



Solicitation Information
30 March 11

Request for Proposals # 7448454

Title: ARRA Academy for Transformative Leadership- Dept. of Education

Submission Deadline: 25 April 11 @ 3:00 PM (Eastern Time)

Questions concerning this solicitation must be received by the Division of Purchases at questions@purchasing.ri.gov no later than **11 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

Jerome D. Moynihan, C.P.M., CPPO
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 Proposals
Academy for Transformative Leadership

The Rhode Island Department of Administration, Office of Purchases, on behalf of the Rhode Island Department of Education (RIDE) is requesting Proposals from qualified vendors to provide program design, delivery, and transition support for the Academy for Transformative Leadership, 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 BIDDERS:

Potential offerors are advised to review all sections of this solicitation 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considered to be irrevocable for a period of not less than sixty (60) days following the opening date, and may not be withdrawn, except with the express written permission of the State Purchasing Agent.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.

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.

I. Background/Overview

The following summary provides an overview of Rhode Island's Race to the Top reform agenda, the vision for the Academy for Transformative Leadership, and the RFP document.

1. Introduction: Race to the Top Reform Agenda

On August 24, 2010, Rhode Island was one of only 11 states and the District of Columbia to win a Race to the Top (RTTT) grant from the U.S. Department of Education. The Rhode Island RTTT application was developed based on Rhode Island's strategic education plan, *Transforming Education in Rhode Island*, which describes how we will improve education through the year 2015. Superintendents, school committees, teachers unions, elected officials, business leaders, student groups, parent advocates, higher education leaders, and others worked with Commissioner Gist and her team to create Rhode Island's RTTT proposal. We received more than 100 letters of support for our RTTT application from leaders across our state.

With funding from Race to the Top, we are building the following support systems to drive student success:

Standards and Curriculum

- Fully adopt the internationally benchmarked Common Core State Standards and develop new state assessments based on those standards.
- Align curriculum with the Common Core standards and develop supports for students using information from the results of excellent formative and interim assessments.

Instructional Improvement

- Improve instructional systems so that all students will have the necessary ramp-ups and personal literacy plans to prepare them for success in high school and beyond. Provide accessible information for teachers and families on student growth and achievement.

Educator Effectiveness

- Evaluate our educators, providing them with feedback and support to help them improve.
- Use sound evaluation data to make decisions about educator placements, promotions, and retention.

Human Capital Development

- Implement stronger induction programs for new teachers and school leaders which will develop a deeper applicant pool for subjects that are hard to staff.
- Use evaluation data to determine what professional development opportunities our educators need most.

School Transformation and Innovation

- Provide increased supports for principals and teacher leaders, especially in our persistently lowest-achieving schools.

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- Provide our students with innovative programs, including virtual course offerings, multiple pathways toward graduation, rigorous course work in grades 11 and 12, and early college-enrollment opportunities.

This Request for Proposals is part of both the Human Capital Development and the School Transformation and Innovation support systems.

2. Introduction: Academy for Transformative Leadership

As outlined in the goals and objectives of the Rhode Island Department of Education's (RIDE) strategic plan, *Transforming Education in Rhode Island*, RIDE seeks to ensure effective teaching in every school and classroom by developing and supporting principals and other instructional leaders as change agents to embed effective practices in every school. As our primary strategy for developing effective principals and school leadership teams, Rhode Island will launch an Academy for Transformative Leadership ("the Academy"). The Academy's purpose is to reshape support for principals leading identified Persistently Lowest Achieving Schools ("PLA Schools") so that they are turned around, and to actively seek out, prepare, and certify aspiring school leaders.

Through the Academy, nationally-recognized practices in successful school turnaround will be distilled to create specific teaching and learning opportunities for school professionals.

Furthermore, the Academy will offer alternative certification beginning fall 2012. Rhode Island established alternative certification program regulations in 2008 to encourage nontraditional pathways to recruit and rigorously select highly effective professionals into the classroom and school leadership roles, especially for underperforming schools.

Within the 2008 regulations there is language that allows private providers to offer alternative certification programs. In 2009 and 2010, two non-profit providers launched successful alternative certification programs in RI.

