



RI Purchase Agreement Amendment Report

STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS
 ONE CAPITOL HILL
 PROVIDENCE RI 02908

PUBLIC CONSULTING GROUP INC
 148 STATE ST
 10TH FL
 BOSTON, MA 02109
 United States

Amendment Date: 01-JUL-15
 Original Award Date: 20-JUL-12
 Buyer: G Walsh
 Phone #:
 FOB: Destination
 Terms: NET 30
 Vendor # 1233

| | | | | |
|---------------------------------------------|---------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------|---------------------------------------------------------------------------------|
| S H I P T O | MASTER PRICE AGREEMENT SEE BELOW RELEASE AGAINST, RI MPA United States | Change Order Number 1 Award Number 3285419 Effective Period 01-JUL-12 - 30-JUN-16 | I N V O I C E | MASTER PRICE AGREEMENT SEE BELOW RELEASE AGAINST, RI MPA United States |
| | TECHNICAL ASSISTANCE AND SUPPORT SERVICES - RIDE (MPA-210) | | | |

| Description | | Bid Number | Change Order Req# | | |
|------------------------------------------------------------|------|--------------------------------------------------------------------------------------------------------|-------------------|------|------------|
| TECHNICAL ASSISTANCE AND SUPPORT SERVICES - RIDE (MPA-210) | | | RIDE15NMC-0057 | | |
| Line # | Code | Class-Item | Quantity | Unit | Unit Price |
| | | CHANGE TO PO 3285419 CHANGE EFFECTIVE PERIOD: FROM: 7/1/12 - 6/30/15 TO: 7/1/12 - 6/30/16 | | | |

| |
|-------------------------------|
| STATE PURCHASING AGENT |
| |
| Nancy R. McIntyre |



Notice of Blanket Purchase Agreement

STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS
 ONE CAPITOL HILL
 PROVIDENCE RI 02908

PUBLIC CONSULTING GROUP INC
 148 STATE ST
 10TH FL
 BOSTON, MA 02109
 United States

TECHNICAL ASSISTANCE AND SUPPORT
 SERVICES - RIDE (MPA #210)

Award Number: 3285419
 Effective Period: 01-JUL-12 - 30-JUN-15

| | | | | |
|--------------------------------------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|---------------------------------|--------------------------------------------------------------------------------|
| S H I P P I N G | MASTER PRICE AGREEMENT SEE BELOW RELEASE AGAINST,RI MPA United States | Date: 20-JUL-12 Buyer: G Walsh Shipping: Paid Terms: NET 30 Vendor #: 1233 | I N V O I C E | MASTER PRICE AGREEMENT SEE BELOW RELEASE AGAINST,RI MPA United States |
| | | | | |

| Department | Type of Requisition | Bid Number | Requisition Number |
|------------|---------------------|-------------------------------|--------------------|
| | MPA-210 | 7449122 7449122 | 1245204 |
| Line | Item | Unit | Unit Price |

| | | | |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-----|
| | 7/1/12 - 6/30/15 MASTER PRICE AGREEMENT #210 WITH AN OPTION TO RENEW FOR UP TO TWELVE (12) MONTHS. TECHNICAL ASSISTANCE AND SUPPORT SERVICES - RI DEPT. OF EDUCATION, IN ACCORDANCE WITH THE PROVISIONS OF RFP #7449122; THE 11/10/11 PROPOSAL SUBMITTED BY PUBLIC CONSULTING GROUP, INC; AND THE STATE OF RHODE ISLAND'S GENERAL CONDITIONS OF PURCHASE. AT THE TIME THAT A PROJECT IS AWARDED, SUPPLIER WILL BE REQUESTED TO FURNISH WITHIN TEN (10) DAYS THE FOLLOWING DOCUMENTS: 1. SIGNED AGREEMENT BETWEEN SUPPLIER AND THE RI DEPT. OF EDUCATION 2. EQUAL EMPLOYMENT OPPORTUNITY COMPLIANCE 3. MINORITY BUSINESS ENTERPRISE COMPLIANCE OR WAIVER 4. CERTIFICATE OF INSURANCE. PRICING QUOTED HEREIN IS MAXIMUM PRICING FOR THE TERM OF THE CONTRACT AND MAY BE NEGOTIATED DOWNWARD AT THE TIME A PROJECT IS AWARDED. | | |
| 1 | MPA-210 - 7/1/12-6/30/13 - OPERATIONS - SALARY & FRINGE BENEFITS | Hour | 63 |
| 2 | MPA-210 - 7/1/12-6/30/13 - BUSINESS ANALYST - SALARY & FRINGE BENEFITS | Hour | 160 |
| 3 | MPA-210 - 7/1/12-6/30/13 - PROJECT MANAGER - SALARY & FRINGE BENEFITS | Hour | 206 |
| 4 | MPA-210 - 7/1/12-6/30/13 - SUBJECT MATTER EXPERT - SALARY & FRINGE | Hour | 145 |

STATE PURCHASING AGENT

Lorraine A. Hynes

Lorraine A. Hynes

This Notice of Award/Purchase Order is issued in accordance with the specific requirements described herein and the State's Purchasing Regulations and General Conditions of Purchase, copies of which are available at www.purchasing.ri.gov. Delivery of goods or services as described herein shall be deemed acceptance of these requirements.



Notice of Blanket Purchase Agreement

STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS
 ONE CAPITOL HILL
 PROVIDENCE RI 02908

PUBLIC CONSULTING GROUP INC
 148 STATE ST
 10TH FL
 BOSTON, MA 02109
 United States

TECHNICAL ASSISTANCE AND SUPPORT
 SERVICES - RIDE (MPA #210)

Award Number 3285419 **Effective Period:** 01-JUL-12 - 30-JUN-15

| | | | | |
|----------------------------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|---------------------------------|--------------------------------------------------------------------------------|
| S H I P T O | MASTER PRICE AGREEMENT SEE BELOW RELEASE AGAINST,RI MPA United States | Date: 20-JUL-12 Buyer: G Walsh Shipping: Paid Terms: NET 30 Vendor #: 1233 | I N V O I C E | MASTER PRICE AGREEMENT SEE BELOW RELEASE AGAINST,RI MPA United States |
| | | | | |

| Department | | Type of Requisition | Bid Number | Requisition Number |
|------------|------|---------------------|------------|--------------------|
| | | | N/A | |
| Line | Item | Item Description | Unit | Unit Price |

| | | | | |
|----|--|-----------------------------------------------------------------------------|------|-----|
| | | BENEFITS | | |
| 5 | | MPA-210 - 7/1/12-6/30/13 - TRAINER - SALARY & FRINGE BENEFITS | Hour | 145 |
| 6 | | MPA-210 - 7/1/12-6/30/13 - PROJECT DIRECTOR - SALARY & FRINGE BENEFITS | Hour | 253 |
| 7 | | MPA-210 - 7/1/12-6/30/13 - MANAGER - SALARY & FRINGE BENEFITS | Hour | 279 |
| 8 | | MPA-210 - 7/1/12-6/30/13 - MILEAGE/MEALS | Each | 1 |
| 9 | | MPA-210 - 7/1/12-6/30/13 - TRAINING MATERIALS | Each | 1 |
| 10 | | MPA-210 - 7/1/12-6/30/13 - MISCELLANEOUS EXPENSES | Each | 1 |
| 11 | | MPA-210 - 7/1/13-6/30/14 - OPERATIONS - SALARY & FRINGE BENEFITS | Hour | 65 |
| 12 | | MPA-210 - 7/1/13-6/30/14 - BUSINESS ANALYST - SALARY & FRINGE BENEFITS | Hour | 165 |
| 13 | | MPA-210 - 7/1/13-6/30/14 - PROJECT MANAGER - SALARY & FRINGE BENEFITS | Hour | 213 |
| 14 | | MPA-210 - 7/1/13-6/30/14 - SUBJECT MATTER EXPERT - SALARY & FRINGE BENEFITS | Hour | 150 |
| 15 | | MPA-210 - 7/1/13-6/30/14 - TRAINER - SALARY & FRINGE BENEFITS | Hour | 150 |
| 16 | | MPA-210 - 7/1/13-6/30/14 - PROJECT DIRECTOR - SALARY & FRINGE BENEFITS | Hour | 261 |
| 17 | | MPA-210 - 7/1/13-6/30/14 - MANAGER - SALARY & FRINGE BENEFITS | Hour | 288 |
| 18 | | MPA-210 - 7/1/13-6/30/14 - MILEAGE/MEALS | Each | 1 |
| 19 | | MPA-210 - 7/1/13-6/30/14 - TRAINING MATERIALS | Each | 1 |
| 20 | | MPA-210 - 7/1/13-6/30/14 - MISCELLANEOUS EXPENSES | Each | 1 |
| 21 | | MPA-210 - 7/1/14-6/30/15 - OPERATIONS - SALARY & FRINGE BENEFITS | Hour | 67 |
| 22 | | MPA-210 - 7/1/14-6/30/15 - BUSINESS ANALYST - SALARY & FRINGE BENEFITS | Hour | 170 |
| 23 | | MPA-210 - 7/1/14-6/30/15 - PROJECT MANAGER - SALARY & FRINGE BENEFITS | Hour | 220 |
| 24 | | MPA-210 - 7/1/14-6/30/15 - SUBJECT MATTER EXPERT - SALARY & FRINGE BENEFITS | Hour | 155 |

STATE PURCHASING AGENT

Lorraine A. Hynes

Lorraine A. Hynes

This Notice of Award/Purchase Order is issued in accordance with the specific requirements described herein and the State's Purchasing Regulations and General Conditions of Purchase, copies of which are available at www.purchasing.ri.gov. Delivery of goods or services as described herein shall be deemed acceptance of these requirements.



