RI Purchase Agreement Amendment Report

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

JULIA STEINY
38 FOREST ST
PROVIDENCE, RI 02906
United States

Amendment Date: 01-JUL-15
Original Award Date: 20-JUL-12
Buyer: G Walsh
Phone #:
FOB: Destination
Terms: NET 30
Vendor # 18123

SHIP TO		Change Order Number **1** Award Number **3285417** Effective Period **01-JUL-12 - 30-JUN-16**	INVOICE	
	MASTER PRICE AGREEMENT SEE BELOW RELEASE AGAINST, RI MPA United States			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 3285417 CHANGE EFFECTIVE PERIOD: FROM: 7/1/12 - 6/30/15 TO: 7/1/12 - 6/30/16			

STATE PURCHASING AGENT

Nancy R. McIntyre

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.state.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
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PROVIDENCE RI 02908

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PROVIDENCE, RI 02906
United States

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

Award Number 3285417

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

SHIP TO			INVOICE
MASTER PRICE AGREEMENT SEE BELOW RELEASE AGAINST,RI MPA United States	**Date:** 20-JUL-12 **Buyer:** G Walsh **Shipping:** Paid **Terms:** NET 30 **Vendor #** 18123		MASTER PRICE AGREEMENT SEE BELOW RELEASE AGAINST,RI MPA United States

Department	Type of Requisition	Bid Number	Requisition Number
	MPA-210	7449122 ~~NA~~	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 JULIA STEINY; 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 - CONSULTANT - SALARY & FRINGE BENEFITS	Hour	125
2		MPA-210 - 7/1/13-6/30/14 - CONSULTANT - SALARY & FRINGE BENEFITS	Hour	125
3		MPA-210 - 7/1/14-6/30/15 - CONSULTANT - SALARY & FRINGE BENEFITS	Hour	125
4		MPA-210 - 7/1/15-6/30/16 - CONSULTANT - SALARY & FRINGE BENEFITS	Hour	125

STATE PURCHASING AGENT

LAHynes

Lorraine A. Hynes

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

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

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	MASTER PRICE AGREEMENT SEE BELOW RELEASE AGAINST,RI MPA United States	**Date:** 20-JUL-12 **Buyer:** G Walsh **Shipping:** Paid **Terms:** NET 30 **Vendor #** 18123	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
		AGENCY CONTACT: KRISTEN COLE - (401) 222-4681 SUPPLIER CONTACT: JULIA STEINY - (401) 421-6238		

STATE PURCHASING AGENT

LAHynes

Lorraine A. Hynes

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Technical Proposal
Division of Accountability and Quality Assurance

Julia Steiny is herewith asking to be included on the Rhode Island Department of Education's (RIDE) Master Price Agreement for "Technical Assistance and Support Services" as outlined in the Request for Proposal #7449122. I've worked closely with RIDE in the past, most particularly on Information Works!, the SALT survey, and doing various communications projects, including writing the brochure for the Diploma Project under Commissioner Peter McWalters. I've also worked closely with other state agencies, and directly with schools and districts, so I have an extensive background in communicating difficult education concepts and data to parents, other school stakeholders, and the general public.

Organizational Capacity (30 Points)

History, Mission & Achievements

For over 20 years, I have been writing, consulting and thinking about education and children's social services, in general, and about Rhode Island's schools and children in specific. In 1989, I was appointed to the Providence School Board and began my 4-year service in 1990, learning the intricacies and politics of an urban school system. In a short time, my personal mission to work for public-school children was born. As the 1990s progressed and technology advanced, data became increasingly important in education. Data provided me with evidence of the inequities and near-crimes being committed in the name of helping children. My mission has been data-driven since birth.

During my four years on the Providence School Board, I did ongoing work as a professional copywriter, but I also began writing for a newsletter put out by a political group called Parents for Providence Public Schools. The summer after the completion of my full term in 1995, I was recruited by the Providence Journal to write *EdWatch*, a weekly column about education and children's welfare that I continued to write until June 2011. With a bird's eye view of education issues at the state and federal level, I became valuable to agencies who wanted communications help with their complex and/or data-heavy materials. I am known to be passionate about children's welfare and achievement. The breadth of my background is unusual because it includes the journalistic point of view as well as hands-on work with specific schools and districts. I am current with education issues, national and local, and at ease with using research and data, to support my principal expertise: making sense of complex education facts and communicating them to lay people.