The Academy will be an alternative certification program and therefore must meet the threshold requirements outlined in the state regulations.

3. Project Overview

Recognizing the varied needs of schools in the state, the Academy will emphasize developing highly capable principals to turn around the state's PLA schools, or the bottom five percent of Rhode Island schools – approximately five schools per year.¹ The Academy will also provide support for leadership in all Rhode Island schools.

The Academy will include three distinct but interdependent components:

- (1) *Turnaround Principals Program* – The Academy's flagship program is an annual 12-month training program that will develop cohorts of existing and aspiring principals to lead the state's PLA schools.
- (2) *Turnaround Schools Summer Institute ("Summer Institute")* – The Summer Institute is four weeks of required professional development for principals and their turnaround teams (defined in Section II) in newly-identified PLA schools, as well as three days of training for their leadership teams (defined in Section II).

¹ A persistently lowest-achieving school is defined as: (i) Any Title I school in need of improvement, corrective action, or restructuring that (a) is among the lowest-achieving five percent of Title I schools in need of improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or (b) Is a high school that has had a graduation rate that is less than 60 percent over the preceding three years; and (ii) Any secondary school that is eligible for Title I funds that (a) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for Title I funds, whichever number of schools is greater; or (b) Is a high school that has had a graduation rate that is less than 60 percent over the preceding three years.

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- (3) *School Leadership Team Training Program (“Leadership Team Training”)* – The Academy will offer professional development modules to principals and leadership teams from all RTTT-participating LEAs.

The Academy will build on the Rhode Island state leadership standards, which are:

- Standard 1: Education leaders ensure student achievement by guiding the development, articulation, implementation, and sustenance of a shared vision of learning and setting high expectations for each student.
- Standard 2: Education leaders ensure the achievement and success of each student by monitoring and continuously improving learning and teaching.
- Standard 3: Education leaders ensure the success of each student by supervising and managing organizational systems and resources for a safe, high performing learning environment.
- Standard 4: Education leaders ensure the success of each student by collaborating with stakeholders to respond to diverse community interests and needs and to mobilize community resources that improve student achievement.
- Standard 5: Education leaders ensure the success of each student by modeling personal development, ethical behavior and acting with integrity.
- Standard 6: Education leaders ensure the success of each student by influencing interrelated educational systems of political, social, economic, legal, and cultural contexts in response to the needs of their students.

The Academy has a particular focus on the following four proficiency areas:

1. *Instructional leadership* – Actions that a principal and school leadership team take to promote growth in student learning, reflecting the belief that instructional success is the top priority of the position. Actions include – but are not limited to – establishing a culture of high expectations for every student, defining academic objectives, setting school-wide goals, and creating learning opportunities for students and staff.
2. *Data-driven instruction* – Actions that a principal and school leadership team take to promote the expectation that all educators in the school will monitor and modify instruction based on frequent and regular collection and analysis of student learning data. Actions include – but are not limited to – identifying and implementing appropriate interim assessments, setting the school calendar to create time for data analysis, and training educators on data analysis and use of data to inform instruction and classroom/school management.
3. *Transformative culture* – Actions that a principal and school leadership team take to change the culture of the school from one of negativity and resignation to one oriented towards success as measured by student achievement. Actions include – but are not limited to – setting the policies and procedures to govern daily life in the school, communicating the school's vision within and outside of the school, winning the support of individuals who have a stake in the success of the school, reducing resistance by those who oppose change, and ensuring that time and focus on instruction is protected.
4. *Performance management of school personnel* – Actions that a principal and school leadership team take to ensure that school goals are consistently being met in an effective and efficient manner. Actions include – but are not limited to – setting individual and team-level goals, setting clear expectations, providing frequent feedback, making staffing decisions, and managing operations and financial, legal, and personnel compliance.