Notice of Blanket Purchase Agreement

STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS
 ONE CAPITOL HILL
 PROVIDENCE RI 02908

PUBLIC CONSULTING GROUP INC
 148 STATE ST
 10TH FL
 BOSTON, MA 02109
 United States

TECHNICAL ASSISTANCE AND SUPPORT
 SERVICES - RIDE (MPA #210)

Award
 Number
 3285419

Effective Period:
 01-JUL-12 - 30-JUN-15

| | | | | |
|----------------------------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|---------------------------------|--------------------------------------------------------------------------------|
| S H I P T O | MASTER PRICE AGREEMENT SEE BELOW RELEASE AGAINST,RI MPA United States | Date: 20-JUL-12 Buyer: G Walsh Shipping: Paid Terms: NET 30 Vendor #: 1233 | I N V O I C E | MASTER PRICE AGREEMENT SEE BELOW RELEASE AGAINST,RI MPA United States |
| | | | | |

| Department | Type of Requisition | Bid Number | Requisition Number | |
|------------|---------------------|------------------|--------------------|------------|
| | | N/A | | |
| Line | Item | Item Description | Unit | Unit Price |

| | | | | |
|----|--|-----------------------------------------------------------------------------|------|-----|
| 25 | | MPA-210 - 7/1/14-6/30/15 - TRAINER - SALARY & FRINGE BENEFITS | Hour | 155 |
| 26 | | MPA-210 - 7/1/14-6/30/15 - PROJECT DIRECTOR - SALARY & FRINGE BENEFITS | Hour | 269 |
| 27 | | MPA-210 - 7/1/14-6/30/15 - MANAGER - SALARY & FRINGE BENEFITS | Hour | 297 |
| 28 | | MPA-210 - 7/1/14-6/30/15 - MILEAGE/MEALS | Each | 1 |
| 29 | | MPA-210 - 7/1/14-6/30/15 - TRAINING MATERIALS | Each | 1 |
| 30 | | MPA-210 - 7/1/14-6/30/15 - MISCELLANEOUS EXPENSES | Each | 1 |
| 31 | | MPA-210 - 7/1/15-6/30/16 - OPERATIONS - SALARY & FRINGE BENEFITS | Hour | 70 |
| 32 | | MPA-210 - 7/1/15-6/30/16 - BUSINESS ANALYST - SALARY & FRINGE BENEFITS | Hour | 176 |
| 33 | | MPA-210 - 7/1/15-6/30/16 - PROJECT MANAGER - SALARY & FRINGE BENEFITS | Hour | 227 |
| 34 | | MPA-210 - 7/1/15-6/30/16 - SUBJECT MATTER EXPERT - SALARY & FRINGE BENEFITS | Hour | 160 |
| 35 | | MPA-210 - 7/1/15-6/30/16 - TRAINER - SALARY & FRINGE BENEFITS | Hour | 160 |
| 36 | | MPA-210 - 7/1/15-6/30/16 - PROJECT DIRECTOR - SALARY & FRINGE BENEFITS | Hour | 178 |
| 37 | | MPA-210 - 7/1/15-6/30/16 - MANAGER - SALARY & FRINGE BENEFITS | Hour | 306 |
| 38 | | MPA-210 - 7/1/15-6/30/16 - MILEAGE/MEALS | Each | 1 |
| 39 | | MPA-210 - 7/1/15-6/30/16 - TRAINING MATERIALS | Each | 1 |
| 40 | | MPA-210 - 7/1/15-6/30/16 - MISCELLANEOUS EXPENSES | | |
| | | AGENCY CONTACT: KRISTEN COLE - (401) 222-4681 | | |
| | | SUPPLIER CONTACT: DAVID RONKA - (603) 427-0206 | Each | 1 |

STATE PURCHASING AGENT

Lorraine A. Hynes

Lorraine A. Hynes

November 10, 2011

Mr. Jerome Moynihan, C.P.M., CPPO
Assistant Director for Special Projects
Department of Administration
Division of Purchases
One Capitol Hill
Providence, Rhode Island 02908

Dear Mr. Moynihan:

Public Consulting Group, Inc. (PCG) is pleased to submit our proposal to the State of Rhode Island for RFP #7449122: Technical Assistance & Support Services – Education. PCG Education offers full service consulting integrated with innovative and scalable technology solutions to address the changing needs of the K12 education community. We are proud of the successes achieved during our 25 years of partnerships with states, cities, and school districts, including Providence, Woonsocket, and Cranston. We look forward to building on that foundation by achieving the goals set forth in this RFP.

The team proposed for this project has a depth and breadth of expertise, ranging from data modeling and mapping to financial reviews. In addition, PCG offers sufficient staffing to deploy extra personnel in the event new initiatives arise and/or deadlines must be met. As you will see through this proposal, we have grown to be a large, experienced, and versatile team, and our successes have made PCG a recognized leader in the education field.

PCG is engaged in statewide information technology and data management projects in 13 states and at the federal level. We also provide consulting services in more than 1,500 school districts across the US and Canada. ***No other firm brings the local experience, national breadth, and significant value that PCG will continue to bring to Rhode Island.*** PCG has proven experience providing the following consulting services put forth in this proposal:

- Comprehensive Performance, Financial, and Operational Reviews of Departments and School Districts
- Data Modeling and Mapping
- Education Analytics and Decision Support for Measuring Success
- Evaluation Design and Implementation
- Training and Support for Internal and External Clients on New Systems
- Data Use Review and Action Planning
- Literacy Professional Development, Policy Document Development, and Action Planning

PCG agrees to all requirements of this RFP. If you have any questions or require further clarification regarding our submission, please feel free to contact me at (617) 426-2026 or pmarshall@pcgus.com.

Sincerely,



Peter Marshall
Associate Manager

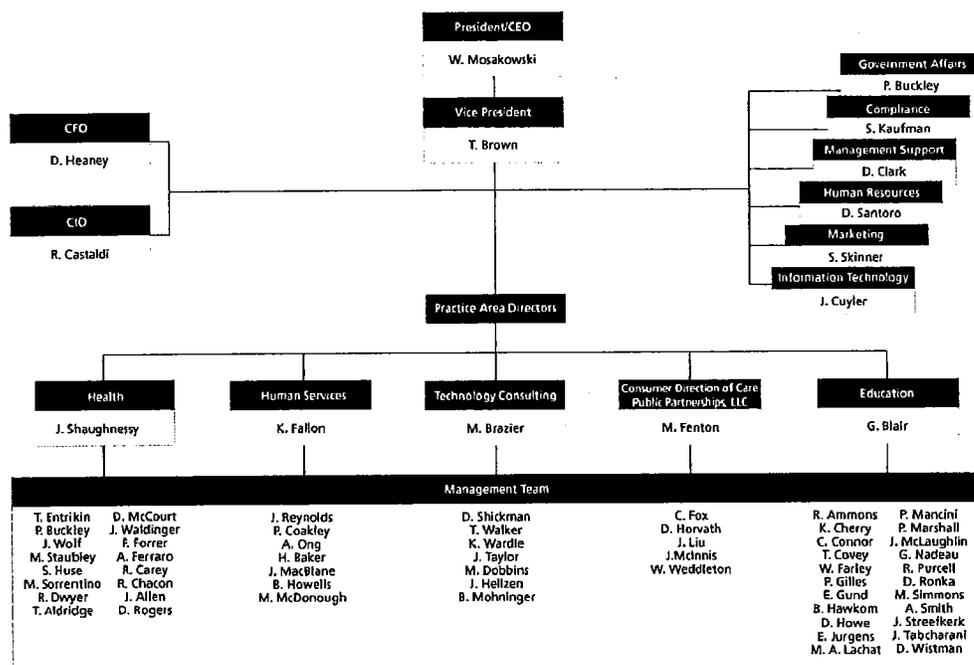
Technical Proposal

1. Organizational Capacity

About Public Consulting Group

Established in Massachusetts in 1986, Public Consulting Group, Inc. (PCG) is a management consulting firm offering strategic planning and implementation, operations improvement, policy development, financial management, systems development, rate setting, revenue maximization, and other management advisory services to government and private health and human services providers. As a privately held company, PCG has the flexibility to properly serve our public sector clients with the highest level of customer service. More than 95% of PCG's clients are public sector agencies or agency providers such as school districts, county offices of education, state departments of education, state and county departments of mental health, developmental disabilities, Medicaid, social services, public welfare, county governments and multicounty entities, cities, and municipalities.

