



RI Purchase Agreement Amendment Report

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

UNIVERSITY OF RHODE ISLAND
 75 LOWER COLLEGE RD
 STE 110
 KINGSTON, RI 02881-0806
 United States

Amendment Date: 01-JUL-15
 Original Award Date: 21-JUN-12
 Buyer: G Walsh
 Phone #:
 FOB: Destination
 Terms: NET 30
 Vendor # 5143

S H I P T O	MASTER PRICE AGREEMENT SEE BELOW RELEASE AGAINST, RI MPA United States	I N V O I C E	Change Order Number 1 Award Number 3281644 Effective Period 01-JUL-12 - 30-JUN-16	MASTER PRICE AGREEMENT SEE BELOW RELEASE AGAINST, RI MPA United States
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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 3281644 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

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

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Department		Type of Requisition	Bid Number	Requisition Number
		MPA-210	7449122 N/A	1245204
Line	Item	Item Description	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 THE UNIVERSITY OF RHODE ISLAND'S SCHOOL OF EDUCATION; 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 - PROFESSOR/DIRECTOR - SALARY & FRINGE BENEFITS	Hour	96.43

STATE PURCHASING AGENT

Lorraine A. Hynes

Lorraine A. Hynes



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			N/A	
Line	Item	Item Description	Unit	Unit Price

2		MPA-210 - 7/1/12-6/30/13 - ASSISTANT PROFESSOR(1) - SALARY & FRINGE BENEFITS	Hour	48.14
3		MPA-210 - 7/1/12-6/30/13 - ASSISTANT PROFESSOR(2) - SALARY & FRINGE BENEFITS	Hour	49.29
4		MPA-210 - 7/1/12-6/30/13 - PROFESSOR - SALARY & FRINGE BENEFITS	Hour	73.86
5		MPA-210 - 7/1/12-6/30/13 - RESEARCH PROFESSOR - SALARY & FRINGE BENEFITS	Hour	73.86
6		MPA-210 - 7/1/12-6/30/13 - ASSOCIATE PROFESSOR(1) - SALARY & FRINGE BENEFITS	Hour	49.29
7		MPA-210 - 7/1/12-6/30/13 - ASSOCIATE PROFESSOR(2) - SALARY & FRINGE BENEFITS	Hour	55.29
8		MPA-210 - 7/1/12-6/30/13 - PROFESSIONAL STAFF(1) - SALARY & FRINGE BENEFITS	Hour	25
9		MPA-210 - 7/1/12-6/30/13 - PROFESSIONAL STAFF(2) - SALARY & FRINGE BENEFITS	Hour	46.43
10		MPA-210 - 7/1/12-6/30/13 - IN-STATE MILEAGE	Each	1
11		MPA-210 - 7/1/12-6/30/13 -OFFICE SUPPLIES	Each	1
12		MPA-210 - 7/1/12-6/30/13 -PRINTING/COPYING	Each	1
13		MPA-210 - 7/1/12-6/30/13 -COMPUTER SUPPLIES	Each	1
14		MPA-210 - 7/1/12-6/30/13 -ADMINISTRATION RATE 25%	Each	1
15		MPA-210 - 7/1/13-6/30/14 -PROFESSOR/DIRECTOR - SALARY & FRINGE BENEFITS	Hour	99.29
16		MPA-210 - 7/1/13-6/30/14 -ASSISTANT PROFESSOR(1) - SALARY & FRINGE BENEFITS	Hour	49.57
17		MPA-210 - 7/1/13-6/30/14 -ASSISTANT PROFESSOR(2) - SALARY & FRINGE	Hour	50.71