4. RIDE Transformation Team

The Academy falls under the Office of Transformation in the RIDE organization. RIDE seeks a professional services vendor (“the vendor”) to be a contracted resource to the RIDE Transformation Team. The Transformation Team includes the following individuals:

Chief Transformation Officer (1) –The Chief Transformation Officer leads and administers the Department’s implementation of the state’s innovative approaches to schooling. This work happens in two major ways. First, through work with the persistently lowest-achieving schools, the Chief Transformation Officer works in collaboration with colleagues to set goals and objectives leading to successfully transformed underperforming schools. The Chief Transformation Officer provides direct support to central office and school administrators of districts in need of intervention toward increased student achievement, organizes district capacity-building efforts, assists in the development and implementation of strategic plans to improve student achievement and performance, and provides guidance in the use of data in these district-wide initiatives to inform strategic investment decisions. Second, the Chief Transformation Officer provides direct support and guidance to the leaders of charter schools, to the Rhode Island League of charters and to potential charter school operators within the auspices of the state statute covering the state’s role as the sole charter school authorizer. Through the use of quality authorization protocols, the Chief Transformation Officer works with established and burgeoning charter programs to identify and replicate best practices in charter schooling to support the development of high-performing charters as an alternative to traditional Rhode Island schools.

Academy Director (1) –The Academy Director is responsible for leading, managing, and establishing the Academy. Responsibilities include providing leadership and project management on the general structure of the Academy for implementation; developing, implementing and evaluating standards for program design, review and approval; ensuring the optimal use of the Academy’s resources – human, financial and intellectual; identifying and developing partnerships to deliver the Academy’s services; partnering with the senior staff to prepare and implement multi-year programmatic, strategic, and financial plans; establishing and maintaining strong relationships between RIDE and community-based partners to support the goals of the Office of Transformation; and advancing the mission of the Academy by identifying new/potential sources of funding.

Transformation Specialist (2) – The Transformation Specialist will oversee the School Achievement Specialists and the School Reform Plan (SRP) development. The Transformation Specialist is responsible for identifying School Achievement Specialists, training them and managing them to support the achievement of SRP outcomes.

Accountability and Reporting Specialist (1) – The Accountability and Reporting Specialist is responsible for working with LEAs with PLA schools to provide accurate and timely data on performance indicators and implementation progress, analysis and synthesis of this data to ensure that emerging best practices are captured and early warning signs are made available for response.

Currently, the Chief Transformation Officer and one Transformation Specialist have been hired. RIDE expects the remaining positions to be filled by the start of this contract.

5. Summary of Deliverables

The vendor will be responsible for the design and delivery of all Academy components during school year (SY) 11-12 (extending through summer 2012), working closely with the Academy Director, and portions of the design and delivery for SY12-13 and 13-14 (as identified in the following sections) as the capacity of the in-house team is developed.

Deliverables include:

(1) Turnaround Principals Program

- Complete Recruitment and Selection of participants in 2011-2012
- Support of Recruitment and Selection in 2012-2013
- School-year Training Workshops in SY11-12, including workshop curriculum and instructors; training of local facilitators and supports for transitioning to local facilitation of these workshops

- Selection criteria and agenda for school visits to observe best practices in SY11-12
- Selection, training, and performance monitoring of coaches in SY11-12 and 12-13
- Complete design for program eligible for alternative certification by summer 2012
- Complete design for coursework program to begin fall 2012
- Complete design of residency and identification and training of mentor principals; program to begin spring 2013
- Evaluation tools and process to monitor program effectiveness

(2) Summer Institute

- Curriculum, materials, and instructors for Summer Institute 2012
- Process and evaluation tools to evaluate Summer Institute 2012 and a documented plan to revise Summer Institute 2013, as necessary
- Curriculum and materials for Summer Institute 2013
- Identification, selection, training and supports for local providers to deliver instruction for Summer Institute 2013
- Tools for leadership teams to use during the school year to self-monitor the implementation of learning and whether or not practice and behavior has changed

(3) Leadership Team Training

- Design and delivery of two modules for summer 2012, including curriculum and materials
- Instructors to deliver workshops in summer 2012
- Evaluation of 2012 summer modules and written recommendations for changes to incorporate when planning for the summer 2013 program
- Identification and training of local instructors to design modules for summer 2013
- Identification and training of local instructors to begin co-facilitating modules in summer 2012 and fully deliver modules summer 2013

(4) RIDE Capacity Building and Transition

- Document assessing RIDE's ability to run Academy, including financial and staffing capacity
- Calendar and project plan for transition in SY12-13 and 13-14
- Communication plan for vendor and Transformation Team
- Facilitating monthly professional learning communities for the Transformation Team

All aspects of the program are subject to RIDE approval. All timelines and processes for developing the Academy should include time for necessary communication and review by RIDE.

