



Solicitation Information
21 March 11

Letter of Interest # 7448401

Title: Intensive Curriculum Alignment – Dept. of Education

Submission Deadline: 21 April 11 @ 11:00 AM (Eastern Time)

Questions concerning this solicitation must be received by the Division of Purchases at questions@purchasing.ri.gov no later than **7 April 11 at 12:00 Noon (ET)**. Questions should be submitted in a *Microsoft Word attachment*. Please reference the RFP / LOI # on all correspondence. Questions received, if any, will be posted on the Internet as an addendum to this solicitation. It is the responsibility of all interested parties to download this information.

SURETY REQUIRED: No

BOND REQUIRED: No

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Assistant Director for Special Projects

Vendors must register on-line at the State Purchasing Website at
www.purchasing.ri.gov

Note to Vendors:

Offers received without the entire completed three-page RIVIP Generated Bidder Certification Form attached may result in disqualification.

THIS PAGE IS NOT A BIDDER CERTIFICATION FORM

REQUEST for LETTERS of INTEREST
INTENSIVE CURRICULUM ALIGNMENT

The Rhode Island Department of Administration, Office of Purchases, on behalf of the Rhode Island Department of Education (RIDE) is requesting Letters of Interest from qualified vendors to provide Intensive Curriculum Alignment work, in accordance with the terms of this solicitation and the State's General Conditions of Purchase (available at www.purchasing.ri.gov).

INSTRUCTIONS AND NOTIFICATIONS TO OFFERORS:

Potential offerors are advised to review all sections of this Request carefully and to follow instructions completely, as failure to make a complete submission as described elsewhere herein may result in rejection of the proposal.

Alternative approaches and/or methodologies to accomplish the desired or intended results of this procurement are solicited. However, proposals which depart from or materially alter the terms, requirements, or scope of work defined by this Request will be rejected as being non-responsive.

All costs associated with developing or submitting a proposal in response to this Request, or to provide oral or written clarification of its content, shall be borne by the offeror. The State assumes no responsibility for these costs.

Proposals are considered to be irrevocable for a period of not less than sixty (60) days following the opening date, and may not be withdrawn, except with the express written permission of the State Purchasing Agent.

All pricing submitted will be considered to be firm and fixed unless otherwise indicated herein.

Proposals misdirected to other State locations or which are otherwise not present in the Division of Purchases at the time of opening for any cause will be determined to be late and may not be considered. The "Official" time clock is in the reception area of the Division of Purchases.

In accordance with Title 7, Chapter 1.1 of the General Laws of Rhode Island, no foreign corporation shall have the right to transact business in the state until it shall have procured a Certificate of Authority to do so from the Rhode Island Secretary of State (401-222-3040). *This will be a requirement only of the successful bidder(s).*

Offerors are advised that all materials submitted to the State of Rhode Island for consideration in response to this Request for Proposals will be considered to be public records, as defined in Title 38 Chapter 2 of the Rhode Island General Laws.

Also, Submitters should be aware of the State's MBE requirements, which addresses the State's goal of ten per cent (10%) participation by MBE's in all State procurements. For further information, contact the State MBE Administrator at (401) 574-8253 or cnewton@gw.doa.state.ri.us Visit the website <http://www.mbe.ri.gov>

Interested parties are instructed to peruse the Division of Purchases web site on a regular basis, as additional information relating to this solicitation may be released in the form of an addendum to this LOI.

Equal Employment Opportunity (RIGL 28-5.1)

§ 28-5.1-1 Declaration of policy. – (a) Equal opportunity and affirmative action toward its achievement is the policy of all units of Rhode Island state government, including all public and quasi-public agencies, commissions, boards and authorities, and in the classified, unclassified, and non-classified services of state employment. This policy applies in all areas where the state dollar is spent, in employment, public service, grants and financial assistance, and in state licensing and regulation. For further information, contact the Rhode Island Equal Employment Opportunity Office, at 222-3090 or via email raymond1@gw.doa.state.ri.us

Subcontracts are permitted, provided that their use is clearly indicated in the offeror's proposal, and the subcontractor(s) proposed to be used are identified in the proposal.