PCG is comprised of four divisions: Education, Health and Human Services, Technology Consulting, and Consumer Direction of Care. This structure allows PCG to address a broad range of public sector needs. It also allows the firm to assemble multidisciplinary teams when required, taking advantage of the specialized expertise and experience of each practice area to address the multidimensional objectives of public sector agencies. The firm currently employs over 1,000 full-time staff in 35 office locations. We have the financial stability, resource depth, and strategic expertise to ensure the quality and applicability of our services to RIDE. An organizational chart follows:



Summary of PCG's Budget

Public Consulting Group, Inc (PCG) and subsidiaries expects revenue in the range of 180 million dollars for this current Fiscal Year. PCG has an annual formal budgeting process and successfully manages in excess of 1,000 different projects for government clients.

About PCG Education

In 1992, PCG began providing education consulting services and products to Boston Public Schools to modernize school-based Medicaid billing and to provide an easy and innovative approach for clinicians to document services. In the last 19 years, PCG Education has developed considerable expertise and has achieved numerous successes working with school districts, state departments of education, and Medicaid agencies since our initial work with Boston Public Schools. Our areas of expertise include:

- Data Quality Assurance
- Data warehousing and metadata management
- Education Analytics and Data Capacity Services
- Special Education Program Evaluation and Audit Services
- Special Education and At-Risk Student Data Management
- Response to Intervention (RTI), Positive Behavior Supports (PBS) and Education Plans Solutions
- Professional Development and Coaching on district and school-level use of data
- Literacy and Learning
- Strategic Planning and School Improvement
- School-Based Medicaid Reimbursement Services
- Operations Improvement and Financial Consulting Services

Working with school districts and state departments of education ranging in size from 500 to 1.5 million students, PCG Education has the knowledge and expertise to provide a full spectrum of data-based services informed by research and the practical experience of our staff. PCG Education currently has over 800 contracts in 32 states plus Puerto Rico, the US Virgin Islands, Ontario, Quebec, Alberta, Saskatchewan, and British Columbia, Canada. In addition, PCG Education currently serves 13 state departments (Arizona, Colorado, Illinois, Kansas, Kentucky, Louisiana, Massachusetts, Michigan, New Hampshire, New Jersey, Tennessee, Wisconsin, and Utah) and 13 of the top 25 largest school districts in the nation.

As a result of vast experience in the marketplace and a highly knowledgeable staff, PCG Education has a near perfect client retention rate—this is largely due to understanding clients' needs, efficiently fulfilling our contractual obligations, and continually exceeding client expectations. PCG Education's track record demonstrates the ability to improve outcomes for clients resulting in long-term relationships, contract extensions, and re-awards.

Education Consulting Services and Products

PCG's Education Services unit offers full service consulting integrated with innovative and scalable technology solutions to address the changing needs of the K12 education community. Our expertise spans across various education administrative and instructional functions and our objective is to provide districts with the resources they need to accomplish their goals utilizing only one vendor.

PCG Education provides evaluation, professional development, literacy, data management, and data quality assurance services to education agencies at national, state, and local levels. The firm has played a leadership role in education reform initiatives and conducted numerous studies of state and federally funded education reform projects. We have offered products and services that help districts and schools achieve equity for all students, accountability for results, and continuous improvement. Our staff makes use of a wide range of tools and approaches, including internally developed models, resources, and software to build systemic capacity through the application of research-based knowledge, sustained professional development, cutting-edge technology, and collaborative partnerships.

Our expertise in various content areas such as data quality assurance, data-driven decision making, school improvement, adolescent literacy, and 21st century skills can be combined with our core competencies in strategic planning, data integration, analysis and evaluation, action planning, professional development, and coaching. We apply this combination of content expertise and core competency to clients at the national level, such as the U.S. Department of Education, foundations, and national educational organizations; to clients at the state level, such as state departments of education and regional educational organizations; and to district and school clients. We also have a service line entirely devoted to data mapping, data modeling, and data quality assurance. We work directly with decision makers and educators to help them make the most effective use of their data and the resources available to them to improve student outcomes.

Project Management Capacity

PCG has experience managing hundreds of projects at the school, district, state, and federal levels. Because of our depth and breadth of experience, we are able to tailor our project management approach to suit the individual needs of the projects we work on.

For example, PCG's approach to managing data mapping and modeling begins with one simple rule: ***Nothing exists in the model, unless it is written down.*** This rule is enforced through a protocol of documenting information in an instance of the Data Mapping Workbook (in Excel 2007). Likewise, we create an individualized project workbook for each state in which we document stakeholders and contact information, action items, issues and issue resolution statuses, etc. Updates to the workbook remain available to stakeholders in real time, and daily, weekly, and monthly meetings propel the project forward. We also attempt to enforce a second rule: ***Do not assign homework. Get the artifact, map, or review live on WebEx.*** These two simple rules guide our mapping and modeling work, substantially reducing the strain on state resources while promoting project success. We have developed similarly effective project management methodologies for the myriad other types of projects that we manage.

2. Relevant Experience and Expertise/Staff Qualifications

PCG is prepared to provide seven distinct services to RIDE, as outlined in the matrix below. Descriptions of these services and examples of our experience providing them follow, as do resumes for key staff.

| | Division of Accelerating School Performance | Division of Educator Excellence and Instructional Effectiveness | Division of Fiscal Integrity and Efficiencies | Division of Accountability and Quality Assurance | Office of the Commissioner |
|---------------------------------------------------------------------------------------------------|---------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------|--------------------------------------------------|----------------------------|
| Comprehensive Performance, Financial, and Operational Reviews of Departments and School Districts | | | x | | |
| Data Modeling and Mapping | x | x | x | x | x |
| Education Analytics and Decision Support for Measuring Success | x | | | x | |
| Evaluation Design and Implementation | x | | | | |
| Training and Support for Internal and External Clients on New Systems | | | x | | |
| Data Use Review and Action Planning | | x | | | |
| Literacy Professional Development, Policy Document Development, and Action Planning | | x | | | |

Proposed Service: Comprehensive Performance, Financial, and Operational Reviews of Departments and School Districts

Description of Service

Using our consultative approach and methodology, PCG will collect and analyze performance, financial and operational data, interview key stakeholders and conduct surveys, where necessary, perform peer review analysis, and make recommendations for improvement in the area of costs, efficiency, use of technology and effectiveness, including but not limited to the following: The Offices of Information Services, Finance, Statewide Efficiencies and Human Resources.

Examples of PCG’s Relevant Experience and Expertise

Example #1: Review of Facilities Maintenance Division; Worcester Public Schools – October 2010 – June 2011

The Project consisted of reviewing and analyzing pertinent financial, staffing and operational data, conducting interviews with key school personnel, performing benchmark analysis and making recommendations for improvements. PCG identified several deficiencies based on the established key metrics, which resulted in the identification of cost savings and staff reductions and reallocations.

Example #2: Study of the Special Education Practices – Expenditure Review; Chelmsford Public Schools – June 2011 – October 2011

The purpose of the efficiency study was to determine the effectiveness of the current special education programs and practices and to analyze the cost efficiency of delivering services this model. PCG was able to determine that many of the district costs for special education were comparable to or lower than to its peers and neighboring districts. PCG determined that there may be opportunities to reduce expenses in the area of transportation and out of district placements for the special education students.

Key PCG Staff Members

Kevin D. Cherry is a key staff member for this service. Resumes for key staff begin on page 14.

Proposed Service: Data Modeling and Mapping

Description of Services

PCG has developed a mature methodology for managing metadata and data modeling, with 3 parallel processes: (1) Discovery (identifying people, sources, and artifacts), (2) Source detail documentation, and (3) Mapping, gap analysis, and extract transform load (ETL). PCG utilizes Microsoft Excel 2007 to capture and maintain metadata, and SharePoint WSS to publish and maintain mature metadata. The Excel metadata workbook provides a generalized framework for the data audit process that can be adapted to suit the priorities of RIDE. The ultimate goal is to produce a normative list of data elements, or data dictionary, which can be used to perform multiple analyses.

