purchases’ website at www.ridop.ri.gov.

This solicitation will be used to establish a Master Price Agreement (“MPA”) of qualified service provider(s). The term of this open enrollment will begin upon issuance of a state purchase order (approximately September 1, 2020) for one year. Contracts may be renewed for up to four additional 12-month periods based on vendor performance and the availability of funds. RIDE reserves the right to contract directly with the qualified service provider(s).

This is a Request for Proposals, not a Request for Quotes. Responses will be evaluated on the basis of the relative merits of the proposal, in addition to cost; there will be no public opening and reading of responses received by the Division of Purchases pursuant to this solicitation, other than to name those offerors who have submitted proposals.

Instructions and Notifications to Offerors

1. Potential vendors are advised to review all sections of this RFP carefully and to follow instructions completely, as failure to make a complete submission as described elsewhere herein may result in rejection of the proposal.
2. Alternative approaches and/or methodologies to accomplish the desired or intended results of this RFP are solicited. However, proposals which depart from or materially alter the terms, requirements, or scope of work defined by this RFP may be rejected as being non-responsive.
3. All costs associated with developing or submitting a proposal in response to this RFP or for providing oral or written clarification of its content, shall be borne by the vendor. The State assumes no responsibility for these costs even if the RFP is cancelled or continued.
4. Proposals are considered to be irrevocable for a period of not less than 180 days following the opening date, and may not be withdrawn, except with the express written permission of the State Purchasing Agent.
5. All pricing submitted will be considered to be firm and fixed unless otherwise indicated in the proposal.
6. 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. 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.

7. The purchase of goods and/or services under an award made pursuant to this RFP will be contingent on the availability of appropriated funds.
8. Vendors are advised that all materials submitted to the Division of Purchases for consideration in response to this RFP may be considered to be public records as defined in R. I. Gen. Laws § 38-2-1, *et seq.* and may be released for inspection upon request once an award has been made.

Any information submitted in response to this RFP that a vendor believes are trade secrets or commercial or financial information which is of a privileged or confidential nature should be clearly marked as such. The vendor should provide a brief explanation as to why each portion of information that is marked should be withheld from public disclosure. Vendors are advised that the Division of Purchases may release records marked confidential by a vendor upon a public records request if the State determines the marked information does not fall within the category of trade secrets or commercial or financial information which is of a privileged or confidential nature.

9. Interested parties are instructed to peruse the Division of Purchases website on a regular basis, as additional information relating to this solicitation may be released in the form of an addendum to this RFP.
10. By submission of proposals in response to this RFP vendors agree to comply with R. I. General Laws § 28-5.1-10 which mandates that contractors/subcontractors doing business with the State of Rhode Island exercise the same commitment to equal opportunity as prevails under Federal contracts controlled by Federal Executive Orders 11246, 11625 and 11375.

Vendors are required to ensure that they, and any subcontractors awarded a subcontract under this RFP, undertake or continue programs to ensure that minority group members, women, and persons with disabilities are afforded equal employment opportunities without discrimination on the basis of race, color, religion, sex, sexual orientation, gender identity or expression, age, national origin, or disability.

Vendors and subcontractors who do more than \$10,000 in government business in one year are prohibited from engaging in employment discrimination on the basis of race, color, religion, sex, sexual orientation, gender identity or expression, age, national origin, or disability, and are required to submit an "Affirmative Action Policy Statement."

Vendors with 50 or more employees and \$50,000 or more in government contracts must prepare a written "Affirmative Action Plan" prior to issuance of a purchase order.

- a. For these purposes, equal opportunity shall apply in the areas of recruitment, employment, job assignment, promotion, upgrading, demotion, transfer, layoff, termination, and rates of pay or other forms of compensation.
- b. Vendors further agree, where applicable, to complete the "Contract Compliance Report" (<http://odeo.ri.gov/documents/odeo-eeo-contract-compliance-report.pdf>), as well as the "Certificate of Compliance"

(<http://odeo.ri.gov/documents/odeo-eeo-certificate-of-compliance.pdf>), and submit both documents, along with their Affirmative Action Plan or an Affirmative Action Policy Statement, prior to issuance of a purchase order. For public works projects vendors and all subcontractors must submit a “Monthly Utilization Report” (<http://odeo.ri.gov/documents/monthly-employment-utilization-report-form.xlsx>) to the ODEO/State Equal Opportunity Office, which identifies the workforce actually utilized on the project.