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			N/A	
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		BENEFITS		
18		MPA-210 - 7/1/13-6/30/14 -PROFESSOR - SALARY & FRINGE BENEFITS	Hour	76.14
19		MPA-210 - 7/1/13-6/30/14 -RESEARCH PROFESSOR - SALARY & FRINGE BENEFITS	Hour	76.14
20		MPA-210 - 7/1/13-6/30/14 -ASSOCIATE PROFESSOR(1) - SALARY & FRINGE BENEFITS	Hour	50.71
21		MPA-210 - 7/1/13-6/30/14 -ASSOCIATE PROFESSOR(2) - SALARY & FRINGE BENEFITS	Hour	57
22		MPA-210 - 7/1/13-6/30/14 -PROFESSIONAL STAFF(1) - SALARY & FRINGE BENEFITS	Hour	25.71
23		MPA-210 - 7/1/13-6/30/14 -PROFESSIONAL STAFF(2) - SALARY & FRINGE BENEFITS	Hour	47.86
24		MPA-210 - 7/1/13-6/30/14 -IN STATE MILEAGE	Each	1
25		MPA-210 - 7/1/13-6/30/14 - OFFICE SUPPLIES	Each	1
26		MPA-210 - 7/1/13-6/30/14 - PRINTING/COPYING	Each	1
27		MPA-210 - 7/1/13-6/30/14 - COMPUTER SUPPLIES	Each	1
28		MPA-210 - 7/1/13-6/30/14 - ADMINISTRATION RATE 25%	Each	1
29		MPA-210 - 7/1/14-6/30/15 - PROFESSOR/DIRECTOR - SALARY & FRINGE BENEFITS	Hour	102
30		MPA-210 - 7/1/14-6/30/15 - ASSISTANT PROFESSOR(1) - SALARY & FRINGE BENEFITS	Hour	51
31		MPA-210 - 7/1/14-6/30/15 - ASSISTANT PROFESSOR(2) - SALARY & FRINGE BENEFITS	Hour	52
32		MPA-210 - 7/1/14-6/30/15 - PROFESSOR - SALARY & FRINGE BENEFITS	Hour	78
33		MPA-210 - 7/1/14-6/30/15 - RESEARCH PROFESSOR - SALARY & FRINGE	Hour	78

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			N/A	
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		BENEFITS		
34		MPA-210 - 7/1/14-6/30/15 - ASSOCIATE PROFESSOR(1) - SALARY & FRINGE BENEFITS	Hour	52
35		MPA-210 - 7/1/14-6/30/15 - ASSOCIATE PROFESSOR(2) - SALARY & FRINGE BENEFITS	Hour	59
36		MPA-210 - 7/1/14-6/30/15 - PROFESSIONAL STAFF(1) - SALARY & FRINGE BENEFITS	Hour	26
37		MPA-210 - 7/1/14-6/30/15 - PROFESSIONAL STAFF(2) - SALARY & FRINGE BENEFITS	Hour	49
38		MPA-210 - 7/1/14-6/30/15 - IN STATE MILEAGE	Each	1
39		MPA-210 - 7/1/14-6/30/15 - OFFICE SUPPLIES	Each	1
40		MPA-210 - 7/1/14-6/30/15 - PRINTING/COPYING	Each	1
41		MPA-210 - 7/1/14-6/30/15 - COMPUTER SUPPLIES	Each	1
42		MPA-210 - 7/1/14-6/30/15 - ADMINISTRATION RATE 25%		
		AGENCY CONTACT: KRISTEN COLE - (401) 222-4681 SUPPLIER CONTACT: ANNE SEITSINGER - (401) 874-4975 FAX # (401) 874-5453	Each	1

STATE PURCHASING AGENT

Lorraine A. Hynes

Lorraine A. Hynes

Bid/RFP Number 7449122

Technical Proposal

Division of Accountability and Quality Assurance

Offices of Data Analysis, Legal, and Transformation

I. Understanding of the Issues

The faculty and staff of the **University of Rhode Island's School of Education (SOE)** have the **expert skills, knowledge, and desire** to support the work of the Rhode Island Department of Elementary and Secondary Education (RIDE) as called for in this LOI-Technical Assistance and Support Services-Education for the Divisions of Accelerating School Performance, Educator Excellence and Instructional Effectiveness, and Accountability and Quality Assurance. This Technical Proposal focuses specifically on the stated services and assistance most frequently needed by the **Division of Accountability and Quality Assurance**. Among this division's most frequently needed services, SOE has the expertise to assist with the following:

- Assisting low-performing schools and districts
- Designing, conducting, and analyzing evaluations
- Providing urban leadership training for aspiring and current administrators
- Conducting workshops on evaluation design
- Serving as keynote speaker on school improvement and family engagement
- Data and information analysis, summaries and recommendations in support of selected projects or initiatives
- Professional development, technical assistance, and conference opportunities
- Strategic planning and sustainability planning for school and community-based initiatives

Critical to closing performance gaps in low-performing schools and districts, a major focus of federal and state legislation, is the deep understanding of the educational conditions and practices and the processes for improving the academic performance of students. Faculty of the SOE have knowledge and experience working with Rhode Island school and district intervention strategies related to leadership, curriculum and assessment. Specifically, we have provided **targeted professional development** in early literacy intervention strategies (e.g., RI Reading First), reading (e.g., fluency, phonemic awareness and phonics, and reading comprehension), instruction in offline and online environments (e.g., reading on the Internet), urban leadership training for aspiring principals (e.g., Providence Aspiring Principals Program), curriculum development of career and technical education, and data-driven decision making.