We also developed the CEDS Data Model, formerly the State Core Model, which consists of three interconnected schemas: (1) the Operational Data Store (ODS), a 3rd normal structure optimized for managing Person-Organization relationships with a conforming time dimension; (2) the Entity-Attribute-Value (EAV), a 4th normal structure that serves as a change log to the ODS; and (3) the Reporting Data Store (RDS), which has not yet been modeled but is documented extensively in a comprehensive data dictionary mapped to all 625 federal collection file types. Because of our experience developing the model, we are able to rapidly adapt it to any state's particular context. PCG also has **extensive experience in stakeholder engagement**, including hosting regular stakeholder webinars.

Examples of PCG's Relevant Experience and Expertise

Example #1: The State Core Model, for the Council of Chief State School Officers (CCSSO), July 2010-September 2011

The State Core Model was chartered by CCSSO to bring a coherent state education agency perspective to national standards movements. CCSSO selected PCG to lead development of the Model. v1.0 was published March 3, 2010, as part of the National Education Data Model, and v2.0 was completed on December 1, 2010. v2.0 includes early childhood (EC), elementary and secondary (K12), post-secondary (PS), and workforce (WF) elements, known collectively as "P20," and establishes comparability between sectors and between states. We have already begun mapping 16 states, including Rhode Island, to the model. We also run regular webinars for stakeholders, which Rhode Island frequently joins.

Example #2: The Illinois Longitudinal Data System Data Architecture (ILDS), for the Illinois State Board of Education (ISBE), July 2010-April 2011

ISBE, a recipient of three State Longitudinal Data System grants funded by the National Center for Education Statistics, contracted with PCG to develop an enterprise-wide data architecture. The project connected ISBE staff with PCG Education consultants to create a data dictionary, conduct a data gap analysis, and provide metadata maintenance. PCG used an Excel-based data audit system to identify people involved in different source systems; conduct interviews and document data sources; and document data items, indicators and gaps.

Key PCG Staff Members

Key staff members for this service include Greg Nadeau, Aaron Harte, Anthea Medyn, and Amy Seibel. Resumes for key staff begin on page 14.

Proposed Service: Ed Analytics and Decision Support for Measuring Success

Description of Services

PCG provides state and local education agencies with data support system design, implementation, and ongoing management as well as evaluation project design, data collection, analysis, and reporting. On the data support system side, our experience ranges from building and managing state longitudinal data systems to designing and delivering district-level data warehouse and decision support systems across the U.S. and Canada. We have extensive experience and deep expertise in building the systematic capacity to use data as a driving force for the improvement of educational programs at the classroom, school, district, and state level. Our approach always includes addressing people, policy, and practice requirements so that stakeholders throughout an organization will be able to access, understand, and use data to measure student and school success, and to make instructional and management decisions.

On the program evaluation side, PCG provides evaluation and data analysis services that utilize both quantitative and qualitative methodologies to acquire evidence of impact and program effectiveness. We have conducted evaluations of local, state, federally funded programs, specific interventions, and school reform initiatives. Our approach supports a highly focused data-driven approach to program improvement. PCG has extensive experience in utilizing advanced database technology to create a program outcome database that links student, program, and performance data and supports: an analysis of programs, services, and interventions which have been most effective in improving outcomes; the longitudinal progress of specific cohorts of special education students; the characteristics of students who achieve proficiency and those who do not, and where the most progress is being made in closing achievement gaps. We have a national reputation and have produced several publications in the area of data-driven decision-making. Our work in this area reflects our emphasis on producing data displays and analysis summaries in formats that address key questions and facilitate multiple uses of data. We also bring considerable expertise and experience in the design and use of surveys in acquiring data about the progress and effects of specific initiatives.

Examples of PCG's Relevant Experience and Expertise

Example #1: Data Integration Services, Chester Upland School District, PA: 2005–2012

- Updated and expanded the District data warehouse to produce a standard set of core data reports for the overall district, for each school, and for programs that included end-of-year demographic, attendance, and achievement data.
- Provided database set-up, data import, and data cleansing services.
- Collaborated with District IT/data personnel to ensure efficient transfer of accurate and complete data files.
- Met with District to discuss the standard set of core reports, identified additional district and school level core reports, and defined a corresponding set of graphic displays that addressed the District's unique educational needs.
- Provided an analytic tool (EDAnalyzer®) for district users so that users can manipulate data within an analytic framework to produce cross-tab, list, and graphical reports.
- Managed Data Access Portal accounts for District users, including security, access, and technical assistance.
- Hosted site for Internet access to District data warehouse (Data Access Portal).
- Provided training to end-users to support the analysis and use of data.

Example #2: Evaluation of K-12 Reading Program and Special Education Program Evaluation for the Providence Public School District, RI: 2006

PCG completed two comprehensive evaluation studies for the Providence School District; one focused on reading and the other on special education outcomes and services. Drawing upon the fully integrated SOCRATES database, the evaluation studies provided a comprehensive analysis of the longitudinal performance of Providence students on multiple assessments, disaggregated by sub-populations of regular education students, students with disabilities, and English language learners. The Reading Evaluation examined early reading intervention efforts at the primary grade levels and provided an analysis of student progress in the development of core reading skills. The Special Education Evaluation provided a deeper analysis of outcomes by disability as well as by specific type of service, and emphasized the need for a more unified approach across general and special educators to improving outcomes for students with disabilities. Qualitative data also were acquired in examining factors that were having an impact on the effectiveness of reading instruction and on special education services in the Providence School District.

Key PCG Staff Members

Key staff members for this service include: Keith Holt, Craig Nicholls, and Dave Kennard. Resumes for key staff begin on page 14.

Proposed Service: Evaluation Design and Implementation

Description of Services

The evaluation team at PCG has considerable experience with the design and implementation of evaluations of federal, state, and locally-funded program, and we are particularly versed in reporting requirements to federal and state governments. At the federal level, not only do we ensure that all necessary data is collected, analyzed and reported to meet Government Performance and Results Act (GPRA) requirements, but we are happy to accompany clients to Washington to report related program outcomes. We specialize in working with student achievement data to understand overall, individual and sub-population achievement and growth. Sub-populations have included students with special needs, those with limited English proficiency, and those with other special considerations such as academic giftedness and those who have found themselves in the position of moving from school district to school district and sometimes finding themselves homeless. In addition to analyzing student achievement data, our evaluation team seeks to understand the “why” of student results. Our evaluation content experts in early childhood, literacy, math, science, the arts, special education, and English as a Second Language routinely engage in classroom observations to understand elements related to student achievement such as teacher quality and fidelity of program implementation. Our team has the capacity to build online or paper-and-pencil surveys to gather student, teacher, administrator, and family points of view. We also have the expertise to conduct interviews and focus groups with all of these stakeholders.

Examples of PCG's Relevant Experience and Expertise

Example #1: Evaluation of Hartford Performs Arts Initiative, Hartford Public Schools, CT: 2011-2014

Evaluation of a district-wide K12 arts integration program including analysis of literacy and math student achievement data (including sub-population analysis) and attendance data; classroom observations to determine connections between arts curriculum and literacy and math standards; pre/post-testing of student writing for evidence of arts-related knowledge and writing-related improvement; student, teacher and arts provider surveys; case studies of exemplary arts integration.

Example #2: Evaluation of Tennessee Academic Specialist Program, TN DOE: 2011-2014

Evaluation of a state-wide school reform effort in which retired educators have, with the support of additional professional development, been placed in underperforming K–12 schools to aid with School Improvement Plan goals. Evaluation includes analysis of school-level student achievement data (including sub-population analysis); analysis of Academic Specialist demographics; surveys of professional development; analysis of Academic Specialist activities; case studies of exemplary Academic Specialist work.

Key staff members for this service include: Frances Hurley, Anna d'Entremont, Craig Nicholls, and Christine Donis-Keller. Resumes for key staff begin on page 14.

