



**Solicitation Information
May 8, 2019**

RFP# 7598797

TITLE: IDEA Systems of Support

Submission Deadline: June 6, 2019 at 2:00 PM (ET)

PRE-BID/ PROPOSAL CONFERENCE: NO

Questions concerning this solicitation must be received by the Division of Purchases at gail.walsh@purchasing.ri.gov no later than **Monday, May 20, 2019 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 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

**GAIL WALSH
CHIEF BUYER**

Note to Applicants:

- Applicants must register on-line at the State Purchasing Website at www.purchasing.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 Education (“RIDE”), is soliciting proposals from qualified firms to provide on-going professional learning and coaching for public schools to improve equity and outcomes for children with disabilities through tiered prevention and intervention frameworks, 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.purchasing.ri.gov.

The initial contract period will begin approximately July 2019 for five years. Contracts may be renewed for up to one additional 12-month periods based on vendor performance and the availability of funds.

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/mbewbe.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

SECTION 2. BACKGROUND

Introduction

The Rhode Island Department of Education is requesting proposals from qualified vendors to provide services for the administration and management of professional learning and coaching for IDEA Indicators 9 and 10. The objective of this request is to select an entity that is best qualified to provide the requested services. The successful vendor will provide on-going training and coaching of school personnel to support the development of prevention and intervention frameworks in schools and districts each year. The qualified vendor will work closely with the schools and Local Education Agency (LEA) to execute the

deliverables of the project. Additionally, all training and support will be aligned to the Common Core State Standards (CCSS).

History

The Individuals with Disabilities Education Act (IDEA), 2004, and the Rhode Island Regulations Governing the Education of Children with Disabilities, 2019, require that states improve students outcomes to correct the problem of disproportionate identification of students by race/ethnicity as having disabilities. Under this reauthorization, the U.S. Office of Special Education Programs (OSEP) requires each state to address disproportionality as a critical indicator in its State Performance Plan and Annual Performance Report. In addition, IDEA requires that states develop criteria for identification of specific learning disabilities. Rhode Island's state criteria include the use of a process of Response to Intervention (RTI). Specifically, the IDEA and Rhode Island regulations state:

States are responsible for identifying disproportionality in LEAs and, where identified, to examine the policies, procedures, and practices of these LEAs to determine whether these are part of the root cause leading to inappropriate identification. A key approach that IDEA introduced for addressing instances of disproportionality identified in school districts is the concept of "Comprehensive Coordinated Early Intervening Services" for students age 3 through Grade 12 who need additional academic and behavioral support to succeed in general education through a system of instructional supports and evaluation. Research supports the use of a process of Multi-Tiered System of Support (MTSS) to enable more appropriate identification practices for students suspected of having a disability and to improve performance of both students with and without disabilities. A robust MTSS includes data-based individualization (DBI) and intensive interventions for children who are not responding to initial instruction and intervention as well as social emotional learning practices such as Restorative Practices.

Purpose

This project will continue to build the capacity needed for Rhode Island to move forward with on-going virtual and/or face-to-face coaching and technical assistance in school districts identified as evidencing disproportionate identification and/or significant disproportionality as well as supporting best practice in all RI districts. The successful vendor will provide project coordination, fiscal oversight, staffing, and professional learning, including engagement of experts in the field of comprehensive coordinated early intervening services, data based individualization, and multi-tiered systems of support. This extension of RIDE's capacity will offer the specialized leadership and professional learning necessary to enable RI schools and districts to prevent or reduce disproportionality of students by race/ethnicity by improving academic and social emotional student outcomes through sustainable, district or school-wide prevention and intervention frameworks.

This project will support the RIDE Office of Student, Community and Academic Support (OSCAS) effort in three ways:

1. Coordinate and support a prevention and intervention framework of tiered instruction, which will better enable districts to appropriately identify and serve students with disabilities particularly in the areas of Learning Disabilities, Other Health Impairments, and Emotional Disturbance. To ensure schools receive professional learning opportunities aligned to their specific needs, the project will customize the training, technical assistance, and coaching plans to increase the likelihood of adoption of practices that lead to implementation and sustainability. Schools will have the opportunity to identify a particular area of focus, which will allow for differentiating training opportunities to meet the needs across all schools. Selection of a training focus and the entry point will be based on needs assessment, data analysis, and goal setting with the school team, including administrators, and a technical assistance provider.
2. Assist and support the RIDE OSCAS in designing and implementing refinements of the project to ensure alignment with key RI Initiatives – Multi-Tier Systems of Support; preventing and reducing

disproportionality; Specially Designed Instruction and Data-based Individualization; and Comprehensive, Coordinated Early Intervening Services (CCEIS); Collaborative for Effective Educator Development, Accountability and Reform (CEEDAR); State Systemic Improvement Plan (SSIP) Math Project; 3rd Grade Reading, RI Professional Learning Standards (RIPLS), and Social Emotional Learning (SEL). Coordination of work will build district capacity to improve student outcomes.