6. Evaluation and Applicant Guidelines

The duration of this contract is 33 months, beginning August 2011 and ending May 2014. Following this period, dependent upon results as determined by program monitoring and evaluation administered by the Office of Transformation and the Office of Educator Quality, RIDE will consider vendor engagement beyond this commitment.

RIDE will conduct an annual evaluation of the vendor. The vendor will be evaluated against (1) completion of all deliverables in a timely manner identified in the final contract and (2) evidence that leaders and teams in PLA schools completed their targets in the School Reform Plans with support from the Academy.

The School Reform Plan identifies actions the principal and leadership team will take to improve the school's performance along measurable student outcomes that contribute to the PLA designation, including:

- School-wide student performance in mathematics and reading against the statewide average performance in these subject areas;
- No Child Left Behind classification with respect to number of years in need of improvement;

- Student growth percentile at elementary and middle school levels in reading and mathematics and graduation rates at high school levels against the state-wide average growth; and
- School-wide improvement in reading and mathematics against the state-wide average improvement.²

Proposals should therefore include quantitative and qualitative evidence demonstrating a proven track record of implementing programs that produce and support leaders that improve school results, including increasing student achievement, observable improvement in teacher quality, school culture of high expectations, efficient operations aligned to student learning, and progress against state or federal school-wide benchmarks.

Continuation of the certification program is dependent on continuing state approval of the program.

Incorporated applicants – including universities, non-profits, and for-profit organizations – are eligible to apply. The contract may be awarded to, or split among, multiple vendors; however, RIDE strongly prefers proposals that address all Academy requirements.

II. Requirements and Scope of Work

The below section describes the requirements and scope of work for the three Academy components and Transformation Team support.

1. Turnaround Principals Program

From August 2011 – May 2014, the vendor will support the following clusters of principals in the Turnaround Principals Program:

Cluster 1:	5 Existing Principals already leading PLA schools during SY10-11
Cluster 2:	5 Existing Principals to lead PLA schools in SY11-12
Cluster 3:	4 Existing Principals selected as potential PLA school leaders by spring 2012 to lead PLA schools beginning SY12-13
Cluster 4:	4 Aspiring Principals selected as potential PLA school leaders by spring 2012 to lead PLA schools beginning SY13-14

Existing principals are defined as principals who either currently hold principal positions or who have held principal positions previously. Aspiring principals are defined as assistant principals, deans, or teachers from schools within or outside of Rhode Island. Aspiring principals may or may not meet RIDE's principal certification requirements at the time of selection.

Participants enter the program with the understanding that upon successful completion in the program RIDE will place them in a leadership position in a PLA-identified school. Upon successful completion of the program, participants will be expected to commit to a specified period of service to the Rhode Island school system, or they must repay the cost of their training; RIDE will develop participation requirements with the consultation of the vendor. RIDE reserves the right to facilitate the placement of participants and graduates in other high-needs schools as needed, both during training and immediately upon finishing the program. The vendor is not responsible for placing principals in PLA schools.

² A complete description of the methodology used by RIDE to apply these four criteria to Rhode Island schools is included in RIDE's Title 1 § 1003g application as Appendix A.

A. Requirements

Recruitment and Selection – For Clusters 3-4:

- The vendor will recruit locally, regionally, and nationally to identify a strong pool of candidates who are high-quality and show initial evidence of having the skills and dispositions to meet the selection criteria; local recruitment strategies should include processes that enable current local school and district leaders to suggest potential candidates.
- The vendor will create a sufficiently rigorous selection process so that less than 30% of applicants are selected. This includes a set of sequenced and rigorous behavior and experiential-based selection activities.
- The vendor will design selection criteria based on the set of competencies that principals leading in a turnaround environment must possess as outlined in “Turnaround Leader Competency” criteria by Public Impact, and will use this selection criteria to undergird the process.³Vendors may use alternative research-based selection criteria but must provide documentation of selection criteria and evidence of success from this protocol.
- The recruitment and selection process for aspiring principals must include a disclaimer so that applicants are aware that the alternative certification program is pending approval.