Proposed Service: Training & Support for Internal & External Clients on New Systems

Description of Services

PCG Education understands the challenges districts face in bringing on a new, unfamiliar system for staff to use. Our approach is based upon successfully rolling out training for statewide data systems in multiple states. PCG Education’s basic training and support philosophy is built upon several key assumptions about organizational change:

- That **change is a process**, not a single event, and as such it must be facilitated by multi-dimensional efforts
- That as the adopter of the change moves from simple awareness to actual integration of a practice, **ongoing support** is vital
- That staff moving toward adoption will proceed through predictable stages which require **varying levels of support** at different times
- That **support must come from local resources** where they are readily accessible to adopters
- That a **comprehensive training communications plan** is vital to ensuring that the messages related to training, which are communicated to the field, are consistent and timely

PCG Education’s systematic approach also recognizes that at any given time during the life of the project individual end-users will be at any one of the stages of use listed below.

| Stage of Use | Level of Adoption |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------|
| Non-use | The educator is not taking any action with respect to any aspect of the project. |
| Informational Orientation | The educator is seeking out information about a particular aspect of the project. |
| Personal Preparation | The educator is emotionally preparing to use an innovation developed by the project. |
| Management Mechanical Use | The educator is using the project innovation in a poorly coordinated manner and is making user-oriented changes. |
| Management Routine | The educator is making few or no changes and has an established pattern of use in regards to the innovation. |
| Consequence Refinement | The educator is making changes to increase data accuracy and ease of use. |
| Collaboration Integration | The educator is making deliberate efforts to coordinate with others in using the innovation. |
| Refocusing Renewal | The educator is seeking more effective alternatives to the established use of an innovation over the life of the project. |

In light of these multiple entry points, a **well-established support system** is needed to successfully integrate any new or innovative program into practice. Upon the deployment of a new technology such as a data warehouse, most stakeholders are in the non-use stage; others are early adopters who will seek information to personally prepare themselves as soon as they become aware of the innovation or new program. At every stage, staff will need continued support if they are to integrate the program/innovation into routine practice in their district. When they are encouraged by appropriate leadership and have access to quality materials and resources, we have seen that informed educators will continually strive to attain higher stages of use. The ultimate beneficiaries of such energy will be the schools within Rhode Island whose quality of data will improve and be used to support decisions concerning student achievement and instructional improvement.

Examples of PCG's Relevant Experience and Expertise

Example #1: Data Warehouse Curriculum, Massachusetts Department of Education, MA: May 2008–October 2008 and ongoing

PCG Education developed a multi-course curriculum to support the Massachusetts Department of Elementary and Secondary Education (ESE) initiative to build the capacity of schools and districts to use the state data warehouse for data-driven decision making. The long-term goal of the ESE is to provide educators access to the information they need to improve student outcomes through the use of the Education Data Warehouse (EDW) by state, district, and school personnel.

PCG Education designed and delivered a curriculum that was tailored to the needs of various data warehouse user groups. The curriculum supports novice through advanced users of the Cognos-based BI and reporting tools and includes the following courses:

- DW101 – Introduction to the Data Warehouse
- DW102 – Understanding MCAS Reporting
- DW201 – Informing Instruction with Data
- DW202 – Multidimensional Analysis
- DW203 – Using MCAS Growth Data
- DW301 – Report Builder I
- DW302 – Report Builder II

The MA ESE contracted with PCG Education to develop the courses, pilot them in districts, revise the courses based on feedback from the pilot districts, and finally provide training to other ESE training partners. Following the initial development project, as one of the State's training partners, PCG Education consultants delivered training in districts throughout the state to more than **1300 educators**. In session evaluations, participants have regularly expressed appreciation for hands-on guided practice and the opportunity to collaborate with their peers and instructors.

Example #2: NJ SMART; New Jersey Department of Education, 2007—present

In 2007, PCG Education was contracted by the New Jersey Department of Education (NJ DOE) to conduct state-wide training on a NJ web-based assessment analytical tool called EDanalyzer, as part of the NJ Standards Measurement and Resource for Teaching (NJ SMART) project. PCG Education conducted professional development for more than 525 districts and 1500 educators using train-the-trainer model. PCG Education developed in-depth user manuals, a Quick-Reference guide, an online training video, and conducted onsite training sessions to hundreds of district employees across New Jersey in August 2007 through January 2008. Web-based instructional modules allow educators from widely-dispersed locations to effectively and efficiently learn a wide range of material in short durations that accommodate their schedules. In New Jersey, PCG Education uses weekly web-based seminars to conduct ongoing training in various content areas to multiple audiences from around the state. Web-based instructional modules are offered on an ongoing weekly basis to all educators in NJ, and are considered an extremely efficient way to deliver important content information to various audiences in a short amount of time. To date, hundreds of districts and thousands of educators have participated in these webinars, which continue to change and develop based on users' feedback and educators' needs.

Key PCG Staff Members

Key staff members for this service include: Robb Geier, Stephen Smith, Anna d'Entremont, Stephanie Ridge, and Mark Tornow. Resumes for key staff begin on page 14.

Proposed Service: Data Use Review and Action Planning

Description of Services

The Data Use Review and Action Plan process is a collaborative assessment of data quality, capacity, and culture in schools and the district office. PCG offers school and district leaders a structured way to evaluate and assess how data are currently being used throughout the school district to accomplish its goals. The process includes a gap analysis between the district's vision for data use by schools and teachers and existing processes and structures that support data use. The final product, an action plan to build on strengths and address opportunities for growth, is developed in collaboration with the district leadership and other stakeholders to ensure that the plan is feasible and actionable.

The **Data Use Survey** assesses the foundation elements of the PCG theory of action: data quality, capacity, and culture, as well as data-driven actions that are practiced in schools where effective data use is occurring. It is designed to gather perceptions about the current state of the quality of data, the capacity of the organization to use data, the extent to which a culture of data use exists, and how data are currently used in a school and/or district. Collaborative analysis of the survey results help a school and/or district determine priority areas to be addressed in the process of building systemic data use.

Upon completion of the Data Use Survey, PCG leads school and district stakeholders through activities that will help them create a vision of what systemic data use should look like in their organization. Stakeholders then collaboratively compare the current state of data use as described through the Data Use Survey results with the vision they have developed to enable them to identify gaps between the current state and the desired state of data use. To prepare the district and schools to take action, PCG will lead stakeholders in the development of a **Data Roadmap** to address the gaps identified and identify the steps needed to move toward the realization of the organization's data use vision. The Roadmap will identify clearly-defined goals and measurable outcomes, benchmarks, specific action steps, and a timeline for implementation.

Examples of PCG's Relevant Experience and Expertise

Example #1: DATAUSE: Using Data for Improving School and Student Performance, an EU-Comenius-funded project: September 2010–June 2012

PCG is managing a two-year project funded by a grant from the European Union called "DATAUSE: Using Data for Improving School and Student Performance." The project is aimed at building the capacity of Professional Learning Communities (PLCs) in schools within five partner countries to engage in effective data use. PCG is coordinating the work with partner organizations that include universities, non-profits, and for-profits. PCG coordinated the work of the partners to:

- Research the state of data use in each of the partnering countries
- Develop a European-based data use framework
- Construct and administer a data use survey instrument to measure the extent of data use at participating schools in each country and evaluate project results
- Establish PLC data teams in each of the participating schools
- Design an 11-module professional development course
- Build the capacity of data coaches to deliver services to 12 schools (2 in the UK, 4 in Poland, 2 in the Netherlands, 2 in Lithuania, and 2 in Germany)

Example #2: Data Use Audit, Pinellas County Schools: March 2008–February 2009

Pinellas County Schools identified a need to build the capacity of its schools to support effective data use. This project addressed that need through a pilot program involving four high schools. PCG performed the following major activities to create a culture of data use in the pilot high schools:

- **Data Use Audit**
PCG conducted a Data Use Audit with participation from district leaders, pilot schools, and district IT staff. The audit assessed the current level of data use through an online survey of all teachers in the Pinellas schools, which included gathering data on perceived supports and barriers to effective data use. PCG also examined the types of data displays and analyses currently available through Pinellas' data systems.
- **Data Use Training and Support for the Pinellas Leadership Team and Data Teams**
Four professional development sessions were delivered throughout the school year to train the Pinellas Leadership Team and school-level data teams. The professional development sessions addressed:
 - Using Essential Questions as a focus for data use and a lens for data analysis
 - The multiple roles of a high school data team
 - The role of a principal in fostering data use
 - Building buy-in and commitment
 - Overcoming barriers and resistance to data use
 - Supporting schools in building data capacity and culture
 - Implementation strategies that support high school data use
 - Creating structures that support collaboration and communication
 - Building action plans for taking concrete data-driven action

Key PCG Staff Members

Key staff members for this service include: Robb Geier and Stephen Smith. Resumes for key staff begin on page 14.

Proposed Service: Literacy Professional Development, Policy Document Development, and Action Planning

Description of Services

PCG provides professional development, coaching, and policy document authoring for national, state, and local organizations. Our professional development expertise includes live and web-based platforms and includes extensive experience providing technical assistance and conference opportunities for educators. We specialize in working with schools, districts, and states to improve teaching and learning through professional development aligned to an organization's strategic goals and state and local regulations. Our action planning focuses on working with schools, districts, and states to improve policies, structures, and practices that support teaching and learning. Our policy work includes the creation of both frameworks and guidelines documents to support state-level initiatives.

Examples of PCG's Relevant Experience and Expertise

Example #1: Policy Document Creation, Indiana 6-12 Literacy Framework: Indiana Department of Education, 2011-2012

The Indiana 6-12 Literacy Framework is a written policy document that drives adolescent literacy instruction decisions in districts, schools, and classrooms. The document, available online as a resource for educators and administrators, includes guidelines, tools, and resources in six areas: goals aligned with the Common Core State Standards for English Language Arts; commitment through action planning; instruction utilizing best practices in literacy; assessment that outlines the components of comprehensive assessment frameworks for programmatic and instructional decisions; leadership for literacy; and professional learning including professional development meetings, professional learning communities, and classroom-based coaching.