For further information, contact Vilma Peguero at the Rhode Island Equal Employment Opportunity Office, at 222-3090 or via e-mail at ODEO.EOO@doa.ri.gov.

11. In accordance with R. I. Gen. Laws § 7-1.2-1401 no foreign corporation has the right to transact business in Rhode Island until it has procured a certificate of authority so to do from the Secretary of State. This is a requirement only of the successful vendor(s). For further information, contact the Secretary of State at (401-222-3040).
12. In accordance with R. I. Gen. Laws §§ 37-14.1-1 and 37-2.2-1 it is the policy of the State to support the fullest possible participation of firms owned and controlled by minorities (MBEs) and women (WBEs) and to support the fullest possible participation of small disadvantaged businesses owned and controlled by persons with disabilities (Disability Business Enterprises a/k/a “DisBE”)(collectively, MBEs, WBEs, and DisBEs are referred to herein as ISBEs) in the performance of State procurements and projects. As part of the evaluation process, vendors will be scored and receive points based upon their proposed ISBE utilization rate in accordance with 150-RICR-90-10-1, “Regulations Governing Participation by Small Business Enterprises in State Purchases of Goods and Services and Public Works Projects”. As a condition of contract award vendors shall agree to meet or exceed their proposed ISBE utilization rate and that the rate shall apply to the total contract price, inclusive of all modifications and amendments. Vendors shall submit their ISBE participation rate on the enclosed form entitled “MBE, WBE and/or DisBE Plan Form”, which shall be submitted in a separate, sealed envelope as part of the proposal. ISBE participation credit will only be granted for ISBEs that are duly certified as MBEs or WBEs by the State of Rhode Island, Department of Administration, Office of Diversity, Equity and Opportunity or firms certified as DisBEs by the Governor’s Commission on Disabilities. The current directory of firms certified as MBEs or WBEs may be accessed at <http://odeo.ri.gov/offices/mbeco/mbe-wbe.php>. Information regarding DisBEs may be accessed at www.gcd.ri.gov.

For further information, visit the Office of Diversity, Equity & Opportunity’s website, at <http://odeo.ri.gov/> and *see* R.I. Gen. Laws Ch. 37-14.1, R.I. Gen. Laws Ch. 37-2.2, and 150-RICR-90-10-1. The Office of Diversity, Equity & Opportunity may be contacted at, (401) 574-8670 or via email Dorinda.Keene@doa.ri.gov

13. Master Price Agreements - Contract Administrative Fee - The “State Purchases Act”, R. I. Gen. Laws § 37-2-12 (b) authorizes the Chief Purchasing Officer to establish, charge and collect from vendors listed on master price agreements (“MPA”) a contract administrative fee not to exceed one percent (1%) of the total value of the annual spend against contracts awarded to MPA vendors. All contract administrative fees collected from MPA vendors shall be deposited into a restricted receipt account which shall be used for the purposes of implementing technology for the submission and processing of bids, online bidder

registration, bid notification, and other costs related to State procurement. The contract administrative fee shall be applicable to all purchase orders issued relative to the within solicitation during the entire term of the MPA contract.

SECTION 2. BACKGROUND

The current pandemic conditions require flexibility in how learning takes place: at school in the classroom as well as through distance learning. As such, local education agencies (LEAs) need high quality interim assessments to support measurement of student learning progress at certain points throughout the year, as well as to diagnose learning gaps and inform teachers where students need additional supports.

The purpose of this document is to solicit proposals from commercial assessment vendors to provide a comprehensive reading and mathematics universal screening, diagnostic, progress monitoring system with the following components and capabilities: computer-based/device-based administration; minimum three times per year universal screening; diagnostic assessment; progress monitoring monthly; national and local norming; reports showing whether students are “on-track” to be proficient on RI’s state assessments in reading and mathematics. The solution should be appropriate for grades K-12 and should address each item outlined in the scope of work. RIDE may choose one or several vendors whose proposals meet the criteria, in order to purchase the services and system on behalf of LEAs in Rhode Island.

The computer-based assessments will provide universal screener and/or diagnostics, tools for daily formative assessment and periodic progress-monitoring technology to enhance curriculum, support differentiated instruction, and personalize practice in reading and math. The solution will provide online/virtual, onsite, and job-embedded professional development as well as instructional technology tools and technical support necessary for a world-class, integrated data system. The Vendor will be prepared to host data on student reading and math progress, detailed longitudinal student reading and math practice records, and reading and math test scores. The assessment will also be used to support the Response to Intervention (RTI) and Multi-Tiered Systems of Support (MTSS) system for K-12 students in Rhode Island.