BACKGROUND/OVERVIEW

Rhode Island has developed a strategic plan to support a statewide transition to and implementation of the Common Core State Standards for Career and College Readiness. The Rhode Island Department of Education will put structures in place to build local capacity to ensure that the standards are taught by every teacher and learned by every student, every day, in every classroom in Rhode Island. Our theory of action states that we will drive greater student achievement only to the degree that all teachers understand the standards and have aligned curriculum, instructional strategies, and resources to teach our students effectively. Consistent with the state's theory of action that teacher excellence drives student achievement, our strategy calls for developing teachers' capacity to deliver high-quality, differentiated, data-driven instruction aligned with standards and for giving teachers the tools they need to do so. Because principals and other leaders set the culture for the school and create the necessary context for effective teaching, this strategy will also develop school and LEA leaders' understanding of the standards and their importance in guiding school-reform efforts.

In order to ensure the long-term sustainability of this work, Rhode Island will also invest in building long-term capacity and infrastructure within the state as a whole to carry out the alignment training and curriculum development work currently under way with Rhode Island LEAs. RIDE will also provide training to develop a cadre of *Intermediary Service Providers* (ISPs) to support and sustain this work during the time of the contract and after.

SCOPE OF THE WORK

This section contains a description of the major tasks required of the contractor for the successful completion of this project and provides information on contract deliverables. The contractor's response must directly reference and address each of the tasks contained in this section. In addition, the contractor's response must identify any additional tasks not included in this LOI that the contractor determines are necessary for the successful completion of this project.

TASKS

1. *Study of the Standards:*

The contractor will implement a process to be called *Study of the Standards* to provide educators tools and training to understand the Rhode Island adopted Common Core State Standards in Mathematics and English Language Arts deeply enough to effectively align lessons, assessments, and resources.

The contractor will maximize the number of participants who can be accommodated during the 2010-11 and 2011-12 school years. Over these two years 5,000 Rhode Island educators will go through *Study of Standards* training. Our goal is to ensure that as many teachers, school-based administrators, and higher education faculty members within teacher-preparation programs attend the sessions as possible, so that they have common tools and common language for implementing the standards in their classrooms. The overall goal with this training is to create a deep level of understanding and a sense of urgency and commitment among teachers and principals to engage in an ongoing study of the standards that guide the daily work in every classroom in every school and LEA in Rhode Island.

Please note that the contractor will not be responsible for the delivery of the *Study of the Standards* training. Rather the Intermediary Service Providers, referenced later in this document, will be facilitators.

The contractor will create universal *Study of Standards* training for leadership teams in all Rhode Island LEAs.

This training will:

- Teach educators a process to implement a continuous study of the Common Core standards to ensure that their LEA has curriculum aligned with the standards;
- Emphasize the process for integrating the standards into a teacher's instruction and assessment plan;
- Include specific tools for study for future use in schools; and
- Instruct and guide educators in how to use provided tools.

Training tools will have the following purposes:

- Examine the coherence and alignment of the standards both vertically (across grade levels) and horizontally (between subjects within a grade);

- Enable educators to study the Common Core Standards and effectively integrate them into their daily instruction;
- Come to understand the purpose, intent, depth, and clarity of the standards; and
- Ability to apply tools and processes learned regardless of content or grade level

Study of the Standards workshops and related tools must have the following characteristics:

- Fit a one-day session timeline (typically a seven hour session plus one hour for lunch break);
- Be specific to Common Core State Standards in Math **or** English Language Arts (separate sessions for each content area) while inclusive of all grades K-12;
- Accommodate content (Mathematics and literacy) educators as well as leadership and possibly other core area educators (size and composition of the leadership teams participating in *Study of Standards* training will vary based on the size, needs, and capacity of each LEA);
- Include at least one specific tool for vertical alignment study and one specific tool horizontal alignment study;
- The horizontal alignment study tool must have applications for intra and inter grade level conversations and for lesson planning purposes;
- Include master copies of tools for use by teachers in districts; and
- Facilitators notes and all relevant presentation materials for use by the Intermediary Service Providers

2. Curriculum Development:

In addition to training teachers and principals in all the state's LEAs in the Common Core Standards, the contractor will provide intensive curriculum alignment training in a subset of targeted LEAs. RIDE believes that it is not the curriculum documents themselves that make a difference for student learning as much as it the full engagement of teachers and principals in the process of understanding the research behind and the developmental nature of the curriculum in order to implement it with fidelity. The contractor will engage teams of teachers and leaders in developing model curricula and scope and sequence aligned with the Common Core standards. The intent of this intensive training is to build capacity within those LEAs and to help teams of educators from those LEAs develop high-quality curriculum resources that the state will then provide to educators in all LEAs.