Example #2: Professional Development and Coaching, Tennessee Academic Specialists; Tennessee Department of Education: 2010-2013

The Tennessee Academic Specialists (TAS) program delivers professional development and coaching support for a state-wide network of 125 academic specialists who work with more than 200 high need schools across the state. The TAS program brings specialists together several times per year to acquire information on such topics as the Common Core State Standards for English Language Arts' focus on reading comprehension of informational text, purposeful writing, and text complexity; the use of data to support Response to Instruction tiers of curriculum delivery and to inform strategic planning; regional meetings in which specialists practice new skills; and school-based supervision and support of academic specialists in their professional development and coaching of teachers in high need schools.]

Key PCG Staff Members

Key staff members for this service include: Cheryl Liebling, Katanna Conley, Bethany Rice, and Sharon DeCarlo. Resumes for key staff begin on page 14.

Appendix A: Resumes of Key Staff

Kevin D. Cherry, a Manager at PCG, has worked in both traditional schools and charter school districts. As a Manager of Financial and Operational Improvement Services, he works to assist schools to more effectively utilize their resources, identify cost savings and efficiencies, and where possible re-allocate resources to meet their academic goals. Kevin has conducted operational and performance analysis for several MA school districts. He has participated in financial evaluations of Special Education programs. Prior to joining PCG, Kevin served as Chief Financial Officer of the Boston Renaissance Public Charter School and Budget Director of the Boston Public Schools. He earned a B.A. from Clark University and is a member of Massachusetts and Rhode Island Associations of School Business Officials.

Greg Nadeau, a PCG Manager, has over 17 years of experience leading state longitudinal data systems: eight on the public side as Chief Information Officer of the Massachusetts Department of Education, and ten in the private sector, consulting with private companies, education organizations and states. Greg served on the Board of Directors of the School Interoperability Framework Association and as an expert consultant to the Council of Chief State School Officers (CCSSO). In 2001, he created and led the US Open e-Learning Consortium, a 14-state USED-funded project whose primary objective was to harvest released high-stakes assessment items to create a pool for low-stakes interim assessments. He has directed successful statewide education data projects in MA, SC, PA, RI, and IL, and participated in projects with dozens of other states. From 2009-2011 he successfully led CCSSO's State Core Model project. He currently leads the team developing the CEDS Logical Model for NCES.

Aaron Harte, a Senior Database Architect with 20 years of experience as an IT Professional and 11 years as a data warehousing architect, has designed and delivered educational data systems for state and local agencies for the past 5 years. He has implemented data warehousing solutions for the manufacturing, investment and healthcare industries, most recently designing the State Core Model in conjunction with CCSSO and continuing this work to develop the CEDS 2.0 logical model. He is a Microsoft IT professional who also served 8 years in the Army as a special weapons technician and combat medic.

Anthea Medyn, a Consultant at PCG, has worked with over 15 states to identify and map SLDS data dictionaries to the Common Education Data Standards and State Core Model. Her experience includes identifying business requirements for data architecture development with the Illinois State Board of Education and the Massachusetts Department of Elementary and Secondary Education, which involves interviewing state staff, discovering and documenting sources, and mapping to the CEDS Data Model. Anthea has worked with the Council of Chief State School Officers in the development of the State Core Model. These projects have involved identifying data elements necessary for completing federal reports.

Amy Seibel, a business analyst at PCG, has a background in project management, metadata management, and communication. She has been a project manager for several projects, such as the State Core Model and the Utah Data Alliance Data Share, Utah's P20 longitudinal data system. Amy has experience coordinating and facilitating meetings with stakeholders and ensuring that daily operations of projects run smoothly. Likewise, she has experience with the communication, financial, legal, and supervisory aspects of project management. Amy has a Bachelor of Arts degree from Brown University.

Anna d'Entremont, a senior consultant at PCG, has extensive education and management experience. Prior to joining PCG, she was the Director of Operations of the Edward W. Brooke Charter School in Boston, MA. In this role, she served as the co-director and operational leader of a high-performing K-8

urban charter school. She also worked as a Program Officer at New Visions for Public Schools, where she managed a diverse portfolio of initiatives designed to support and develop innovation in 85 new small high schools across New York City. Anna began her career as bilingual kindergarten teacher for the Houston Independent School District and an elementary school teacher in the DC Public Schools. She is a Teach for America alumna and completed her graduate work at Teachers College, Columbia University.

Robb Geier, Director of Data Services at PCG, is experienced in developing tools, protocols, and curricula to establish district and school data teams focused on improving collaborative data use throughout the district. He led the design of a District Data Team Toolkit for the Massachusetts Department of Elementary and Secondary Education and leads the development of the regional Data Specialists throughout the Commonwealth. In addition to helping districts establish data teams, Robb also works with district data teams to conduct PCG's Data Audit to assess data quality, capacity, and culture and build strategic plans to improve processes, access, and use of data throughout the system. Robb's work with schools includes facilitating school data teams and teacher teams, as well as coaching and training data coaches to lead instructional change driven by data use and inquiry. Further, Robb has served as a Teaching Fellow during the Data Wise summer institute at Harvard University.

Cheryl Liebling, Ph.D., is the Director of Literacy Services at PCG. Dr. Liebling supervises literacy team staff and is responsible for K–12 district literacy program reviews and action planning, the Common Core State Standards, and literacy program consultation. She is director of professional development for the Tennessee Academic Specialists Program. In this capacity, she is responsible for the professional development of academic specialists who are assisting educators in 146 high priority, low performing K–12 schools. In addition, Dr. Liebling provides Response to Intervention (RtI) consulting services. Dr. Liebling brings to PCG almost 30 years of experience working in early and adolescent literacy.

Frances K. Hurley, Ed.D., is Director of Evaluation & Senior Associate at PCG. Over a span of 25 years, Fran has been a teacher, reading specialist, professional development provider, school improvement coach, and education professor. Her doctoral and master's degrees from Harvard University were completed in the area of Human Development and Psychology. Fran has taught numerous graduate courses to principals, aspiring principals, and teachers.

Keith W. Holt, a Senior Analyst at PCG, has over 17 years of experience in the education data field. He is a highly skilled project manager and technical solutions developer with a solid understanding of the central issues involved with designing process solutions as well as software/database applications. Keith is a seasoned technical trainer and has facilitated numerous sessions on the effective use of data systems within the context of the education environment. He has overseen the use of data warehouse systems in statewide initiatives and research and evaluation studies and has defined technical procedures for all aspects of data verification, data integration, and data disaggregation functions.

Stephen Smith, a Senior Associate at PCG, has over 30 years of public and independent school experience as a teacher and administrator, and ten years as a data services consultant. He designed professional development curriculum and materials to support data-driven decision making using the Massachusetts Education Data Warehouse and was a facilitator for the Massachusetts Department of Elementary and Secondary Education's (ESE) trainings. He was also a major contributor to PCG's development of a District Data Team Toolkit for the ESE. Stephen coordinates professional development and technical assistance services that focus on strategic uses of data at school and district levels.

Craig Nicholls, Ph.D., a Quantitative Evaluation Consultant at PCG, oversees student data collection and analysis for PCG evaluation teams assessing an Arts Integration program in the Hartford, CT public schools and an NCLB school intervention service program for the state of TN. His background includes a doctorate in Educational Research Methods, Measurement, and Statistics from Cornell University.

Katanna L. Conley, Ph.D., is a Senior Literacy Associate at PCG. Her work focuses on providing content literacy professional development to middle and high school teachers as well as coaching school and district administrators to systemically improve student achievement and develop a culture of data use. She has worked extensively on statewide projects in Maine and Indiana and has developed professional development materials for New Jersey and Tennessee. She also designed professional development for the national service organization City Year and conducted K12 literacy program reviews in MA and ME.

Sharon DeCarlo, a Senior Associate at PCG, has over 25 years of teaching and administrative experience in K12 education. She has also worked as an elementary classroom teacher, a middle/high school English teacher and literacy specialist, and a district English language arts curriculum specialist. For the past 11 years, she has been an administrator at both the school and district levels. She has extensive experience in curriculum development, literacy leadership, and professional development planning and delivery.

Bethany Rice is a Literacy Field Associate at PCG. Before arriving at PCG, Bethany was a consultant with the Vermont Reads Institute and the Vermont Adolescent Literacy and Learning Initiative. She worked with rural schools to develop a culture of literacy, promote best practices in the classroom, and develop schoolwide literacy practices. She was also a Graduate Teaching Fellow at the University of Vermont, where she earned her doctorate in Educational Leadership and Policy Studies, with a focus on literacy.