SECTION 3: SCOPE OF WORK AND REQUIREMENTS

General Scope of Work

Computer-based universal screener and online reporting system, with technical support and training, for LEAs to use in measuring student learning in reading and mathematics from K-12 with administration capacity of up to 150,000 students three times per year.

Specific Activities / Tasks

Assessment systems must have the following capabilities/components/functionality and support:

Item #	Detailed Description	Evidence to Provide
1	Grade-level assessments that are proven to be valid and reliable: <ul style="list-style-type: none"> • grades K-11 required • grades K-12 preferred 	Study(ies) demonstrating statistical reliability and validity of each component of the system (universal screener, progress monitoring, diagnostic, other), particularly with regards to student subgroups (free/reduced-price lunch

	A coherent K-12 assessment in ELA and mathematics is preferred however; a system of assessments is also acceptable. For example, early literacy assessments for K-2 may be different from 3-12 reading assessments.	students, ELLs, students with IEP/504 plan, or minority students). If studies are not available, please explain.
2	Grade-level assessments that provide a clear, accurate analysis of students' status with respect to key developmental skills (aligned to the Common Core State Standards) in: <ul style="list-style-type: none"> reading and mathematics required reading, mathematics, and writing preferred 	<ul style="list-style-type: none"> Evidence of whether the assessments are norm- or criterion-referenced, as well as the norms or criteria used. Evidence of alignment to the Common Core State Standards for English Language Arts/Literacy and the Common Core State Standards for Mathematics. Complete test blueprint containing the domains/reporting categories, number and types of items per domain/reporting category and/or standards, distribution of standards and item types, and time expectations for each component of the assessment. Explain how the principles of Universal Design for Learning are incorporated in the design and development of the assessments.
3	System includes universal benchmark screener which can be administered three (3) times per year (beginning, middle, end). System is capable of being used for progress monitoring, if an LEA or the State chooses to do so.	<ul style="list-style-type: none"> Sample of typical administration schedule. Explain the relationship between the progress monitoring component, universal screener, and any other components in the assessment system (i.e., diagnostic assessments).
4	Capable of securely supporting computer/device-based administration for all grades: <ul style="list-style-type: none"> in-person (in-classroom, on the school/LEA's network) remote (distance learning, on a student's computer not connected to the LEA's network) through an app or internet browser for up to 140,000 student connections between the hours of 7am and 4pm (Eastern Time), Monday through Friday with reliable uptime so that educators can access their students' information at any point in any given 24-hour period, 7 days per week (with scheduled maintenance during hours of least frequent access) with customer support available (online, phone, or other) between the hours of 7am and 4pm (Eastern Time), Monday through Friday 	<p>For any guidance or manuals requested as evidence, a link to the Vendor's website where those manuals are posted is considered sufficient.</p> <ul style="list-style-type: none"> Guidance on technical requirements for all computer/device types and operating systems that can be reliably used to administer the assessments in this system. Guidance on technology set-up, installation, and maintenance (e.g., version updates particularly to continue to ensure functionality within internet browsers), including network support resources. If any portion of the assessment must currently be administered on paper (e.g., grades K-1), the vendor must share their plan for updating that functionality so that portion is fully interactive on a device by the end of September 2020. If the Vendor has supported a successful remote administration, provide a description of the most common issues encountered and how the Vendor has/will resolve them for future administrations. If the Vendor has not yet administered the assessment remotely, explain what steps are being taken to support remote administration. Describe how the system supports the Americans with Disabilities Act (ADA) section 508 compliance and which levels of WCAG compliance are met (if required), as well as how future updates or changes to the solution impact compliance with accessibility guidelines. Technical specifications demonstrating how uptime is maintained and solutions to reduce downtime in case of issue at server level; a description of the Vendor's uptime Service Level Agreement is preferred. Describe or link to resources demonstrating:

		<ul style="list-style-type: none"> ○ system’s ability to both batch create and manually create administrators and users, ○ differentiation between state, LEA, and school level administration roles in terms of access to student data and administration of user accounts ○ any industry standards or formats supported by the system (e.g., SIF, Ed-Fi, APIs). ● Security features and description demonstrating full compliance with applicable federal and state student privacy laws, rules, and regulations (e.g., FERPA) to ensure privacy and security of all student data (demographic, assessment, otherwise) entered into or generated by the system. <ul style="list-style-type: none"> ○ This includes at minimum: credentialing (e.g., individual unique secure logins), reliable authentication mechanism controlling access to the system by validating each user (e.g., user ID and password) at the start of each session, levels of access credentials, encryption, logging unauthorized access attempts as well as authorized user access, system timeout after inactivity. ○ If additional measures to support test security and integrity are available, please include a list or description of those (e.g., student confirmation of identity upon login prior to entering test, student confirming that their answers will be their own before beginning test). ● Showing inclusion of technical support, licensing fees, upgrades, and patches in the annual solution fee. ● Describe the system’s ability to allow for export/transfer of data to/from other data systems (e.g., Student Information Systems, Instructional Management Systems, and Learning Management Systems), including the formats and methods supported. ● Ability to maintain student data records for a minimum of three (3) years, and make those records available to the LEA, and provide reports to LEA and state at the individual student and/or aggregate levels (noted in item 9).
5	Administration of the assessment with accommodations (embedded or non-embedded) for students with disabilities and multi-lingual learners	<ul style="list-style-type: none"> ● For each assessment component in the system, list all specific accommodations and accessibility features. ● Provide information (e.g., accommodations user manual, tutorials, guides containing screenshots) on whether the Vendor’s solution can be fully administered through keyboard/mouse, touch screen, assistive technology devices, and/or speech-to-text, and which assessments in the system can be administered in these ways. ● If the system provides assessments in multiple languages, please list which ones.
6	Identify and support students who may need additional supports to demonstrate proficiency of grade level content: <ul style="list-style-type: none"> ● teacher-friendly information for clear identification of those students ● resources to aid educators in planning interventions and/or digital content that could be assigned to students. 	<ul style="list-style-type: none"> ● Explain how the components of the assessment system are able to accurately assess students who are functioning significantly above or below grade level in each content area. ● If relevant, provide samples of resources included or available to aid educators in instructional planning to meet the needs of students identified at-risk. Resources may include (but are not limited to) instructional materials/digital content, training, professional learning, modules, or supports for students.

<p>7</p>	<p>Scoring capabilities including the following:</p> <ul style="list-style-type: none"> • overall scores for reading and mathematics, as well as scores for particular domains • information to identify students who may need additional supports to achieve grade level standards • growth scores • correlation with proficiency on current RI state assessments in reading and math (i.e., RICAS, SAT) and predicted score on those assessments for tested grades • individual student comparison with local and national norms 	<ul style="list-style-type: none"> • Provide details on how the assessment is scored and what the score(s) signify. • Provide evidence and sample reports demonstrating the scoring capabilities listed in this item’s description. If any of the capabilities are not currently available, please indicate whether and how the Vendor can create them and what (if any) information from the State or LEAs would be needed to do so.
<p>8</p>	<p>Reporting capabilities include the following:</p> <ul style="list-style-type: none"> • visual representations of students’ scores, progress, etc., through the portal for access by educators; • printable digital (PDF preferred) student score reports for use by educators and for use by families; • scores and other relevant information reportable at aggregate levels (e.g., classroom, school grade level, whole school, grade across school district, whole district, statewide); • school and LEA capability of downloading student data file with assessment information after each benchmark assessment window; • state-level data file (RIDE to provide specifications) to be sent to RIDE after each benchmark assessment window closes for all students within the state taking this assessment 	<ul style="list-style-type: none"> • Provide details regarding the reporting functionality and features available from each component in the system for the capabilities noted in this item’s description, including longitudinal formats (e.g., individual students over time, classrooms/schools/grade levels over time). If any of the capabilities are not currently available, please indicate whether and how the Vendor can create them and what (if any) information from the State or LEAs would be needed to do so. • Provide details as to how reports give educators clear direction on how to adjust instruction based on results. • Describe the method of delivery (e.g., online, digital copy, paper) and timeliness (e.g., real-time, some delay, same day, later analysis) of available reports. If online or digital copies, describe customization options available to the user (e.g., disaggregation, filtering, sorting). • Provide information on the availability of reports available in multiple languages (Spanish required) to accommodate parents/guardians. • Provide sample reports and sample files with anonymized/aggregate data for each capability listed in this item’s description. If the system does not currently have the functionality to generate a state-level data file (and therefore a sample is not available), please confirm that the Vendor could generate such a file for RIDE.
<p>9</p>	<p>Professional development/training, materials, and services or assistance:</p> <ul style="list-style-type: none"> • variety of support materials (e.g., online asynchronous modules or videos, guides or reference materials, technical user manuals) • technical assistance and/or help desk support (e.g., vendor staff available for questions, online help desk for technical issues) • at least one delivery model option (in-person/remote or online) for training educators (e.g., one-time training, train-the-trainer, self-directed) 	<ul style="list-style-type: none"> • Provide a detailed description of training and customer service supports available to the LEA, schools, teachers, and students/parents, as applicable to the Vendor’s proposed solution. • Clearly outline which training and services are available in the proposed solution, and which are available for (and note) additional fees. • Describe how the Vendor’s professional development and materials tell teachers how to appropriately interpret the results for intervention purposes. • Describe information and resources for educators on how to relate pertinent information to parents, including communicating next steps for interventions. • Provide examples of information and resources for parents/students to access themselves to become