Additionally, we have **extensive experience and expertise in designing, conducting, and analyzing third party program evaluations** (e.g., ADVANCE, SALT Survey, Rhode Island Reading First, Career and Technical education, adult basic education, Rhode Island Technology Training Initiative (RITTI), Title I parent engagement efforts). The experience of SOE faculty includes intensive assessment and formative evaluation of schools that are effecting comprehensive change in their organization and instructional practices in order to turn around students' achievement, as well as large-scale summative evaluations relating changes in organization and instruction to longitudinal gains in students' achievement. The hundreds of program and project evaluations we have conducted for federal, state and local initiatives are enumerated on the resumes and vita included with this Letter of Intent.

School of Education faculty and staff have expertise and experience **analyzing data, merging large data systems, and developing data summary results and reports**. We conduct **quantitative and qualitative research and analyses**. We have expertise in multivariate statistics, including hierarchical linear modeling (HLM) which can detect program impact over time, with particular emphasis on student outcomes in academic achievement. Illustratively, SOE faculty have had experience analyzing longitudinal data sets linking assessments of student proficiency and transcripts in elementary and secondary grades with college attendance and retention. Additionally, we have demonstrated expertise in **qualitative and mixed methodologies**.

SOE works closely with **RI superintendents, principals, teachers, and teacher unions**. SOE collaborates with partnership districts, the Rhode Island Federation of Teachers, and the National Education Association of Rhode Island to offer courses for teachers, teacher assistants, and administrators. We provide support for teachers seeking National Board certification. In addition, we collaborate with superintendents and principals by facilitating district strategic planning and school improvement

planning. We serve on the Board of Directors for the Learning First Alliance/Rhode Island, Rhode Island Middle Level Educators, and Rhode Island Literacy Education Leadership Council, to name a few.

The faculty and staff of the University of Rhode Island's School of Education have **unique knowledge, skills, and willingness** to provide technical assistance and support services to the Division of Accountability and Quality Assurance.

II. Organizational Capacity

The University of Rhode Island, chartered in 1888 as the state's land grant institution, is the principal public research and graduate institution in the state, with the main campus in Kingston, Rhode Island located 30 miles south of Providence. It serves 11,875 undergraduate and 2,630 graduate students, and has a tenure-track faculty of approximately 600. The Rhode Island Board of Governors for Higher Education approved the University of Rhode Island's School of Education (SOE) on July 1st, 1997 based on recommendations of the URI Faculty Senate, to create an integrative unit with the responsibility for the preparation of PK-12 educators within the University. The School was inaugurated in 1999. SOE has approximately 350 undergraduate students and 300 graduate students, with a tenure-track faculty of 30.

Within the overall structure of the University and College of Human Science and Services, SOE operates as a professional community and is clearly identified as the academic unit with the responsibility, authority, and personnel to develop, administer, evaluate and revise all professional education programs. The professional education faculty of SOE actively seeks to integrate the strengths of the University with those of partners in communities, the private sector, public agencies, and the policy community to promote the highest levels of learning and achievement for all students and the positive development and well being of children, youth, adult learners, and families. SOE expresses commitment to the fundamental concepts of diversity and social justice.

Additionally, two Centers operate within the School of Education, offering additional expertise and resources for professional development, data analyses, and evaluations. Specifically, the **Center for School Improvement and Educational Policy (CSIEP)** is dedicated to the continuous improvement of educational and community settings. For more than 20 years our work has provided information for decision-making to promote the growth and healthy development of all children. We work in partnership with schools, other universities and foundations, as well as federal, state and community agencies across the nation. Our work supports and assists schools and communities in their efforts to