Mark Tornow is a Data Services Associate at PCG. He has over 30 years of educational systems experience, including extensive experience in school leadership, data analysis, and school improvement project management. Prior to his work at PCG, Mark served as principal of Franklin Elementary School near Nashville. Under his leadership, the school was recognized by U.S. Department of Education as an NCLB Blue Ribbon School because of its significant improvement in student achievement, despite a high student poverty rate; it was the only elementary school in the state to receive this recognition in 2006.

Stephanie Ridge, a Research Associate at PCG, assists in developing training materials, conducting professional development, writing report specifications, preparing evaluation reports, and developing and implementing data analysis plans using quantitative and qualitative methodologies. She also has experience conducting formative and summative evaluations, including onsite and remote subject interviews, classroom observations, and survey instrument design. She has a Master of Education in Learning and Teaching from Harvard University and a Bachelor of Arts from Boston College.

Christine Donis-Keller, a Senior Qualitative Research Specialist at PCG, has worked in the field of education and evaluation research for over fifteen years. She has led evaluations on the implementation of the Annenberg Challenge grant to New York City to foster the growth of small learning environments, and a national school reform model focused on early childhood literacy.

David Kennard, a Data Analyst at PCG, has supported computers, computer applications, and their users for over 20 years. He has over 15 years of experience in database analysis, development, and support, and brings advanced skills in data cleaning, analysis, modeling and reporting across a wide range of subjects in both education and business, using a broad range of skills in and out of the IT field.

BUDGET DETAIL SHEET
FISCAL YEAR 2013

SALARY AND FRINGE BENEFIT DETAIL

| NAME | POSITION TITLE | HOURLY RATE (INCLUDING FRINGE BENEFITS) \$ |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|--------------------------------------------------|
| David Kennard | Operations | \$63.00 |
| Amy Seibel | Business Analyst | \$160.00 |
| Anthea Medyn Keith W. Holt | Project Manager | \$206.00 |
| Robb Geier Cheryl Liebling, Ph.D. Stephen Smith Frances K. Hurley, Ed.D. Craig Nicholls, Ph.D. Katanna L. Conley, Ph.D Sharon DeCarlo Bethany Rice Mark Tornow Christine Donis-Keller | SME | \$145.00 |
| Stephanie Ridge | Trainer | \$145.00 |
| Aaron Harte Anna d'Entremont | Project Director | \$253.00 |
| Greg Nadeau Kevin D. Cherry | Manager | \$279.00 |
| TOTAL REQUEST | | N/A |

EXPLANATION OF OTHER EXPENSES (i.e. travel, indirect cost %)

| EXPENSE CATEGORY | DESCRIPTION | COST |
|--------------------|----------------------------------------------------------------|-------------|
| Mileage | Mileage for travel to RIDE (~100 miles RT from Boston to RIDE) | \$0.55/Mile |
| Meals | Meals while traveling to RIDE | \$10/Meal |
| Training Materials | Professional Development Training Materials | TBD |
| Miscellaneous | Miscellaneous expenses incurred as a result of project work | TBD |

BUDGET DETAIL SHEET
FISCAL YEAR 2014

SALARY AND FRINGE BENEFIT DETAIL

| NAME | POSITION TITLE | HOURLY RATE (INCLUDING FRINGE BENEFITS) \$ |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|--------------------------------------------------|
| David Kennard | Operations | \$65.00 |
| Amy Seibel | Business Analyst | \$165.00 |
| Anthea Medyn Keith W. Holt | Project Manager | \$213.00 |
| Robb Geier Cheryl Liebling, Ph.D. Stephen Smith Frances K. Hurley, Ed.D. Craig Nicholls, Ph.D. Katanna L. Conley, Ph.D Sharon DeCarlo Bethany Rice Mark Tornow Christine Donis-Keller | SME | \$150.00 |
| Stephanie Ridge | Trainer | \$150.00 |
| Aaron Harte Anna d'Entremont | Project Director | \$261.00 |
| Greg Nadeau Kevin D. Cherry | Manager | \$288.00 |
| TOTAL REQUEST | | N/A |

EXPLANATION OF OTHER EXPENSES (i.e. travel, indirect cost %)

| EXPENSE CATEGORY | DESCRIPTION | COST |
|--------------------|----------------------------------------------------------------|-------------|
| Mileage | Mileage for travel to RIDE (~100 miles RT from Boston to RIDE) | \$0.55/Mile |
| Meals | Meals while traveling to RIDE | \$10/Meal |
| Training Materials | Professional Development Training Materials | TBD |
| Miscellaneous | Miscellaneous expenses incurred as a result of project work | TBD |

BUDGET DETAIL SHEET
FISCAL YEAR 2015

SALARY AND FRINGE BENEFIT DETAIL

| NAME | POSITION TITLE | HOURLY RATE (INCLUDING FRINGE BENEFITS) \$ |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|--------------------------------------------------|
| David Kennard | Operations | \$67.00 |
| Amy Seibel | Business Analyst | \$170.00 |
| Anthea Medyn Keith W. Holt | Project Manager | \$220.00 |
| Robb Geier Cheryl Liebling, Ph.D. Stephen Smith Frances K. Hurley, Ed.D. Craig Nicholls, Ph.D. Katanna L. Conley, Ph.D Sharon DeCarlo Bethany Rice Mark Tornow Christine Donis-Keller | SME | \$155.00 |
| Stephanie Ridge | Trainer | \$155.00 |
| Aaron Harte Anna d'Entremont | Project Director | \$269.00 |
| Greg Nadeau Kevin D. Cherry | Manager | \$297.00 |
| TOTAL REQUEST | | N/A |

EXPLANATION OF OTHER EXPENSES (i.e. travel, indirect cost %)

| EXPENSE CATEGORY | DESCRIPTION | COST |
|--------------------|----------------------------------------------------------------|-------------|
| Mileage | Mileage for travel to RIDE (~100 miles RT from Boston to RIDE) | \$0.55/Mile |
| Meals | Meals while traveling to RIDE | \$10/Meal |
| Training Materials | Professional Development Training Materials | TBD |
| Miscellaneous | Miscellaneous expenses incurred as a result of project work | TBD |

BUDGET DETAIL SHEET
FISCAL YEAR 2016

SALARY AND FRINGE BENEFIT DETAIL

| NAME | POSITION TITLE | HOURLY RATE (INCLUDING FRINGE BENEFITS) \$ |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|--------------------------------------------------|
| David Kennard | Operations | \$70.00 |
| Amy Seibel | Business Analyst | \$176.00 |
| Anthea Medyn Keith W. Holt | Project Manager | \$227.00 |
| Robb Geier Cheryl Liebling, Ph.D. Stephen Smith Frances K. Hurley, Ed.D. Craig Nicholls, Ph.D. Katanna L. Conley, Ph.D Sharon DeCarlo Bethany Rice Mark Tornow Christine Donis-Keller | SME | \$160.00 |
| Stephanie Ridge | Trainer | \$160.00 |
| Aaron Harte Anna d'Entremont | Project Director | \$178.00 |
| Greg Nadeau Kevin D. Cherry | Manager | \$306.00 |
| TOTAL REQUEST | | N/A |

EXPLANATION OF OTHER EXPENSES (i.e. travel, indirect cost %)

| EXPENSE CATEGORY | DESCRIPTION | COST |
|--------------------|----------------------------------------------------------------|-------------|
| Mileage | Mileage for travel to RIDE (~100 miles RT from Boston to RIDE) | \$0.55/Mile |
| Meals | Meals while traveling to RIDE | \$10/Meal |
| Training Materials | Professional Development Training Materials | TBD |
| Miscellaneous | Miscellaneous expenses incurred as a result of project work | TBD |

CONTRACT TERMS AND CONDITIONS

BLANKET PO # 3285419

PAAWD

THIS IS A NOTICE OF AWARD, NOT AN ORDER. Any quantity reference in the agreement or in the bid preceding it are estimates only and do not represent a commitment on the part of the state to any level of billing activity, other than for quantities or volumes specifically released during the term. No action is to be taken except as specifically authorized, as described herein under AUTHORIZATION AND RELEASE. ENTIRE AGREEMENT - This NOTICE OF AWARD, with all attachments, and any release(s) against it shall be subject to: (1) the specifications, terms and conditions set forth in the Request/Bid Number cited herein, (2) the General Terms and Conditions of Contracts for the State of Rhode Island and (3) all provisions of, and the Rules and Regulations promulgated pursuant to, Title 37, Chapter 2 of the General Laws of the State of Rhode Island. This NOTICE shall constitute the entire agreement between the State of Rhode Island and the Vendor. No assignment of rights or responsibility will be permitted except with the express written permission of the State Purchasing Agent or his designee. CANCELLATION, TERMINATION and EXTENSION - This Price Agreement shall automatically terminate as of the date(s) described under CONTRACT PERIOD unless this Price Agreement is altered by formal amendment by the State Purchasing Agent or his designee upon mutual agreement between the State and the Vendor.