In addition to building capacity in these districts, this partnership will produce substantive model curricula in math, science, ELA, and social studies that will be made available through the RIDE instructional management system, (IMS) for use and adaptation by all LEAs. The contractor is to develop together with LEAs four model curricula in math, three in science, two in ELA, and one in social studies by 2014-15. We have prioritized math and science because our data shows the greatest need for stronger, better-aligned curriculum in those areas.

See below for a list of cohorts and development schedules.

Intensive Curriculum Alignment LEA Cohorts:

Mathematics:

Cohort One (2009-10 through 2011-12): Cumberland, Lincoln and Woonsocket

Cohort Two (2010-11 through 2011-12): Warwick

Cohort Three (2011-12 through 2012-13): Chariho, Exeter-West Greenwich, East Greenwich, Jamestown, Narragansett, New Shoreham, North Kingstown, South Kingstown, Westerly

Cohort Four (2012-13 through 2013-14): Barrington, Bristol-Warren, Little Compton, Newport, Portsmouth, Tiverton

Science:

Cohort One (2009-10 through 2011-12): Cranston

Cohort Two (2010-11 through 2011-12): Bristol Warren, Little Compton, Portsmouth, Tiverton

Cohort Three (2012-13 through 2013-14) Central Falls, Segue Charter School, Blackstone Valley Charter School, Beacon Charter School

English Language Arts:

Cohort One (2011-12 through 2012-13): Pawtucket, East Providence

Cohort Two (2013-14 through 2014-15): Foster, Gloucester, Scituate, Warwick,

Social Studies

Cohort One (2013-14 through 2014-15): Burrillville, Cumberland, Lincoln, Smithfield, Woonsocket

There are three main components to this work:

- 1) Leadership Training:** Leadership teams in 16 to 20 LEAs over four years will enhance their understanding of the LEA's role in supporting aligned curriculum, instruction, assessment, and use of data. Leadership training will:
 - Provide a process for educators to examine current student outcomes—both overall and for specific populations of students—to identify and focus attention on populations of underserved students, such as English Language Learners or low-income students;
 - Provide a process for educators to identify achievement gaps;
 - Provide a process for educators to Set goals for raising student achievement for all students as well as for specific populations with achievement gaps;
 - Prepare the LEA for obstacles they may encounter during writing and implementation of scope and sequence;
 - Engage educators in work analyzing the Common Core State Standards;
 - Train leaders to use observational data for implementation and continuous progress monitoring of curriculum; and
 - Train leaders to have conversations with teachers regarding aligned curriculum, instructional practices, and assessment based on observational data.

Leadership training must include the following characteristics:

- Sessions occur throughout the course of the project and simultaneous to educator curriculum writing sessions;
- Participants may include administrators, principals, and lead teachers;
- Sessions may be half day or full day, depending on the goals of the sessions and needs/capacity of LEA;
- Sufficient training on the classroom observational tool for use independent of the contractor; and
- Observational data tool must be made available for school level leaders to use throughout and beyond the scope of the project.

In addition to formal leadership training, district level administration will meet with the contractor and possibly RIDE on a regular basis to problem solve logistical or other programmatic challenges as they arise in the work. These meetings will function as a touchstone for the LEAs as work progresses and will help to maintain group cohesion in large cohorts. Implementation of the created curriculum will be a large responsibility of this group. The contractor will provide technical assistance and expertise for these meetings.

2) Curriculum Development and Alignment: The contractor will facilitate intensive curriculum alignment training and development of high-quality curriculum and support materials to an additional LEAs working alone (if they are large) or in groups (if they are small) to develop shared curriculum. Combined with districts currently engaging in curriculum work, two-thirds of Rhode Island school districts will have completed in-depth curriculum alignment and training.