School-year Training Workshops – For Clusters 1-3:

The vendor will provide participants in the Turnaround Principals Program with one year of training after the Summer Institute:

Cluster	Training SY
Clusters 1 & 2	SY 11-12
Cluster 3	SY 12-13

The purpose of the workshops is 1) to deepen learning around the four proficiency areas, and 2) to analyze and discuss each principal’s progress against their School Reform Plan.

- Eight sessions of workshop training from September-May; four workshops for the duration of one afternoon, four workshops for the duration of one weekend (3-day).
- Two of the eight workshops will include the principals’ turnaround teams (defined in section II.2.).
- Topics within each proficiency area should include (but are not limited to):
 - *Instructional leadership*: Common core standards, collaborative planning, adult learning, and instructional compliance.
 - *Data-driven instruction*: Assessments, comprehensive needs analysis, and School Reform Planning.
 - *Transformative culture*: Cultural competency, positive behavior reinforcements, labor unions and collective bargaining conversations, team development, and critical structures and systems.
 - *Performance management of school personnel*: Evaluation of instruction, difficult conversations, conferencing, and operations.
- Workshops must be supplemented by 30- to 45- minute evening webinars, two per semester.
- Workshops must be supplemented by optional visits to schools that have demonstrated measureable success in turnaround environments; visits should be offered a minimum of three times a year for .5-1 days.
- Workshops should differ from but build upon the training that principals and turnaround teams receive during Summer Institute.

Coaches – For Clusters 1-3

- Coaches support principals in PLA schools in a one-to-one setting by providing guidance and support from outside of the supervisory structure.

³ Public Impact, *School Turnaround Leaders: Competencies for Success*, June 2008.

< http://www.publicimpact.com/images/stories/publicimpact/documents/Turnaround_Leader_Competencies.pdf>

- Coaches support principals in PLA schools for one year during the first school year they are in principal positions following completion of the Summer Institute.
- Coaches are expected to visit the principal at their school a minimum of six times a semester, and provide 2-4 hours per week of support, either in-person or via phone.
- Coaches reinforce the competencies the principals learn during the Summer Institute and during school-year workshops; therefore, coaches must receive training to support principals in these areas.
- Coaches must be former principals who have proven success in turnaround environments.
- Coaches must have a relationship in confidence with the principal, but should be an advocate to district leadership on behalf of the principal, with principal's permission.
- Coaches should be matched with principals based on their specific leadership or management needs, as determined by an assessment conducted during the summer prior to the principal assuming school leadership.
- Coaches are jointly evaluated by the vendor and RIDE on how well they help principals meet the goals and objectives identified in their School Reform Plan.

Alternative Certification – For Cluster 4

- By summer 2012, the vendor will provide a program eligible for alternative certification for aspiring principals. The program must be approved by RIDE's Office of Educator Quality and meet the threshold for alternative certification set forth by the Rhode Island Board of Regents Standards for Alternative Route to Certification Programs.⁴
- The vendor will work closely with the RIDE Office of Educator Quality and the Transformation Team during this process. Project plans for the design of this program must allow six months for state approval prior to the start of the program.

Coursework – For Cluster 4

- By summer 2012, the vendor will have designed scope and sequence of coursework to provide during fall 2013 to aspiring principals, in accordance with the Alternative Certification requirements. The vendor will work with the RIDE Office of Educator Quality and the Transformation Team during this process.
- Coursework is based on the state proficiency standards and the four proficiency areas outlined in Section I.

Residency – For Cluster 4

- The vendor will place each aspiring principal in a 10-week residency program during Spring 2013.
- Residency placements must be within Rhode Island or the regional area (defined as within 5 hours of Rhode Island).
- Residency placements must be led by mentor Principals who have overseen student achievement growth in a previously low-achieving school.
- Residency should include visits to schools that have demonstrated measureable success in turnaround environments; visits should be three times a year for two-five days.