My commercial copywriting continued until, in 1997, Robert Felner, Director of the National Center on Public Education (NCPE), recruited me to be his communications director. While working for NCPE, I was the organization's communications expert on the Information Works team. After the first year, I became its project director with Dennis Cheek, RIDE's director of research and information. The new Information Works was Rhode's public-accountability system, and as such it dove-tailed into fulfilling the requirements of NCLB when that law was passed in December 2001. As such I am very familiar with the demands of NCLB. While at NCPE I also worked with the SALT survey in a number of ways, including creating communications materials to explain and promote the survey itself, analyzing the meaning and

implications of the data itself, training others in that data's use and strategizing to help schools, districts and RIDE itself use that data to improve schools.

The old Information Works received many American Education Research Association awards in its day because of the visualization of the data. But the charts were built as static pdfs, and the data were often a year old by the time it was published. The old Information Works was cutting-edge in its time, but became antique in the 2000s. In 2009, once again, I was working on what is now InfoWorks LIVE! This was a redesign aimed very specifically at parents (though not explicitly so) through which the usefulness of the data to a general audience was maximized. The new site offers opportunities to add contextual prose to help orient the parents and stakeholders to what the data might mean and what the issues surrounding that data are. No longer project manager, my role is to help sort out the key data points and provide context for the layperson. I feel a little odd about being RI education data's institutional memory and wise elder, but that is my role and accomplishment.

My principal concern has been focused on Rhode Island's education and child-welfare landscape. I'm familiar with all of the major RIDE policy documents, such as the Basic Education Plan (BEP). I'm familiar with RI Title 16 Laws governing education and know the state regulatory environment. I have closely observed the work of Commissioner Deborah Gist's administration. Much work had been done during the McWalters administration to lay a strong foundation for school improvement. During Commissioner Gist's administration, state, RIDE and the Commissioner have used that foundation to build quite a bold strategy designed to energize and improve a number of different areas that will support student achievement in Rhode Island. Those areas are laid out in the Board of Regents' Strategic Plan, and they include: ensure educator excellence, accelerate all schools toward greatness, establish world class standards and assessments, develop user friendly data systems, and invest resources wisely. Already, after many years of unproductive discussion, the General Assembly was finally moved to join all other U.S. states by passing a funding formula for state aid to education. The Commissioner has used the BEP, which took effect July 1, 2010, to end the use of seniority as the sole criterion for hiring in schools. Most gratifying was the prestigious win of a Race to the Top grant from the U.S. Department of Education.

Actually, one of my principal accomplishments is to bring a story-teller's skills to dry education report and even drier data. When I work with clients, I try to help them figure out what the story is and to tell it, with conflict, movement and contrasts. Surely my most important contribution to the work on The RI DataHUB, through a collaboration with the Providence Plan, has been my invention of the "Data Story." The HUB is a geometric increase of data from a mere mountain, so to turn people on to its power – and urge them to learn how to use the tool, which is intuitive but not self-evident – my Providence Plan partners and I chose topics and began to write data stories to illuminate what we knew about the topics. The idea was to state an Essential Question and then create a series of slides that have contextual prose that helps to frame visualizations of complex data. The story proceeds then to lay out the data in a linear/sequential manner that comes to conclusions at its end. If you go back into the data story, you can change its variables and see yet more details. The story then acts as a training device by showing a certain progression towards the conclusions, but that invites the user to play with the many tools offered in the HUB. When we go out to train, after discussing some background, we walk our trainees through the content of the story – which is always a little dazzling because there is so much data

organized so elegantly by the HUB software – but then we go through it again to show them the bells and whistles.

I am fiercely proud of my work in Central Falls, re-engineering their social-emotional infrastructure by using restorative practices. While not directly relevant to this application, this program provides evidence of my ability to manage complex projects, These practices are huge internationally, but far less known here in America. This work involves helping people get out of a punishing mindset and into trying to figure out how to restore the child to mental and physical health, grade level at school, good graces with the community including the police, and so forth. What is relevant to this application is that my organization skills have been at their peak. I've brought certain social services directly into the schools, at no cost to the schools themselves. I've worked with DCYF to create all manner of protocols and, frankly, work-arounds so that schools could team up with social services and work together on behalf of children. I've re-designed aspects of the advisory program so as to build community. I've re-designed detention so that it addresses the misbehavior of the students by helping them be accountable to others for their actions. This has involved bringing many partners to the table and calling on my years of researching education to assemble limited resources into creative efforts.

Structure

I am a single-person consulting shop and – as a result – I do not have an organizational chart to submit with this proposal. As a solo contractor, one of my strengths is the ability to work flexibly with whomever needs the help. My independent consultant practice maintains a dynamic portfolio of projects, and my budget varies dependent on active projects. This year, total business revenue was about $60,000.