	<ul style="list-style-type: none"> materials to support parents as proctors in the event of remote administration (e.g., practice tests, tutorials, step-by-step guides) 	familiar with the system, using its features, and understanding the results provided.
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SECTION 4: PROPOSAL

A. Technical Proposal

Narrative and format: The proposal should address specifically each of the following elements:

1. **Capability, Capacity, and Qualifications of the Offeror:** Please provide a detailed description of the Vendor’s experience in providing their assessment system to state(s), school district(s), and schools. A list of relevant client references must be provided, including client names, addresses, phone numbers, dates of service/subscription, and type(s) of service(s) provided (e.g., ELA and mathematics licenses for “x” number of students in grades “y-z” which included “components of the system” and “type of professional development/training”).
2. **Technical Qualifications:** Describe technological capacity (e.g., server capacity and uptime Service Level Agreement, turnaround to resolve user helpdesk issues or fix bugs, versatility across various user devices) to support use and deployment of this assessment system potentially statewide in up to 60 LEAs and/or up to 140,000 student users and up to 10,000 educator users.
3. **Staff Qualifications:** Describe qualifications of key staff who will be involved in this project, including their expertise in the specified areas of involvement. At the least: the project manager(s) and associates at the state/overall project level, site-based managers as LEA liaisons, professional development specialists, and customer service/help desk technical support.
4. **Quality of Assessments and Work Plan:** Describe how the proposed assessments meet the criteria in the scope of work and the proposed work plan for implementation and ongoing training and support throughout the 2020-2021 school year. Describe proposed timeline for deployment (e.g., onboarding and training, installation, user creation, student data upload/preparation) pending a tentative contract start date of September 1, 2020 with first assessment window tentatively scheduled for the final week in October 2020.

B. Cost Proposal

Detailed Budget and Budget Narrative: Provide a proposal cost proposal to include the following:

1. Per-student annual license fee for reading.
2. Per-student annual license fee for mathematics.

3. Per-student annual license fee for each of any additional content area or tool.
4. Annual overall state license fee (if applicable), and overall LEA license fee.
5. Professional development per-person fee (or fee schedule, if per a certain number of educators) for each type of training offered (as applicable to the Vendor's method): on-site/virtual "in person" training by Vendor directly to educators; train-the trainer by Vendor to educators who will train other educators; online self-directed modules, courses, or other interactive formats; self-directed "static" (non-interactive) videos and other materials.

C. ISBE Proposal

See Appendix A for information and the MBE, WBE, and/or Disability Business Enterprise Participation Plan form(s). Bidders are required to complete, sign and submit these forms with their overall proposal in a sealed envelope. Please complete separate forms for each MBE, WBE and/or Disability Business Enterprise subcontractor/supplier to be utilized on the solicitation.

SECTION 5: EVALUATION AND SELECTION

Proposals shall be reviewed by a technical evaluation committee ("TEC") comprised of staff from State agencies. The TEC first shall consider technical proposals.

Technical proposals must receive a minimum of 60 (85.7%) out of a maximum of 70 points to advance to the cost evaluation phase. Any technical proposals scoring less than 60 points shall not have the accompanying cost or ISBE participation proposals opened and evaluated. The proposal will be dropped from further consideration.

Technical proposals scoring 60 points or higher will have the cost proposals evaluated and assigned up to a maximum of 30 points in cost category bringing the total potential evaluation score to 100 points. After total possible evaluation points are determined ISBE proposals shall be evaluated and assigned up to 6 bonus points for ISBE participation.