3. Report to RIDE on activities, deliverables, and outcomes as required.

SECTION 3: SCOPE OF WORK AND REQUIREMENTS

General Scope of Work

This project will coordinate the professionals engaged in building statewide capacity to

- deliver ongoing, virtual and/or face-to-face professional learning and coaching, supporting schools and districts in
 - implementing activities of comprehensive, coordinated early intervening services
 - conducting needs assessments,
 - revising practices and procedures for the identification of children with disabilities,
 - developing intervention and specially designed instruction within a tiered, problem-solving framework;
- conduct evaluation activities;
- establish and maintain collaboration and communication across related initiatives
- provide models and tools for using educator and classroom data to inform decisions about professional learning and development
- work with school districts to prepare current educators in cultural competency and promote best practices that develop students' cultural competency
- support a statewide focus on assessment literacy and use of data to support instructional decision-making with specific attention to supporting the DBI process to intensify interventions
- clarify the distinction between strong, universal core instruction, differentiated learning, general education interventions, and specially designed instruction through coaching and professional learning activities.

Specific Activities / Tasks

Collaborate with RIDE staff to:

- maintain the initial project implementation plan which will address the expectations of the Scope of Work
- Hire, train and supervise qualified trainers and coaches with a particular focus on Restorative Practices and DBI/Intensive Intervention (minimum of 4 FTEs including Project Coordinator)
- Retain the Project Coordinator to lead all communication and coordinate activities with RIDE
- Manage all project deliverables in accordance with the Project Implementation Plan
- Develop a methodology to score applicant schools for project participation
- Maintain or increase the level of professional and support staff to accomplish the work outlined with capacity to articulate job descriptions and hiring should vacancies arise.
- Provide space and administrative supports as needed for project related meetings, both online and in person.
- Effectively integrate and leverage existing RIDE initiatives/materials/programs in the work including recent Moonami/Moodle online learning system development.

- Assess and address changing needs and emerging issues from the RIDE Initiatives such as the 3rd Grade Reading Goal, SEL, NCII, MTSS, RIDE’s Unified Approach to Statewide Education (RIGL 16-97-9), School Climate Transformation Grant (SCTG)
- Disseminate materials to stakeholder groups in consultation with RIDE to share project resources and successful practices statewide
- Report to RIDE on activities, deliverable, and outcomes annually at a minimum.

Additional Requirements:

- Existing Personnel Retention: Must demonstrate a commitment to collaborating with RIDE in the recruitment and selection of staff, to ensure both highly experienced personnel conversant with constituents in the regions served and to ensure a seamless transition.
- Bidders must submit relevant organizational information, a list of similar projects undertaken and /or clients served, agency expertise relative to the services requested, and a statement of existing workload as it impacts the performance of the project.

Deliverables and Schedule

1. Coordinate and support a prevention and intervention framework of tiered instruction and data-based individualization, which will better enable districts to appropriately identify and serve students with disabilities particularly in the areas of Learning Disabilities, Other Health Impairments, and Emotional Disturbance.

Deliverables	Evidence	Timeline	Progress Report to RIDE
Provide direct technical assistance and capacity building activities (training, consultations, communities of practice and professional learning communities, facilitated online courses, self-paced online courses, coaching, networking and/or other online resources) for identified districts or schools as part of a tiered prevention and intervention framework with data-based individualization and Restorative Practices as components..	Needs assessments, Agendas, attendance, and participant feedback, written log of activities, evaluation and fidelity measures	Ongoing	Quarterly
Meetings with RIDE staff, partners from various RIDE initiatives as needed, higher education MTSS/NCII partners, and project consultants to review project progress towards deliverables and review and modify as necessary technical assistance and professional learning plans.	Agendas and progress notes on meeting minutes/action plans	Ongoing beginning no later than Sept 2019	3-4 times a year

<p>Sustainable online products for professional learning tools and resources which may include facilitation guides, fidelity resources, facilitated or self-paced courses and modules, online communities of practice, etc. implemented within existing Moodle systems</p>	<p>Web and/or print materials</p>	<ul style="list-style-type: none"> • Moodle Learning environment/platform launch by Oct 2019 • Minimum of 3 interactive opportunities plus accompanying tools and resources by June 2019 • 3 additional interactive opportunities added each school year of the grant • Ongoing updates as needed beyond these dates. 	<p>3-4 times a year</p>
<p>Schedule of coaching</p>	<p>Calendar and subsequent TA logs including attendees</p>	<p>ongoing</p>	<p>Mid-year and end of year check-in</p>
<p>Evaluation of effectiveness and fidelity</p>	<p>Pre/post-tests of knowledge, participants and satisfaction, fidelity checks, student outcome data where feasible</p>	<p>ongoing</p>	<p>Annual report</p>

2. Assist and support the RIDE OSCAS in designing and implementing refinements of the project to ensure alignment with key RI Initiatives such as Multi-Tier Systems of Support; preventing and reducing disproportionality; Specially Designed Instruction and Data-based Individualization; Comprehensive, Coordinated Early Intervening Services (CCEIS); CEEDAR; State Systemic Improvement Plan Math Project; 3rd Grade Reading; Unified Approach to Statewide Education (RIGL 16-97-9), Social Emotional Learning, School Climate Transformation Grant (SCTG), and RI Professional Learning Standards. Coordination of work will build district or school capacity to improve student outcomes.