Business Background

Clearly, I have partnered with all manner of organizations in the past, but currently, my communications work is primarily with The Providence Plan (ProvPlan). ProvPlan has a range of technical skills in high-demand at RIDE, which include data and information analysis, development of engagement materials to support selected projects, and the creation of web-based projects. I supplement their work in a number of ways that include bringing the contextual background to the vast stores of data and information, an up-to-date understanding of education and child-welfare issues, and many years' experience as a copy-writer and data analyst. Together we make a very complete team for RIDE's data needs.

This is not to say that they have been or would be my only teammates. My value is the ability to understand quickly my clients' communications needs, strategize how to meet the, and then create the necessary materials.

MBE Status

I am not eligible to be certified as a Minority Business Enterprise (MBE). Were I to be the prime contractor on a project under this agreement, I would solicit bids from subcontractors that would meet the state's goal of ten-percent participation by MBEs in all state procurements. When posting specifications for contracted help, I would reach out to MBEs, online and directly, by approaching partners whom I already know meet the qualifications and my requirements for quality work.

Relevant Experience & Expertise / Staff Qualification (50 Points)

Experience and Expertise

Federally and locally, the pressure to improve school performance is intense. Rhode Island is among the states with the highest spending on education, with distinctly mediocre results to show for all the investment. The landscape of education accountability data, the possible root causes of this mediocrity and the potential solutions are complex. From my perspective, one of the most important and powerful strategies to help RIDE to achieve its vision will be to enlist and nourish passionate support from parents and the public. Accountability systems have garnered vast amounts of data, but it has been a problem nationally to make that data useful to non-experts. From changes to the already-complex diploma system (an excellent one) to changes in the way school professionals are evaluated, the state is faced with a considerable challenge of communicating its vision and strategy. The Providence Journal reporters often refer to Information Works as a "mountain of data," and it was, with its old design from the 1990s. Going forward, education data and presentations need to become so easily accessible that individual statistics become part of everyday conversations about schools, and the reference to "mountains" goes away.

Rhode Island already has some fine data assets. Sites like Way2GoRI have given schools a remarkable tool for helping students probe their own interests and connect to an imaginary future in the workforce, while helping them to keep track of the myriad materials they need to apply to college. I don't work directly with W2GRI the way I do with the DataHUB and InfoWorks, but my journalistic perspective has given me a vantage point from which to see an array of fine technological tools that are being assembled here, even if they not yet adequately promoted or used. Education has never been very good at explaining itself to the general public or using advertising strategies to get important messages across. The state needs to work smarter at communications for a number of reasons, not the least of which is to wake up a public whose apathy has been shocking and long lived.

RIDE's Division of Accountability and Quality Assurance will need, now and in the coming years, an increasingly diverse and nimble set of skills to support its ambitious vision. I offer an unusual collection of skills that includes a broad content background that covers virtually all aspects of education which is coupled with considerable hands-on experience with communications strategies and creating communications materials. At the mega-level, I work easily with data, analysis, communications and strategic planning. I know how to summarize research and analysis for the purpose of strategic messaging. At the grass-roots level, I also have direct experience with helping schools and districts engage families in their children's education. I've helped superintendents with organizing social and emotional supports (much like the community schools model, but slightly different), and have been engaged as a speaker and trainer in various subjects, including how to use data. I have much experience working directly with the web-developers and data specialists to bring readability, utility and accessibility to data and information.

As mentioned above, I have a range of experience and expertise that align with the Division of Accountability and Quality Assurance. These skills and areas of expertise include:

- Writing and creating communications materials

- Data analysis, presentation and consulting with web technicians about accessibility to parents and general audiences
- Project management, collaboration and partnering
- Survey data, administration, presentation and analysis
- Training and speaking
- Direct services and consulting to schools and districts in the areas of data and information use, parent engagement, restorative practices, strategic communications, and handling the press.
- An up-to-date understanding of education and child-welfare issues at the federal, state, district and individual school level. I am fairly conversant in areas that touch children including health, juvenile justice, child-protective services, parent resources and child development and psychology.

Examples of Recent Projects
In the last 18 months, I have been part of the teams on two projects, both for RIDE, that are complementary of one another, but individually two of the most exciting projects I've ever worked on. They are InfoWorks Live! and The DataHUB.

InfoWorks LIVE!