The Division of Purchases reserves the right to select the vendor(s) or firm(s) ("vendor") that it deems to be most qualified to provide the goods and/or services as specified herein; and, conversely, reserves the right to cancel the solicitation in its entirety in its sole discretion.

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

Criteria	Possible Points
Capability, Capacity, and Qualifications of the Offeror	15 Points
Technical Qualifications	15 Points
Staff Qualifications	10 Points
Quality of Assessments and Work Plan	30 Points
Total Possible Technical Points	70 Points
Cost proposal*	30 Points
Total Possible Evaluation Points	100 Points
ISBE Participation**	6 Bonus Points
Total Possible Points	106 Points

***Cost Proposal Evaluation:**

The vendor with the lowest cost proposal shall receive one hundred percent (100%) of the available points for cost. All other vendors shall be awarded cost points based upon the following formula:

$$(\text{lowest cost proposal} / \text{vendor's cost proposal}) \times \text{available points}$$

For example: If the vendor with the lowest cost proposal (Vendor A) bids \$65,000 and Vendor B bids \$100,000 for monthly costs and service fees and the total points available are thirty (30), Vendor B's cost points are calculated as follows:

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

****ISBE Participation Evaluation:**

a. Calculation of ISBE Participation Rate

1. ISBE Participation Rate for Non-ISBE Vendors. The ISBE participation rate for non-ISBE vendors shall be expressed as a percentage and shall be calculated by dividing the amount of non-ISBE vendor's total contract price that will be subcontracted to ISBEs by the non-ISBE vendor's total contract price. For example, if the non-ISBE's total contract price is \$100,000.00 and it subcontracts a total of \$12,000.00 to ISBEs, the non-ISBE's ISBE participation rate would be 12%.
2. ISBE Participation Rate for ISBE Vendors. The ISBE participation rate for ISBE vendors shall be expressed as a percentage and shall be calculated by dividing the amount of the ISBE vendor's total contract price that will be subcontracted to ISBEs and the

amount that will be self-performed by the ISBE vendor by the ISBE vendor's total contract price. For example, if the ISBE vendor's total contract price is \$100,000.00 and it subcontracts a total of \$12,000.00 to ISBEs and will perform a total of \$8,000.00 of the work itself, the ISBE vendor's ISBE participation rate would be 20%.

b. Points for ISBE Participation Rate:

The vendor with the highest ISBE participation rate shall receive the maximum ISBE participation points. All other vendors shall receive ISBE participation points by applying the following formula:

$$\text{(Vendor's ISBE participation rate} \div \text{Highest ISBE participation rate} \\ \text{X Maximum ISBE participation points)}$$

For example, assuming the weight given by the RFP to ISBE participation is 6 points, if Vendor A has the highest ISBE participation rate at 20% and Vendor B's ISBE participation rate is 12%, Vendor A will receive the maximum 6 points and Vendor B will receive $(12\% \div 20\%) \times 6$ which equals 3.6 points.

General Evaluation:

Points shall be assigned based on the vendor's clear demonstration of the ability to provide the requested goods and/or services. Vendors may be required to submit additional written information or be asked to make an oral presentation before the TEC to clarify statements made in the proposal.

SECTION 6. QUESTIONS

Questions concerning this solicitation must be e-mailed to the Division of Purchases at doa.purquestions15@purchasing.ri.gov no later than the date and time indicated on page one of this solicitation. No other contact with State parties is permitted. Please reference **RFP #7607802** on all correspondence. Questions should be submitted in writing in a Microsoft Word attachment in a narrative format with no tables. Answers to questions received, if any, shall be posted on the Division of Purchases' website as an addendum to this solicitation. It is the responsibility of all interested parties to monitor the Division of Purchases website for any procurement related postings such as addenda. If technical assistance is required, call the Help Desk at (401) 574-8100.

SECTION 7. PROPOSAL CONTENTS

A. Proposals shall include the following:

1. One completed and signed RIVIP Bidder Certification Cover Form (included in the original copy only) downloaded from the Division of Purchases website at www.ridop.ri.gov. *Do not include any copies in the Technical or Cost proposals.*
2. One completed and signed Rhode Island W-9 (included in the original copy only) downloaded from the Division of Purchases website at [/documents/Forms/Misc Forms/13_RI Version of IRS W-9 Form.docx](#). *Do not include any copies in the*

Technical or Cost proposals.