RELEASE

In no event shall the Vendor deliver goods or provide service until such time as a duly authorized release document is certified by the ordering Agency. A Direct Purchase Order (DPO) shall be created by the agency listing the items ordered, using the pricing and format set forth in the Master Blanket. All pricing shall be as described in the Master Blanket and is considered to be fixed and firm for the term of the Agreement, unless specifically noted to the contrary herein. All prices include prepaid freight. Freight, taxes, surcharges, or other additional charges will not be honored unless reflected in Master Blanket.

CAMPAIGN INCLUDING ARRA SUPPLEMENTAL TERMS & CONDITIONS

EVERY PERSON OR BUSINESS ENTITY PROVIDING GOODS OR SERVICES AT A COST OF \$5000 CUMULATED VALUE IS REQUIRED TO FILE AN AFFIDAVIT REGARDING POLITICAL CAMPAIGN CONTRIBUTIONS WITH THE RI STATE BOARD OF ELECTIONS EVEN IF NO REPORTABLE CAMPAIGN CONTRIBUTIONS HAVE BEEN MADE. (RI GENERAL LAW 17-27) FORMS OBTAINED AT BOARD OF ELECTIONS, CAMPAIGN FINANCE DIVISION, 50 BRANCH AVENUE PROVIDENCE 02904 (401-222-2056).

ARRA SUPPLEMENTAL TERMS AND CONDITIONS

For contracts and sub-awards funded in whole or in part by the American Recovery and Reinvestment Act of 2009. Pub.L.No. 111-5 and any amendments thereto, such contracts

and sub-awards shall be subject to the Supplemental Terms and Conditions For Contracts and Sub-awards Funded in Whole or in Part by the American Recovery and Reinvestment Act of 2009. Pub.L.No. 111-5 and any amendments thereto located on the Division of Purchases website at www.purchasing.ri.gov."

TERMS

SCOPE AND LIMITATIONS - This Agreement covers requirements as described herein, ordered by State agencies during the Agreement Period. No additional or alternative requirements are covered, unless added to the Agreement by formal amendment by the State Purchasing Agent or his designee.

Under State Purchasing Law, 37-2-54, no purchase or contract shall be binding on the state or any agency thereof unless approved by the department [of administration] or made under general regulations which the chief purchasing officer may prescribe. Under State Purchasing Regulation 8.2.1.1.2, any alleged oral agreement or arrangements made by a bidder or contractor with any agency or an employee of the Office of Purchases may be disregarded and shall not be binding on the state.

PRODUCT ACCEPTANCE - All merchandise offered or otherwise provided shall be new, of prime manufacture, and of first quality unless otherwise specified by the State. The State reserves the right to reject all nonconforming goods, and to cause their return for credit or replacement, at the State's option.

- a) Failure by the state to discover latent defect(s) or concealed damage or non-conformance shall not foreclose the State's right to subsequently reject the goods in question.
- b) Formal or informal acceptance by the State of non-conforming goods shall not constitute a precedent for successive receipts or procurements.

Where the vendor fails to cure the defect promptly or replace the goods, the State reserves the right to cancel the Release, contract with a different vendor, and to invoice the original vendor for any differential in price over the original contract price.

ORDER AUTHORIZATION AND RELEASE AGAINST PRICING AGREEMENT

In no event shall the Vendor deliver goods or provide service until such time as a duly authorized release document is certified by the ordering Agency.

State Agencies shall request release as follows: All releases shall reference the Price Agreement number, the Contract Issue number, the item(s) covered, and the unit pricing in the same format as described herein.

A Department Purchase Order (DPO) listing the items ordered shall be created by the agency. The agency may mail or fax a copy of the order to the Vendor. In some cases

the agency may request delivery by telephone, but must provide the Vendor with a DPO Order Number reference for billing purposes. Vendors are encouraged to require written orders to assure payments are processed accurately and promptly.

DELIVERY If this is an MPA, Vendor will obtain "ship to" information from each participating agency. This information will be contained in the DPO. APA delivery information will be contained in the Notice of Award.

PRICING - All pricing shall be as described herein, and is considered to be fixed and firm for the term of the Agreement, unless specifically noted to the contrary herein. All prices include prepaid freight. Freight, taxes, surcharges, or other additional charges will not be honored unless reflected herein.

INVOICING All invoices shall reference the DPO Order Number(s), Price Agreement number, the Contract Issue number, the item(s) covered, and the unit pricing in the same format as described herein. If this is an MPA, Vendor will obtain "bill to" information from each participating agency. This information will be contained in the DPO. APA billing information will be contained in the Notice of Award.

PAYMENT - Invoices for items not received, not priced according to contract or for work not yet performed will not be honored. No payment will be processed to any vendor for whom there is no IRS W-9 on file with the State Controller. \

P1

DELIVERY OF GOODS OR SERVICES AS REQUESTED BY AGENCY.
PAYMENTS WILL BE AUTHORIZED UPON SUBMISSION OF PROPERLY
RENDERED INVOICES TO THE RECEIVING AGENCY. ANY UNUSED
BALANCE AT END OF BLANKET PERIOD IS AUTOMATICALLY CANCELLED.

P6

THIS PURCHASE ORDER IS AWARDED SUBJECT TO EQUAL OPPORTUNITY
COMPLIANCE.

THIS IS A MULTI-YEAR BID/CONTRACT. PER RHODE ISLAND STATE LAW 37-2-33, CONTRACT OBLIGATIONS BEYOND THE CURRENT FISCAL YEAR ARE SUBJECT TO AVAILABILITY OF FUNDS. CONTINUATION OF THE CONTRACT BEYOND THE INITIAL FISCAL YEAR WILL BE AT THE DISCRETION OF THE STATE. TERMINATION MAY BE EFFECTED BY THE STATE BASED UPON DETERMINING FACTORS SUCH AS UNSATISFACTORY PERFORMANCE OR THE DETERMINATION BY THE STATE TO DISCONTINUE THE GOODS/SERVICES, OR TO REVISE THE SCOPE AND NEED FOR THE TYPE OF GOODS/SERVICES; ALSO MANAGEMENT OWNER DETERMINATIONS THAT MAY PRECLUDE THE NEED FOR GOODS/SERVICES.

INSURANCE2

ANNUAL RENEWAL INSURANCE CERTIFICATES FOR WORKERS' COMPENSATION, PUBLIC LIABILITY, PROPERTY DAMAGE INSURANCE, AUTO INSURANCE, PROFESSIONAL LIABILITY INSURANCE (AKA ERRORS & OMISSIONS), BUILDER'S RISK INSURANCE, SCHOOL BUSING AUTO LIABILITY, ENVIRONMENTAL IMPAIRMENT (AKA POLLUTION CONTROL), VESSEL OPERATION (MARINE OR AIRCRAFT) PROTECTION & INDEMNITY, ETC., MUST BE SUBMITTED TO THE SPECIFIC AGENCY IDENTIFIED IN THE "BILL TO" SECTION OF THE PURCHASE ORDER. CERTIFICATES ARE ANNUALLY DUE PRIOR TO THE BEGINNING OF ANY CONTRACT PERIOD BEYOND THE INITIAL TWELVE-MONTH PERIOD OF A CONTRACT. FAILURE TO PROVIDE ANNUAL INSURANCE CERTIFICATION MAY BE GROUNDS FOR CANCELLATION.



COMPENSATION TYPE - REIMBURSEMENT. RATE OF REIMBURSEMENT SET AT \$1 FOR EACH \$1 OF ALLOWABLE EXPENSES.



REPORTS - The Vendor agrees to provide the State with quarterly reports describing activity against this Price Agreement. If this is a Master Price Agreement, such reports shall include usage by municipalities, quasi-public agencies, schools, etc. All reports shall contain the following data: (1) Billing volume in dollars and (2) quantity shipped for each line item in the price agreement. When there are no line items in the price agreement, vendor shall report volume by catalog order numbers, with a brief description of each order number. Reports must be submitted to the RI Division of Purchases to the attention BUYER named in this notice, identifying the Agreement number and the Reporting Period. Quarterly reports shall be due 45 calendar days after the end of each quarter. Failure to submit required reports shall be considered a breach of the contractor's obligations and may be considered, at the discretion of the State Purchasing Agent, sufficient cause for the termination of the agreement and other outstanding agreements and orders, and possible suspension from participation in additional State procurements.

STATEWIDE APPLICABILITY - Political Subdivisions (cities, towns, schools, quasi-public agencies), as authorized by law, may participate in this Agreement. All ordering and billing shall be between the vendor and the political subdivision (only).