In 1997, the RI General Assembly passed its major education-reform law called, at the time, Article 31 because it was passed as an addendum to that year's budget. Most of the then-many offices at RIDE sent representatives to bring data to the table to create both an online and hardcopy report for the general public. For 5 years, the initiative produced a Manhattan-phonebook-sized hardcopy of school and district-level charts. Those charts were available online along with a growing number of charts – which won a number of AERA awards for visualizing data. But technology passed the old IW by and other states began using interactive templates that were capable of loading with the most up-to-date data. When RIDE put out to bid the re-design of this initiative, the Providence Plan approached me to help them with content background and, frankly, institutional knowledge. I was delighted to stay with the project because it keeps me deeply in touch with the very inner workings of Rhode Island's data.

The newly branded InfoWorks Live! was designed specifically with parents in mind. Not that they would be the only users, but that if we could put data easily in the hands of parents, in a way that was helpful for them to support their own child's education and to improve their schools as a whole, we would accomplish several goals. We hoped to energize and empower parents, who are often left out of the education conversation because it seems technical and only for experts. But that holds true for many stakeholders in the community. If parents could access and use the data, so could supportive non-profits, School Improvement Teams, grants writers of all kinds, and many others.

Technically, the new IWL needed to be built with "live" data. Often the old IW charts were not published until the data was as much as a year old. Furthermore, more data become available all the time, so the site needed to have "expanded functionality," which is to say that adding new

data sets with easy access had to be seamless and intuitive with the rest of the site. In short, the site had to be designed so that it was still functional five years from now, with datasets added and even dropped without altering the essential structure or navigation of the site itself. We could not hope that the user would continually put up with learning new changes all the time. The data are already vast, so as more data come we needed to be keenly aware of keeping it parent-friendly and highly accessible. We will be including the data from the student survey called SurveyWorks, along with parents and teachers SurveyWorks data – another vast dataset. Also the Uniform Chart of Accounts will be providing fiscal data to the site, another challenge we've planned for. Data regarding teacher quality will follow. My excellent partners, The Providence Plan and Basics group, made sure all data can be easily searched and sorted. Together with them, I provided short bits of text to give context and brief explanations for the data itself.

InfoWorks LIVE was launched last year at infoworks.ride.ri.gov.

DataHUB.

Especially for a journalist with a broad, cross-agency view of children and education, the DataHUB is a data-lover's dream come true. The Rhode Island DataHUB (www.ridatahub.org) has agreements with several state agencies, currently RIDE, Health and DCYF (though the project will actively pursue others) to gather item-level data behind a strong firewall. The Providence Plan actually invented its own linking mechanism to maximize the matches they get among the different agencies data so each child is flagged with all of the relevant data that the agencies give us. The Providence Plan also includes data from the Census and other national resources. That information is aggregated up so the public can see, for example, the effects of lead-poisoning on statewide test scores, or the relationship between DCYF-involved children and chronic absenteeism. Confidentiality is preserved, but because the data begin at the item level, it can be viewed in myriad ways. The HUB includes a number of visualization tools, so bar graphs, scatter plots, maps and other graphics cast the data so policy makers and data novices can literally see the data. Government officials, researchers, advocates and the general public finally can examine a while community's data in ways that cross the artificial lines created by state agencies. A child in DCYF still goes to school and might have health issues. The DataHUB can show where, for example, certain health issues are showing up, or where school discipline appears to be too harsh and impinging on achievement. You can literally drag your mouse over a bar chart to see which school has the highest to lowest percentages of kids with specific kinds of challenges. The HUB's policy-making powers have great potential.

Advanced users can load their own data and look at it against that which the HUB has made public. All users, though it is a little complicated, can play with the WEAVE visualization tools. Novice users can see interactive reports that will show, for example, tobacco use or substance abuse among youth, and show it over time, in "Reports. I am proud to have invented the idea of a Data Story which lays out a sequence of data, combined with text, so the novice can just page through a story to see how the data supports whatever the stories conclusions are. The stories, though, are themselves interactive. Users can change the items on the axes and the visualization tools will re-draw the graph. As such the stories act as a kind of training tool, showing the user the bells and whistles of the HUB. The HUB team has trained over a hundred users, and they, in turn, have shown the tool to their colleagues. We hope to have more trainings that will be agency or group-specific. We will work with them on what essential question they would like to

ask, and help them to create a Data Story of their own, as a way of training them on the use and power of the HUB. The trainings have been fun to do because the tool is so exciting and the trainees get very involved with clicking through the site and marveling both about the actual information they encounter – now that they can see cross-agency data visualized – and about the power and vast resources of the tool itself.

The Rhode Island DataHUB will eventually allow state-level data analysis to drive decision-making with a quality of information it has never seen before. Working with The Providence Plan and RIDE on this project has been a real pleasure.