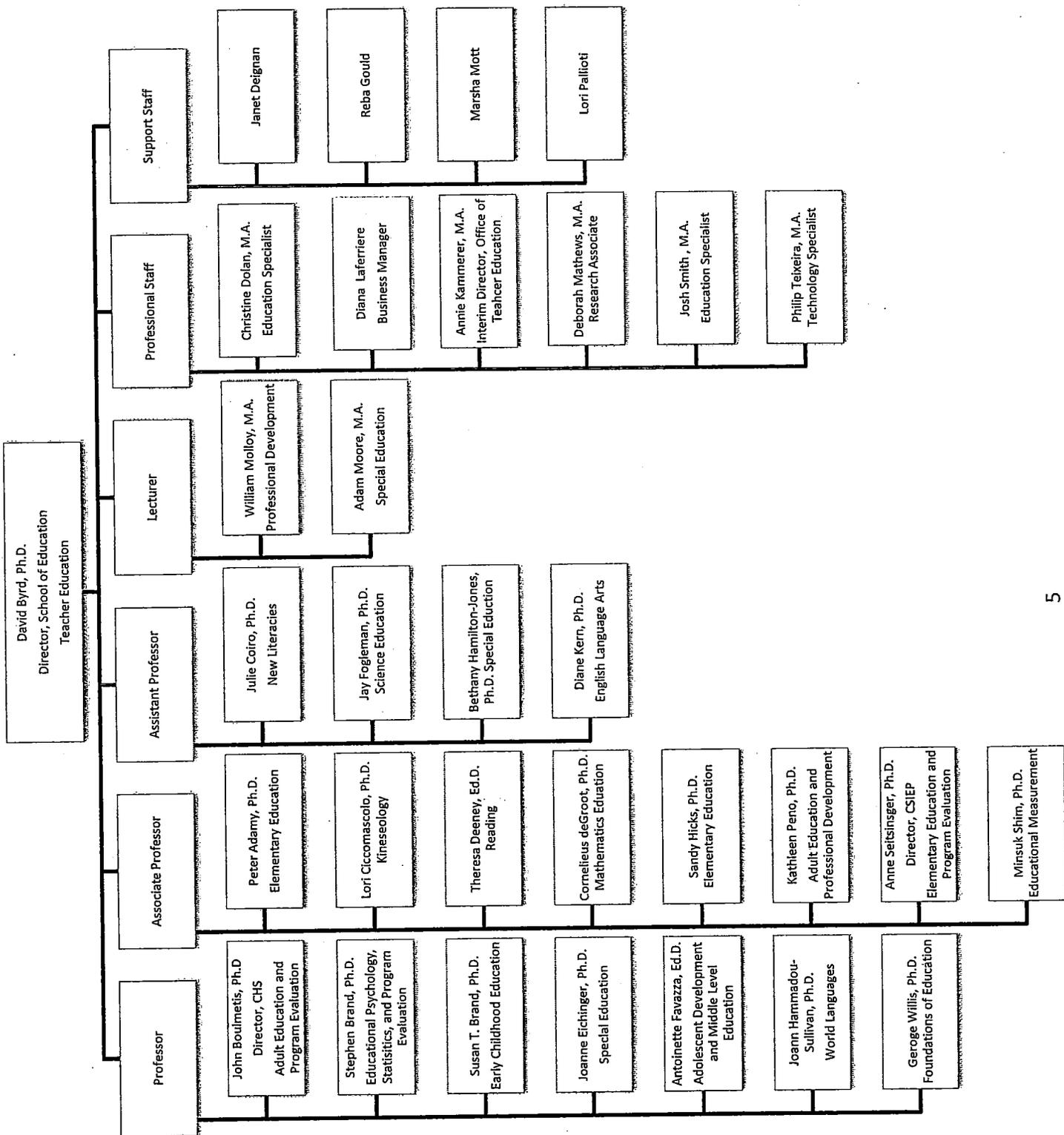
provide equitable, highly effective, and developmentally appropriate education and community-based services to all children, youth, and families. Dr. Anne Seitsinger, Associate Professor of Education, serves as the Director of CSIEP.

In addition, SOE includes the **Center for Human Services (CHS)**, a college-based evaluation and research center. Through research, evaluation, education, and program development, CHS promotes activities that provide sound information for use by practitioners and policy makers in public service areas including governmental agencies, social service agencies, public schools, and other educational institutions. Dr. John Boulmetis, Professor of Education serves as the Director of CHS; Deborah Mathews is the Program Manager.

SOE offers initial certification at both the undergraduate and graduate levels. At the undergraduate level, students pursue degrees in early childhood education, elementary education, secondary education (English/language arts, mathematics, science, social studies/history, and foreign language), music education, and physical education. Initial certification is also offered at the graduate level, for those who already have a baccalaureate degree in relevant fields. Certification for school library media specialist, school psychology, special education, and speech/language pathology is offered at the graduate level. Advanced programs include the Master of Arts in Education (with specializations in reading, elementary, secondary, and adult education), the Master of Music in music education, the Master of Special Education, the Master of Science in physical education or school psychology, the Ph.D. in school psychology, and the Ph.D. in education. The Ph.D. in education is offered as a joint program with Rhode Island College and is designed to prepare leaders for research-based improvement of public education. SOE also offers an optional endorsement in middle level education. All programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Rhode Island Department of Elementary and Secondary Education.

Organizational Table

The organizational chart for the URI School of Education appears on the next page. Faculty and staff are ordered alphabetically within each category. Specific areas of expertise are denoted with each person's name.