Deliverables	Evidence	Timeline	Progress Report to RIDE
Collaborate with the RI Math Project and other work teams and vendors as needed to develop direct technical assistance and capacity building activities (training, consultations, study groups, networking and/or web-based resources) for districts or schools.	Agendas, MOUs, attendance, and participant feedback, written log of activities	Ongoing	2-3 times a year
Meetings with RIDE staff, NCII, CEEDAR and AIR project staff, higher education partners, and other project consultants to review alignment and progress towards deliverables; review and modify technical assistance and professional learning plans as necessary.	Agendas and progress notes on meeting minutes/action plans	Ongoing	3-4 times a year
Collaborate with NCII and RIDE to identify LAB sites for training opportunities. Facilitate mini-grants to LAB sites to support NCII sustainability and coaching opportunities.	Applications developed and grants issued	2 grants issued for 2019-20 and 1 additional each year of the contract	3-4 times a year

SECTION 4: PROPOSAL

A. Technical Proposal

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

- 1. Contractor Understanding of the Issues-(10 points)** Please describe the coordination and support of a prevention and intervention system of tiered instruction to improve student achievement and to appropriately identify and

serve students with disabilities particularly in the areas of Specific Learning Disabilities, Other Health Impairments and Emotional Disturbance.

2. **Work Plan –(20 points)** Please describe in detail, the framework and proposed timeline within which requested services will be performed. The following elements should be included: 1) methods to ensure schools receive professional learning opportunities aligned to their special needs with customized training, technical assistance and coaching plans, 2) design and implement refinements of project to ensure alignment with key RI initiatives (Multi-tiered Systems of Support, preventing and reducing disproportionality, specially designed instruction and data-based individualization; and Comprehensive Coordinated Early Intervening Services (CCEIS)CEEDAR, State Systemic Improvement Plan (SSIP) Math Project, 3rd grade reading and Social Emotional Learning , 3)Methods to report to RIDE activities deliverables and outcomes as requested.

3. **Capacity of Agency to Effectively Administer the Project – (20 points)** Define the methodology to increase the likelihood of adoption of practices that lead to implementation and sustainability of the project. The following elements should be included: 1) Ability to coordinate and delivery statewide capacity building, 2)Ability to successfully collaborate with RIDE, 3) Ability to conduct needs assessments and manage action plans with schools and districts.

4. **Quality of Key Personnel – (20 points)** Include Curriculum Vitae. Include recent experience successfully coordinating and delivering on-going professional learning and coaching in RI schools. Master’s degree or equivalent in educational fields preferred.

Total Available Technical Points

(70 points)

B. Cost Proposal

Cost Proposal Evaluation- (30 points)

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. Provide a cost proposal to include Budget Summary page and Budget Details pages for each FY of the proposal. Include a copy of the approved indirect cost documentation. The total for administration costs, including indirect costs, may not exceed 10% of the total cost of the project and applicants are encouraged to submit proposals which reflect competitive administrative rates.

Budget Summary

Expense Category	Estimated Expenditures					Total
	Year 1	Year 2	Year 3	Year 4	Year 5	
1. Employee Salary and Benefits	0	0	0	0	0	0
2. Purchased Services	0	0	0	0	0	0
3. Supplies and Materials	0	0	0	0	0	0
4. Travel	0	0	0	0	0	0

5. Printing	0	0	0	0	0
6. Office Expense	0	0	0	0	0
7. Other: (describe)	0	0	0	0	0
8.	0	0	0	0	0
Subtotal	0	0	0	0	0
Indirect Cost *	0	0	0	0	0
TOTAL	0	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.

*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

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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.

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 50 (71.4%) out of a maximum of 70 points to advance to the cost evaluation phase. Any technical proposals scoring less than 50 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 50 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
Staff Qualifications	10 Points
Capability, Capacity, and Qualifications of the	10 Points

Offeror	
Work Plan	30 Points
Approach Proposed	20 Points
Points	Total Possible Technical 70 Points
Cost proposal*	30 Points
Points	Total Possible Evaluation Points 100 Points
ISBE Participation**	6 Bonus Points
Points	Total Possible 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:

$$\begin{aligned} & (\text{Vendor's ISBE participation rate} \div \text{Highest ISBE participation rate} \\ & \quad \times \text{Maximum ISBE participation points}) \end{aligned}$$

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 gail.walsh@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 # 7598797** 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.purchasing.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 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 ten (10) 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 hourly rate, or other 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:

- A. 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.

B. 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.

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# 7598797 IDEA SYSTEMS OF SUPPORT**” 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: MBE WBE 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