Experience Using Technology in Education-Related Work
The above two projects, the DataHUB and *InfoWorks LIVE*! are my most cutting-edge experience with technologically-driven data presentation and use. Currently I use IWL in all of my consulting work. And I hope soon to create a Central Falls-specific story with data experts in that district. IWL has only become a simpler and more attractive version of data I already knew well. The DataHUB offers challenges and opportunities I haven't yet explored fully yet. I'm hoping to have more opportunity in my various consulting jobs to introduce and use the DataHUB.

Staff Qualifications
My qualifications can be divided, though not neatly, into two skill sets. On the one hand I have many years' experience with communications in a variety of forms. I can distill research and summarize the results of data analysis. And in both cases, I can develop materials and strategies to get the most important and useful information across to a general public. I consider myself a translator of those education experts, researchers, technicians, data wonks, specialists and practitioners. My work interfaces between the highly specialized and the lay persons. The fields of education and child-welfare have always had difficulty explaining themselves to non-experts. I fashion explanations and communications that properly represent the findings and understandings of the experts while successfully satisfying a general public's desire to know more about arcane or complex social or educational issues. I've consulted on or created brochures, white papers, web-sites, trainings, press materials and so forth.

My second skill set is as project manager and organizer. In the beginning of the Information Works development, I created a white paper describing what it is that we thought we were doing, since each different office and outside consultant had a different vision. The white paper provoked responses from all parties that led us relatively quickly to a common vision for our work, and a way of dividing up the work among ourselves in ways that made sense. The year after the project started, I was appointed co-project manager with a representative with the RIDE staff. In that role I coordinated the gathering of the data, meeting deadlines, working with offices on new charts and representations, working with the printer and the web developers, and generally managing the project. The project in Central Falls, bringing restorative practices to the discipline system, has involved incredible amounts of organization. I've brought together groups who didn't know one another, and never imagined they'd work together, to create programs and initiatives that have no model elsewhere in the U.S. The seemingly simple challenge of redesigning how to consequence students who are tardy has involved changing myriad minor aspects of how schools are used to running and then supporting those changes until they fully

take root. This work is often fractious because it involves change and provokes feelings. I keep the project moving and becoming stronger. I get big things done.

Operating as a one-person shop (unless otherwise contracted) – when I make an arrangement with a client, we collectively agree on a scope of work and usually a project price, though I do consult on small projects using an hourly price. The scope of work almost invariably involves a team of people, but either I am the teammate hired on as a solo operator, or I gather teammates for the specific project. I have go-to people I like to work with, such as The Providence Plan, but I maintain no employees of my own.

Consultant Selection, Supervision, and Evaluation

Again, as a one-person shop, I am evaluated by my partners who either do or don't hire me again, when the right project comes up. I have several go-to sources when I am in need of consulting or technical help; they provide me with strong recommendations and work samples. Most often, frankly, when I am consulting for a larger entity, I use my contacts and resources to help them fill the unmet needs of the project as a whole. It is less often the case that I am the prime contractor who subcontracts to whatever partners as are necessary to fulfill the project's goals. When that happens, since my work is communications, I hire experts in graphics, web design, videography and other communications arts that are not my expertise.

BUDGET DETAIL SHEET
FISCAL YEAR 2013

SALARY AND FRINGE BENEFIT DETAIL

NAME	POSITION TITLE	HOURLY RATE (INCLUDE FRINGE BENFITS) $
Julia Steiny		125.00
TOTAL REQUEST		

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

EXPENSE CATEGORY	DESCRIPTION	COST

BUDGET DETAIL SHEET
FISCAL YEAR 2014

SALARY AND FRINGE BENEFIT DETAIL

NAME	POSITION TITLE	HOURLY RATE (INCLUDE FRINGE BENFITS) $
Julia Steiny		125.00
TOTAL REQUEST		

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

EXPENSE CATEGORY	DESCRIPTION	COST

BUDGET DETAIL SHEET
FISCAL YEAR 2015

SALARY AND FRINGE BENEFIT DETAIL

NAME	POSITION TITLE	HOURLY RATE (INCLUDE FRINGE BENFITS) $
Julia Steiny		125.00
TOTAL REQUEST		

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

EXPENSE CATEGORY	DESCRIPTION	COST

BUDGET DETAIL SHEET
FISCAL YEAR 2016 (OPTIONAL EXTENSION YEAR)

SALARY AND FRINGE BENEFIT DETAIL

NAME	POSITION TITLE	HOURLY RATE (INCLUDE FRINGE BENFITS) $
Julia Steiny		125.00
TOTAL REQUEST		

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

EXPENSE CATEGORY	DESCRIPTION	COST

CONTRACT TERMS AND CONDITIONS BLANKET PO # 3285417

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. \

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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).