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Within the University of Rhode Island, SOE has the organizational capacity to provide technical support to RIDE. In addition to delivering programs leading to initial and advanced teacher certifications, SOE faculty and staff have the capacity and proven record of managing large scale projects. The federal and state governments have recognized SOE's leadership, awarding **\$30 million in grants** over the past 5 years to improve teacher preparation and instruction in public schools across Rhode Island. Our faculty and staff serve as principal investigators on grants and contracts from the Institute of Educational Science, National Science Foundation, Rhode Island Department of Education, U. S. Department of Education, as well as the Chaplin Foundation, Rhode Island Foundation, and URI Foundation. The annual overall budget for the SOE is approximately \$2 million.

III. Relevant Experience and Expertise

SOE faculty and staff have experience and expertise collaborating with urban school districts in Rhode Island to support low-performing schools, leading large scale projects, and using technology in education. Many of these projects and programs are ongoing. In addition, we are often called upon to share our expertise through keynote addresses on important issues relevant to PK-12 education, including school improvement, family engagement, effective literacy practices, adult education, and mentorship.

Collaborating with Urban School Districts

For the past 9 years, the School of Education has partnered with the Providence Public Schools to deliver the **Providence Aspiring Principals Project**, a Master's degree program for the preparation of principals and educational leaders for the Providence Public Schools. More than 65 candidates have successfully completed the program since 2001, with our fourth cohort currently completing degree requirements. The majority of program completers now hold administrative positions in Rhode Island urban schools. This project is coordinated by David Byrd, Christine Dolan, Kathleen Penno, and Anne Seitsinger.

From 2005-2007 the School of Education also collaborated with the Providence Public Schools to create the **URI/Providence Schools Master of Arts in Reading Education program**, a job-embedded MA program for Providence teachers. As part of this program, we held a year-long after school literacy program for students at one elementary school in Providence. Dr. Theresea Deeney developed and coordinated this program.

Additionally, we provide support for the restructuring of **Central Falls High School**, through a state-legislative initiative which led to a formal contract agreement between URI, the Rhode Island Department of Education, and the Central Falls Board of Trustees to improve educational performance and to form a University Academy between URI and the high school. Several initiatives are underway including an academic program in mathematics to aid students' transition from middle to high school; an academic enhancement center, supported in part by grants from the Rhode Island Foundation; outreach to parents and the school community; technology enhancement; professional development for new teachers, instructional practices for block scheduling, and content knowledge; and diversity, peace, and anti-bullying initiatives.

For the **Rhode Island Reading First (RIRF) Initiative**, SOE partnered with Rhode Island Federation of Teachers and Health Professionals, and RIDE to provide professional development courses for more than 400 teachers, administrators, and literacy coaches annually from Rhode Island's Reading First schools from 2004-2009. The RIRF schools served students in the lowest performing schools in RI, all of which were in urban districts. Through CSIEP, we conducted annual formative and summative program evaluations of RIRF involving quantitative and qualitative analyses of multiple sources of data. To more accurately assess the extent to which the Reading First program reduced the number of children reading below grade level, we examined trends in achievement in the Reading First schools and in comparison schools that were matched in terms of students' demographic characteristics. In order to document the long-term impact of the program on students' reading proficiencies in secondary school, we constructed and analyzed a multi-year longitudinal dataset linking K-3 proficiencies with subsequent performance on the NECAP Reading assessments in Grades 3-8 among students in the Reading First and matched comparison schools. Gains in students' reading performance across years were analyzed using Hierarchical Linear Modeling and other inferential procedures. We collaborated with teachers, coaches, and RIDE to share lessons learned at national and regional conferences.

For the past 35 years SOE (and previously the Education Department), faculty have provided technical assistance, guidance, development and implementation support to RIDE on statewide initiatives such as the development of the Rhode Island Distinguished Merit program, the Experienced-Based Career Education program, the Statewide Assessment program, the Rhode Island Adult Basic Education Data Collection program, the Career and Technical Education Curriculum Development project, and the Program Planning and Budgeting System.

Additionally, for the past 30 years SOE (and previously the Education Department), faculty and staff have provided services such as training and staff development, curriculum development, technical assistance, third party evaluation, data analysis, teacher evaluation, and program development to each of the 39 cities and towns of the State of Rhode Island.

Large Scale Projects

Faculty and staff of SOE have been engaged in numerous large scale projects focuses on improving education. Listed below is a sample of recent and ongoing projects.

Over the past 2 decades, the staff at the **Center for School Improvement and Educational Policy (CSIEP)** has worked with more than 3,000 schools in over 20 states, involving more than 1,000,000 students, 100,000 staff members, 95,000 parents, and 3,000 administrators. For more than 10 years, CSIEP partnered with RIDE to develop and implement its statewide accountability system, **School Accountability for Learning and Teaching**. We surveyed more than 300 Rhode Island schools each year to garner data from multiple perspectives regarding research-based instructional practices and school conditions that affect learning. Results from this large-scale, longitudinal project provided guidance to school improvement efforts and informed policy makers, including the Rhode Island Board of Regents for Elementary and Secondary Education and the Rhode Island Board of Governors for Higher Education. In addition, our joint publication of the state report, *Information Works!*, won international recognition in 2008 for its comprehensiveness in presenting critical information at school, district, and state levels to the public. The *Information Works!* report was based on a synthesis of information from multiple sources, including student achievement files, survey responses, school-level financial data, and other archival records. Dr. Anne Seitsinger, Associate Professor in the School of Education serves as the Director of CSIEP.