3. Two (2) completed original and copy versions, signed and sealed Appendix A. MBE, WBE, and/or Disability Business Enterprise Participation Plan. Please complete separate forms for each MBE/WBE or Disability Business Enterprise subcontractor/supplier to be utilized on the solicitation. *Do not include any copies in the Technical or Cost proposals.*
4. Technical Proposal - describing the qualifications as noted in Section 4.A and experience with and for similar projects, and all information described earlier in this solicitation (e.g., scope of work). The technical proposal is limited to six (6) pages (this excludes any appendices and as appropriate, resumes of key staff that will provide services covered by this request).
 - a. One (1) Electronic copy on a CD-R, marked “Technical Proposal - Original”.
 - b. One (1) printed paper copy, marked “Technical Proposal -Original” and signed.
 - c. Four (4) printed paper copies
5. Cost Proposal - A separate, signed and sealed cost proposal reflecting the fee structure, proposed to complete all of the requirements of this project.
 - a. One (1) Electronic copy on a CD-R, marked “Cost Proposal -Original”.
 - b. One (1) printed paper copy, marked “Cost Proposal -Original” and signed.
 - c. Four (4) printed paper copies

B. Formatting of proposal response contents should consist of the following:

1. Formatting of CD-Rs – Separate CD-Rs are required for the technical proposal and cost proposal. All CD-Rs submitted must be labeled with:
 - a. Vendor’s name
 - b. RFP #
 - c. RFP Title
 - d. Proposal type (e.g., technical proposal or cost proposal)
 - e. If file sizes require more than one CD-R, multiple CD-Rs are acceptable. Each CD-R must include the above labeling and additional labeling of how many CD-Rs should be accounted for (e.g., 3 CD-Rs are submitted for a technical proposal and each CD-R should have additional label of ‘1 of 3’ on first CD-R, ‘2 of 3’ on second CD-R, ‘3 of 3’ on third CD-R).

Vendors are responsible for testing their CD-Rs before submission as the Division of Purchase’s inability to open or read a CD-R may be grounds for rejection of a Vendor’s proposal. All files should be readable and readily accessible on the CD-Rs submitted with no instructions to download files from any external resource(s). If a file is partial, corrupt or unreadable, the Division of Purchases may consider it “non-responsive”. USB Drives or any other electronic media shall not be accepted. Please note that CD-Rs submitted, shall not be returned.

2. Formatting of written documents and printed copies:
 - a. For clarity, the technical proposal shall be typed. These documents shall be single-spaced with 1” margins on white 8.5”x 11” paper using a font of 12-point Calibri or 12-point Times New Roman.

- b. All pages on the technical proposal are to be sequentially numbered in the footer, starting with number 1 on the first page of the narrative (this does not include the cover page or table of contents) through to the end, including all forms and attachments. The Vendor's name should appear on every page, including attachments. Each attachment should be referenced appropriately within the proposal section and the attachment title should reference the proposal section it is applicable to.
- c. The cost proposal shall be typed using the formatting provided on the provided template.
- d. Printed copies are to be only bound with removable binder clips.
- e.

SECTION 8. PROPOSAL SUBMISSION

Interested vendors must submit proposals to provide the goods and/or services covered by this RFP 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, shall not be accepted.

Proposals should be mailed or hand-delivered in a sealed envelope marked **RFP #7607802** 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 shall not be accepted. Proposals misdirected to other State locations or those not presented to the Division of Purchases by the scheduled due date and time shall be determined to be late and shall not be accepted. Proposals faxed, or emailed, to the Division of Purchases shall not be accepted. The official time clock is in the reception area of the Division of Purchases.

SECTION 9. CONCLUDING STATEMENTS

Notwithstanding the above, the Division of Purchases reserves the right to award on the basis of cost alone, to accept or reject any or all proposals, and to award in the State's best interest.

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

If a Vendor is selected for an award, no work is to commence until a purchase order is issued by the Division of Purchases.