Curriculum Development and Alignment will:

- Build a standards-aligned scope and sequence that will become the scope and sequence for the LEA in the relevant content area;
- Have teachers examining the vertical alignment of the standards;
- Engage teachers in research of the pedagogical and developmental justification behind the set of standards, which is a fundamental part of the curriculum writing process;
- Construct the scope, content, and sequence of the curriculum, addressing the need for differentiated instruction and specific language acquisition skill development as part of the scope and sequence design;
- Create units of study—the planned, written and taught curriculum; and
- Teach the teacher groups common lesson planning protocol to:
 - Assist with development of common lesson plans aligned with the Units of Study and
 - Create a community of practice around collaborative lesson planning.

Curriculum Development will have the following characteristics:

- Engage teams of teachers in grade span groups with equitable representation from each LEA, as applicable;

- Sessions that are facilitated but not dictated by the contactor and come to their own research-based conclusions;
- Be multiple day, whole day sessions throughout the course of the year for both years of the project;
- Include off-site editing, publishing and other support work to refine the curriculum documents, to be done by the contractor;
- Produce documents that can be used by the participating LEAs and by RIDE for distribution through the Instructional Management system and therefore use a common template for all scope and sequences;
- Sessions will occur in venues that are off site from LEAs and promote a professional learning environment; and
- Facilitators of sessions will not only be content experts but also experts in education and facilitation of adult learners.

3) Guided Adoption Pilots

In addition to the two-year model of curriculum creation and adoption, the contractor will also work with RIDE to develop a method of adoption for the curriculum written under Intensive Curriculum Alignment. The guided adoption process will:

- Use district staff, ISPs, and contractor staff working in collaboration to assist an LEA in the implementation of an aligned curriculum;
- Use previously created (through curriculum alignment process) scope and sequence materials to serve as a foundational document for teacher work;
- Not provide leadership training formally, but include regular implementation technical support by the contractor; and
- Include a guidance and other support so that RIDE can implement guided adoption in other districts.

The guided adoption model will be used by RIDE and ISPs after the scope of this project to further the goal of aligned curriculum in every Rhode Island LEA. The first work in the guided adoption model will begin in science and mathematics with potential expansion into other model curriculum areas (English Language Arts and Social Studies).

3. Intermediary Service Providers:

The contractor will continue existing work in developing and certifying a network of Intermediary Service Providers (ISPs)—highly-trained, Rhode Island-based education professionals with expertise in mathematics, science, and leadership development—to facilitate all necessary curriculum work. Contractor is not responsible for the recruitment or payment of ISPs.

Intermediary Service Provider training will:

- Create a cohort of trained educational facilitators to increase state capacity in all curriculum work;
- Train, support and then certify ISPs in all curriculum protocols and workshops;
- Develop the facilitation skills of all ISPs;

- Certify ISPs to carry out any and all workshops or sessions provided by the contractor in the project, with the intent to transition to ISP-only delivery after the end of the project; and
- Create a process for certification in order for an ISP to be allowed to deliver workshops, done in collaboration with RIDE and the contractor.

Intermediary Service Provider training will have the following characteristics:

- Observation by ISPs for all workshops as relevant to ISP certification needs;
- Co-facilitation of workshops with contractor staff before certification; and
- Training on facilitation of workshops through single or multiple day in person workshops or through (in limited amounts) webinars or conference calls. The latter to be decided upon mutual agreement with RIDE and contractor.

PROJECT SCHEDULE:

The project begins upon issuance of a state purchase order (on or about May 15th, 2011) and concludes on September 23rd, 2014. Work is intended to occur throughout the school year and include summer sessions.

Study of the Standards sessions will occur on or about May 15th, 2011 through September 30, 2012. Sessions will be scheduled through RIDE according to LEAs' needs and schedules. Sessions can occur during the school year as well as the summer.

Intensive Curriculum Alignment will occur in two year project cycles from September through August, starting in 2011. See chart below for content area start/end and current status. Sessions with teachers and leaders will occur throughout the school year and summer.