The **Change Associated with Readiness, Education and Efficacy in Reform Science (CAREERS)** project, supported by a \$2.25 million National Science Foundation award, is engaged in research on elementary science education. This project's multidisciplinary team examines factors that contribute to high quality science teaching in elementary classrooms. Through the longitudinal study following preservice teachers' progress using inquiry approach to teaching science in elementary classrooms, this research identifies the materials and mentoring necessary to support teachers implementing science reform. Dr. Betty Young is the Principal Investigator of this study

Guiding Education in Math & Science Network (GEMSNET) project was initially funded by the Eisenhower Higher Education Grants and the National Science Foundation, this project continues, with district funding for 9 years (total funding since inception in 1995: \$3,046,733). GEMSNET provides high quality professional development in support of the use of a common inquiry-based elementary and middle school science curriculum for nearly one third of Rhode Island school districts. The project focuses on building teacher leadership throughout participating districts with Teachers-in-Residence and the development of school-based Teacher Leaders. Dr. Betty Young serves as the Project Director.

Project RITER (Rhode Island Teacher Education Renewal) is a partnership composed of all 8 approved teacher preparation programs in Rhode Island (Brown University, Johnson and Wales, Providence College, Rhode Island College, Rhode Island School of Design, Roger Williams, Salve Regina, University of Rhode Island), the Arts and Science faculties at these institutions, four high-need school districts (Central Falls, Newport, Providence and Pawtucket), the two state education agencies (Rhode Island Department of Elementary and Secondary Education and Rhode Island Office of Higher Education) and a business partner (TBA Consultants). This \$7.5 million, 5-year project represents a commitment to build on current efforts to reform teacher education to strengthen the preparation of the next generation of Rhode Island teachers. Project RITER is designed to increase the knowledge of subject matter, the ability to integrate technology into instruction, and the knowledge of diverse communities and effective strategies for working with students from poverty, English Language Learners, and students with disabilities. Drs. Pete Adamy and David Byrd served as Principal Investigators on this project.

Technology in Education

Another strength SOE offers RIDE is our expertise in **technology in education**. The School of Education received over \$5.7 million dollars by the Rhode Island legislature to ensure teacher education candidates have consistent access to current hardware, software, and models of effective use of technology for instruction. Classrooms across campus have been retrofitted with state of the art technology and equipment. Faculty and staff learned how to use the new hardware and software, including document cameras, SMART boards, and Sakai. We regularly use these new technologies in instruction and professional development with pre-service and in-service educators.

A new technology project, the **Online Reading Comprehension Assessment (ORCA) Project**, has recently begun at URI. This 4-year (2009-2013), multi-university research project is supported by a \$2,700,000 grant from the U. S. Department of Education's Institute of Educational Science. The goal of the ORCA

Project is to develop valid, reliable, and practical assessments of online reading comprehension (e.g., reading on the Internet to locate, critically evaluate, synthesize, and communicate information) and then evaluate their performance for various school populations in three states. Data from iterative cycles of cognitive labs, focus groups, and small- and large-scale pilot studies will be combined with a large sample validation study and a rigorous sequence of quantitative analyses. The researchers will also assess the practicality of each instrument with an extensive set of diverse and highly knowledgeable school leaders from New England, Puerto Rico, and the U.S. Virgin Islands who serve on the Governing Board of the Regional Educational Lab – Northeast and Islands (REL-NEI). The results will communicate to states, school leaders, and classroom teachers important information about the assessment of online reading comprehension and a preliminary version of what this might look like for adolescents. Dr. Julie Coiro serves as co-principal investigator on this research project with colleagues from the University of Connecticut, Pennsylvania State University, and The National Institute for Statistical Sciences.

In addition, the **Rhode Island Teachers in Technology Initiative (RITTI)** continues its partnership among the Rhode Island Department of Education, the University of Rhode Island, and the Rhode Island Foundation. The RITTI Partnership was formed to provide laptop computers, training, and continues to provide technical support to 2,400 public school teachers, representing more than 25% of all teachers in the state of Rhode Island. This initiative is supported through the **Center for Human Services**.