The State's General Conditions of Purchase contain the specific contract terms, stipulations and affirmations to be utilized for the contract awarded for this RFP. The State's General Conditions of Purchases can be found at the following URL: <https://rules.sos.ri.gov/regulations/part/220-30-00-13>

APPENDIX A. PROPOSER ISBE RESPONSIBILITIES AND MBE, WBE, AND/OR DISABILITY BUSINESS ENTERPRISE PARTICIPATION FORM

A. Proposer's ISBE Responsibilities (from 150-RICR-90-10-1.7.E)

1. Proposal of ISBE Participation Rate. Unless otherwise indicated in the RFP, a Proposer must submit its proposed ISBE Participation Rate in a sealed envelope or via sealed electronic submission at the time it submits its proposed total contract price. The Proposer shall be responsible for completing and submitting all standard forms adopted pursuant to 105-RICR-90-10-1.9 and submitting all substantiating documentation as reasonably requested by either the Using Agency's MBE/WBE Coordinator, Division, ODEO, or Governor's Commission on Disabilities including but not limited to the names and contact information of all proposed subcontractors and the dollar amounts that correspond with each proposed subcontract.
2. Failure to Submit ISBE Participation Rate. Any Proposer that fails to submit a proposed ISBE Participation Rate or any requested substantiating documentation in a timely manner shall receive zero (0) ISBE participation points.
3. Execution of Proposed ISBE Participation Rate. Proposers shall be evaluated and scored based on the amounts and rates submitted in their proposals. If awarded the contract, Proposers shall be required to achieve their proposed ISBE Participation Rates. During the life of the contract, the Proposer shall be responsible for submitting all substantiating documentation as reasonably requested by the Using Agency's MBE/WBE Coordinator, Division, ODEO, or Governor's Commission on Disabilities including but not limited to copies of purchase orders, subcontracts, and cancelled checks.
4. Change Orders. If during the life of the contract, a change order is issued by the Division, the Proposer shall notify the ODEO of the change as soon as reasonably possible. Proposers are required to achieve their proposed ISBE Participation Rates on any change order amounts.
5. Notice of Change to Proposed ISBE Participation Rate. If during the life of the contract, the Proposer becomes aware that it will be unable to achieve its proposed ISBE Participation Rate, it must notify the Division and ODEO as soon as reasonably possible. The Division, in consultation with ODEO and Governor's Commission on Disabilities, and the Proposer may agree to a modified ISBE Participation Rate provided that the change in circumstances was beyond the control of the Proposer or the direct result of an unanticipated reduction in the overall total project cost.

B. MBE, WBE, AND/OR Disability Business Enterprise Participation Plan Form:

Attached is the MBE, WBE, and/or Disability Business Enterprise Participation Plan form. Bidders are required to complete, sign and submit with their overall proposal in a sealed envelope. Please complete separate forms for each MBE, WBE and/or Disability Business Enterprise subcontractor/supplier to be utilized on the solicitation.



**STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS
DEPARTMENT OF ADMINISTRATION
ONE CAPITOL HILL
PROVIDENCE, RHODE ISLAND 02908**

MBE, WBE, and/or DISABILITY BUSINESS ENTERPRISE PARTICIPATION PLAN

Bidder's Name:

Bidder's Address:

Point of Contact:

Telephone:

Email:

Solicitation No.:

Project Name:

This form is intended to capture commitments between the prime contractor/vendor and MBE/WBE and/or Disability Business Enterprise subcontractors and suppliers, including a description of the work to be performed and the percentage of the work as submitted to the prime contractor/vendor. Please note that all MBE/WBE subcontractors/suppliers must be certified by the Office of Diversity, Equity and Opportunity MBE Compliance Office and all Disability Business Enterprises must be certified by the Governor's Commission on Disabilities at time of bid, and that MBE/WBE and Disability Business Enterprise subcontractors must self-perform 100% of the work or subcontract to another RI certified MBE in order to receive participation credit. Vendors may count 60% of expenditures for materials and supplies obtained from an MBE certified as a regular dealer/supplier, and 100% of such expenditures obtained from an MBE certified as a manufacturer. This form must be completed in its entirety and submitted at time of bid. **Please complete separate forms for each MBE/WBE or Disability Business Enterprise subcontractor/supplier to be utilized on the solicitation.**

Name of Subcontractor/Supplier:			
Type of RI Certification:	<input type="checkbox"/> MBE	<input type="checkbox"/> WBE	<input type="checkbox"/> Disability Business Enterprise
Address:			
Point of Contact:			
Telephone:			
Email:			
Detailed Description of Work To Be Performed by Subcontractor or Materials to be Supplied by Supplier:			
Total Contract Value (\$):		Subcontract Value (\$):	ISBE Participation Rate (%):
Anticipated Date of Performance:			

I certify under penalty of perjury that the forgoing statements are true and correct.

Prime Contractor/Vendor Signature	Title	Date
Subcontractor/Supplier Signature	Title	Date