	2011-12	2012-13	2013-14	2014-15**
Math1	Year 3			
Math2	Year 2			
Math3	Year 1	Year 2		
Math4		Year 1	Year 2	
Science1	Year 3			
Science2		Year 1	Year 2	
Science3	Year 1	Year 2		
ELA1	Year 1	Year 2		
ELA2			Year 1	Year 2
SS1			Year 1	Year 2

Guided Adoption of created curriculum will begin in spring of 2011, on start date that is mutually agreed upon by RIDE and the contractor. The project will occur in Science, Mathematics and English Language Arts. Two cohorts have been chosen: Cranston and Lincoln (Mathematics) and Cumberland and Woonsocket (Science). English Language Arts and Social Studies have yet to be determined.

DELIVERABLES:

Study of Standards

1. Development of session protocols (one for Mathematics and one for English Language Arts) that include:
 - a. Collaborative and interactive activities for learning the structure of the Common Core State Standards in Mathematics and in English Language Arts;
 - b. Materials for all participants, including session binders and Common Core Standards binders; and
 - c. Facilitator's notes for ISPs.
2. Technical assistance to RIDE during implementation of the project through 2012 including but not limited to email, phone and in person meetings on an as-needed basis

Curriculum Development and Alignment

1. With participating district cohorts, creation of two math, two English-language arts and one social studies curriculum, in a format consistent with dissemination to the state. Curricula must include:
 - a. Alignment to Rhode Island standards (Common Core or applicable state GSE/GLEs)
 - b. K-12 grade levels
 - c. Units of study
 - d. Lesson plans
 - e. Meetings on a semi-monthly basis with district leadership and RIDE (if applicable)
2. With participating districts, the creation of guided adoption plans for curriculum based on previous work. Includes:
 - a. Meeting with cohort district leadership, contractor and RIDE
 - b. Creation of district-customized curriculum
 - c. Guidance and technical support for RIDE in order to apply process for all of Rhode Island
3. Project management/logistics for:
 - a. Session facilitators (including but not limited to payment of stipends, travel and scheduling and meeting materials)
 - b. Meeting space (including scheduling, relevant catering, reservations and point-of-contact)
 - c. Publishing of scope and sequence iterations, print and online
 - d. Printing of materials with appropriate contractor
 - e. All other tasks necessary for the completion of the aforementioned curriculum
4. Transition plan for RIDE to administer the project with ISPs starting in Year Two of the project (includes but is not limited to all deliverables mentioned in item number three in this category)

5. technical assistance to RIDE during planning and implementation of the project including but not limited to email, phone and in person meetings on an as-needed basis

Intermediary Service Providers

1. Train and support the continued work of ISPs to deliver sessions including all parts of:
 - a. Study of the Standards
 - b. Intensive Curriculum Alignment (leadership and curriculum sessions)
 - c. Guided Adoption pilot workshops
 - d. Any other workshops/protocols as mutually determined by RIDE and the contractor
2. Facilitation of debriefing sessions for collaborative learning among ISPs
3. Creation of training materials for participants and ISPs, to be modified if necessary to the success of the project
4. Certification pathways and rubrics to be developed in partnership with RIDE for all aforementioned sessions
5. Technical support for RIDE about logistics, management and maintenance of the cohort, and other related tasks including but not limited to email, phone and in person meetings on an as-needed basis

ADDITIONAL CONTRACTOR REQUIREMENTS/QUALIFICATIONS

Contractor must have demonstrated historical capacity sufficient to carry out the scope of work outlined in the above document. Capacity includes but is not limited to: staff numbers and experience, history of similar work with other educational agencies and/or organizations, logistical expertise, and publishing. Staff experience should include work with many different district sizes and compositions in addition to facilitation, leadership, and content knowledge. Logistical expertise includes arranging appropriate meeting space, scheduling facilitators, and working with multiple project stakeholders for mutually beneficial arrangements. Publishing experience must include the ability to create documents and materials that are professional, accessible, and available through multiple formats (including electronically).