The **Rhode Island Technology Enhanced Science (RITES) Program** is a state-wide initiative, funded by the National Science Foundation, to improve secondary-level science education through the use of inquiry learning supported by state of the art educational technology. Faculty at SOE have been involved in providing professional development, as well as formative research on school conditions that enhance the impact of the program on students' achievement in science. SOE faculty have developed a value-added model to assess the impact of the program after taking student and school background conditions into account, and have identified instructional and organizational factors associated with higher levels of science achievement at the middle and high school level.

Clearly, the faculty and staff of SOE have the **relevant experience and expertise** to provide the needed technical assistance and support services sought by the Division of Accountability and Quality Assurance through this RFP.

Three References

1. Edmund Miley, Director of Leadership, Providence Public Schools, Dr. Robert F. Roberti Administration Building, 797 Westminster St. Providence, RI 02903, 401.456.9188;
2. Kim Mercer, Deputy Superintendent, Pawtucket School Department, 286 Main Street, Pawtucket, RI 02860. 401.729.6300.
3. Dr. Jacqueline Naspo, Director of Grants, Professional Development & Community Involvement, Newport Public Schools, 15 Wickham Road , Newport, Rhode Island 02840, 401.847.2100.

IV. Staff Qualifications

For clarity and less redundancy, the major responsibilities and related qualifications of faculty and staff within the School of Education are summarized below. Individual qualifications are delineated in the enclosed **resumes and curricula vitae**.

In addition to supporting low-performing schools, leading large scale projects, and using technology in education as described above, the faculty of the School of Education **teach** a wide range of education courses to our undergraduates and graduate students. Additionally, all professors in the School of Education are engaged in **research and service activities**. Strong connections exist among these three major aspects of our professional activities at URI, as we work to **improve the conditions in education**.

Our proficiency in **oral and written communication skills** is unparalleled. Annually, we are selected/invited to share our expertise in areas including school improvement, family engagement, mentorship development, teacher preparation, program evaluation, and content areas including literacy, numeracy, science, and mathematics education. Hundreds of presentations are given at highly respected international, national, and regional meetings of professional organizations concerned with the critical issues facing education today. Our work is published in the leading professional journals.

The faculty of SOE collaborate with, and are supported by, the efforts of our professional and support staff. Nearly 80% of SOE faculty and staff began their professional careers as teachers in K-12 schools, a strong indication of our **familiarity with elementary and secondary education systems**. All professors in the SOE hold **doctorates**, the highest degree attainable. Additionally, several professional staff and all lecturers have earned **Master's degrees in Education**.

Furthermore, our **two research centers**, the Center for Human Services and the Center for School Improvement and Educational Policy, regularly convene **teams of faculty and staff** to conduct program evaluations to meet the needs within the community. We have the capability of working on multiple large scale project simultaneously. We have the knowledge and demonstrated ability to **facilitate strategic planning and action planning**. Importantly, we have the knowledge and demonstrated ability to **analyze data, merge data systems, and develop data summary results, reports, and materials**.

Resumes

Enclosed please find resumes and curricula vitae from SOE faculty and staff who strongly desire to support RIDE's efforts in meeting state and federal mandates to improve schools and student performance.

The faculty and staff of the University of Rhode Island's School of Education have the high-level skills and content expertise to provide technical assistance and support service that RIDE seeks. We look forward to new collaborations with RIDE through its Division of Accountability and Quality Assurance, as well as support services needed by other divisions and offices at RIDE.



LOI #7449122

RFP-Technical Assistance & Support Services- Education

Cost Proposal

from School of Education, University of Rhode Island

Expense Category	Estimated Year 1	Estimated Year 2	Estimated Year 3	Estimated Year 4
1. Salary and Fringe Benefits (hourly rate)	502.42	517.59	533.13	549.00
2. in-state mileage	1050	1103	1157	1215
3. office supplies	525	551	551	579
4. printing/copying	210	221	232	244
5. computer supplies	1050	1103	1158	1216
6. Indirect Cost (25%)				
7. Total				

Note. Indirect cost rate of 25% is based on agreed state agency to state agency. If RIDE has more stringent rates based on federal guidelines, URI will adhere to those guidelines with documentation.

**BUDGET DETAIL SHEET
FISCAL YEAR 2013**

SALARY DETAIL

NAME	POSITION TITLE	HOURLY RATE \$
DAVID BYRD	PROFESSOR/DIRECTOR	\$ 96.43
JAY FOGLEMAN	ASST PROFESSOR	\$ 48.14
JULIE COIRO	ASST PROFESSOR	\$ 49.29
ANNE SEITSINGER	PROFESSOR	\$ 73.86
STEPHEN BRAND	RESEARCH PROFESSOR	\$ 73.86
KATHLEEN PENO	ASSOCIATE PROFESSOR	\$ 49.29
THERESA DEENEY	ASSOCIATE PROFESSOR	\$ 55.29
CHRISTINE DOLAN	PROFESSIONAL STAFF	\$ 25.00
DEBORAH MATHEWS	PROFESSIONAL STAFF	\$ 46.43
TOTAL REQUEST		\$ 517.59

FRINGE BENEFIT DETAIL (If not included in hourly rate)

NAME	POSITION TITLE	HOURLY RATE \$
INCLUDED IN HOURLY RATE		
TOTAL REQUEST		

DETAIL OF CONSULTANT

NAME	POSITION TITLE	HOURLY RATE \$
TOTAL REQUEST		

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

EXPENSE CATEGORY	DESCRIPTION	COST
IN-STATE MILEAGE	MILEAGE	\$ 1,103
OFFICE SUPPLIES	PENS, PAPER, TONER	\$ 551
PRINTING/COPYING	REPORTS, EVALUATIONS	\$ 221
COMPUTER SUPPLIES	SOFTWARE, HARDWARE	\$ 1,103
ADMINISTRATION RATE	25%	
TOTAL REQUEST		\$ 2,977

**BUDGET DETAIL SHEET
FISCAL YEAR 2014**

SALARY DETAIL

NAME	POSITION TITLE	HOURLY RATE \$
DAVID BYRD	PROFESSOR/DIRECTOR	\$ 99.29
JAY FOGLEMAN	ASST PROFESSOR	\$ 49.57
JULIE COIRO	ASST PROFESSOR	\$ 50.71
ANNE SEITSINGER	PROFESSOR	\$ 76.14
STEPHEN BRAND	RESEARCH PROFESSOR	\$ 76.14
KATHLEEN PENO	ASSOCIATE PROFESSOR	\$ 50.71
THERESA DEENEY	ASSOCIATE PROFESSOR	\$ 57.00
CHRISTINE DOLAN	PROFESSIONAL STAFF	\$ 25.71
DEBORAH MATHEWS	PROFESSIONAL STAFF	\$ 47.86
TOTAL REQUEST		\$ 533.13

FRINGE BENEFIT DETAIL (if not included in hourly rate)

NAME	POSITION TITLE	HOURLY RATE \$
INCLUDED IN HOURLY RATE		
TOTAL REQUEST		

DETAIL OF CONSULTANT

NAME	POSITION TITLE	HOURLY RATE \$
TOTAL REQUEST		

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

EXPENSE CATEGORY	DESCRIPTION	COST
IN-STATE MILEAGE	MILEAGE	\$ 1,157
OFFICE SUPPLIES	PENS, PAPER, TONER	\$ 551
PRINTING/COPYING	REPORTS, EVALUATIONS	\$ 232
COMPUTER SUPPLIES	SOFTWARE, HARDWARE	\$ 1,158
ADMINISTRATION RATE	25%	
TOTAL REQUEST		\$ 3,097.50

**BUDGET DETAIL SHEET
FISCAL YEAR 2015**

SALARY DETAIL

NAME	POSITION TITLE	HOURLY RATE \$
DAVID BYRD	PROFESSOR/DIRECTOR	\$102
JAY FOGLEMAN	ASST PROFESSOR	\$51
JULIE COIRO	ASST PROFESSOR	\$52
ANNE SEITSINGER	PROFESSOR	\$78
STEPHEN BRAND	RESEARCH PROFESSOR	\$78
KATHLEEN PENO	ASSOCIATE PROFESSOR	\$52
THERESA DEENEY	ASSOCIATE PROFESSOR	\$59
CHRISTINE DOLAN	PROFESSIONAL STAFF	\$26
DEBORAH MATHEWS	PROFESSIONAL STAFF	\$49
TOTAL REQUEST		\$549

FRINGE BENEFIT DETAIL (If not included in hourly rate)

NAME	POSITION TITLE	HOURLY RATE \$
INCLUDED IN HOURLY RATE		
TOTAL REQUEST		

DETAIL OF CONSULTANT

NAME	POSITION TITLE	HOURLY RATE \$
TOTAL REQUEST		

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

EXPENSE CATEGORY	DESCRIPTION	COST
IN-STATE MILEAGE	MILEAGE	\$ 1,215
OFFICE SUPPLIES	PENS, PAPER, TONER	\$ 579
PRINTING/COPYING	REPORTS, EVALUATIONS	\$ 244
COMPUTER SUPPLIES	SOFTWARE, HARDWARE	\$ 1,216
ADMINISTRATION RATE	25%	
TOTAL REQUEST		\$ 3,252.90

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.

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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).