TERMS OF THE CONTRACT

The Contract will begin approximately **May 15th, 2011** and end **September 23, 2014**. The scope of the work may be modified by RIDE prior to beginning work on a given task. RIDE retains the option of granting a time extension of up to **12 months** with additional funding if available and if the level of work is expanded by mutual written consent.

COST PROPOSAL/TERMS OF PAYMENT

The contractor must prepare a cost proposal reflecting the hourly rate or other fee structure proposed for this scope of services using the Cost Proposal Forms contained in Appendix A. Cost proposals must fall within the range below for each period as follows:

FY	11	\$225,000
FY	12	\$1,135,000
FY	13	\$750,000
FY	14	\$555,000
FY	15	\$15,000

The total cost of the contract is not to exceed **\$2,680,000**

Please ensure the budget is presented by state fiscal year, which runs from July 1st through June 30th.

FY 2011	Costs to be incurred through June 30, 2011
FY 2012	July 1, 2011 through June 30, 2012
FY 2013	July 1, 2012 through June 30, 2013
FY 2014	July 1, 2013 through June 30, 2014
FY 2015	July 1, 2014 through September 23, 2014

Administrative costs associated with the contract may not exceed ten percent per fiscal year.

TECHNICAL PROPOSAL REQUIRED ELEMENTS

- | | |
|---|-------------|
| 1. Contractor understanding of the Issues | (10 points) |
| 2. Work Plan | (25 points) |
| 3. Capacity of the Agency Effectively to Administer the Project | (25 points) |
| 4. Quality of Key Personnel (including Curriculum vitae) | (20 points) |
| 5. Cost Proposal | (20 points) |

APPENDIX A

BUDGET Multi-Year Projects

The Contractor estimates that its budget for work to be performed under this Agreement is as follows:

<u>Expense Category</u>	<u>Estimated Expenditures</u>				
	Year 1	Year 2	Year 3	Year 4	Year 5
1. Salary and Fringe Benefits	0	0	0	0	0
2. Consultant	0	0	0	0	0
3. In-State Travel	0	0	0	0	0
4. Out-of-State Travel	0	0	0	0	0
5. Printing	0	0	0	0	0
6. Office Expense	0	0	0	0	0
7. Telephone	0	0	0	0	0
8. Educational Materials	0	0	0	0	0
9. Equipment	0	0	0	0	0
10. Data Processing	0	0	0	0	0
11. Rental	0	0	0	0	0
12. Other	0	0	0	0	0
13.	0	0	0	0	0
14.	0	0	0	0	0
15.	0	0	0	0	0
16.	0	0	0	0	0
Subtotal	0	0	0	0	0
Indirect Cost	0	0	0	0	0
TOTAL	0	0	0	0	0

It is understood and agreed that the amounts indicated above for the several line items are estimates of expenditures to be incurred by the Contractor on behalf of this Agreement and to be claimed by the Contractor for reimbursement under this Agreement. It is further understood and agreed that actual expenditures may vary from the estimates set forth above and that such variations shall not in themselves be cause for disallowance of reimbursement by RIDE; provided, however, that the Contractor shall notify and obtain the approval of the contract officer, in writing, if expenditures to be claimed for reimbursement in any line item above shall begin to vary significantly from the estimate given above; and provided further that unless permission of the contract officer shall have been obtained in advance, no expenditure shall be claimed by the Contractor for reimbursement by RIDE under this Agreement if such expenditure shall have been incurred in a line item category not listed above. Transfer of funds is permitted between Expense Categories (1) (2) and (3) up to 10% or \$25,000, whichever is less; all other transfers require prior written approval by the Department of Education.

BUDGET DETAIL SHEET
 FISCAL YEAR _____

SALARY AND FRINGE BENEFIT DETAIL

NAME	POSITION TITLE	HOURLY RATE \$	NUMBER OF HOURS	TOTAL SALARY \$	FRINGE BENEFITS \$	HOURLY RATE WITH FRINGE BENEFITS \$	SALARY & FRINGE TOTAL \$
TOTAL REQUEST							

DETAIL OF CONSULTANT

NAME	POSITION TITLE	HOURLY RATE \$	NUMBER OF HOURS	TOTAL COST \$
TOTAL REQUEST				\$

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

EXPENSE CATEGORY	DESCRIPTION	COST