B. Deliverables

The vendor is required to provide:

Recruitment and Selection

1. Complete delivery of recruitment cycle for one cycle (Clusters 3 & 4 recruited and selected by spring 2012), to include:

- Participation requirements;
- Calendar of varied recruitment strategies and activities;

⁴ The Board of Regents Standards for Alternative Route to Certification Programs can be found here: http://www.ride.ri.gov/educatorquality/teacher_prep/Standards%20for%20Alternate%20Route%20to%20Certification%20Programs%20FINAL%20BoR%20Adopted.pdf

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- List of targeted locations for recruitment;
 - Marketing materials;
 - Recruiting staff.
2. Complete delivery of selection cycle for one cycle (Clusters 3 & 4 recruited and selected by spring 2012), to include:
 - Calendar of selection process;
 - Documented selection criteria, including rubric or matrix;
 - Process of rigorous and sequenced behavior and experiential selection activities to assess a candidate's skills and dispositions against the Selection Criteria;
 - Training of selectors of the selection process and criteria;
 - Execution of selection process.
 3. Support of one recruitment and selection cycle (candidates selected by spring 2013), to include:
 - Calendar of recruitment and selection process;
 - Selection criteria and process as defined in the prior section.

School-year Training Workshops

1. Design of workshops, including scope and sequence of curriculum and supplemental webinars.
2. Instructors to fully deliver workshops in fall 2011.
3. Identification and training of local instructors that co-facilitate modules in spring 2012 and fully deliver workshops fall 2012.
4. School selection criteria and agenda for school visits to observe best practices.

Coaches

1. Selection, training, and performance monitoring of coaches for Clusters 1-3, to include:
 - Documented selection criteria.
 - Identification of coaches.
 - Calendar of on-going training throughout the school year; must include both in-person and virtual training.
 - Training instructors and materials, to include guiding principles for coaches based on requirements, and training on how to support principals in Rhode Island state leadership standards and four proficiency areas.
 - Summer assessment of principal's individual leadership or management gaps in order to match principal with appropriate coach.
 - Evaluation rubric and process.

Alternative Certification

1. Completedesign for program to meet alternative certification guidelines by summer 2012.

Coursework

1. Complete design for coursework program to begin fall 2012, to include
 - Coursework.
 - Identification of course providers.
 - Calendar of coursework schedule.

Residency

1. Complete design of Residency model to begin spring 2013 and activities to be done during Residency
2. Identification and selection of residency locations
3. Training for mentor principals, to include
 - Calendar of training, include in-person and online training.
 - Instructors and materials.

Evaluation

1. Evaluation tools and process to assess the effectiveness of PLA principals that have been supported by the Academy; evaluation criteria should include an assessment of observable improvement in teacher quality, school culture of high expectations, and efficient operations aligned to student learning.

Proposals should address whether each component of the program will require RIDE to license proprietary tools or content, and if so, how the vendor will facilitate the transition to a program that predominately uses materials that are specific and proprietary to RIDE by the end of the contract.

C. Out of Scope

Vendors are NOT required to provide:

- *PLA Selection.* RIDE assumes responsibility for annually identifying PLA-schools.
- *Coordination with LEAs.* RIDE assumes responsibility for all coordination with LEA central offices.
- *Communication.* RIDE assumes responsibility for communicating program requirements to PLA schools and LEAs, and any other local stakeholders.
- *Principal Placement.* RIDE assumes the responsibility to match and place principals in PLA schools.
- *Training on local context.* RIDE assumes the responsibility to educate principals on local Rhode Island context, including local community culture and RIDE requirements.
- *Principal Selection for Clusters 1 & 2.* RIDE assumes the responsibility for full selection process for principals in Clusters 1 & 2.
- *Data Collection.* RIDE assumes responsibility for collecting and disseminating all student achievement and educator evaluation data.
- *Selectors.* RIDE assumes responsibility for identifying and choosing individuals that will be on the panel that will select principals for the program; RIDE assumes responsibility of training selectors after the first selection cycle.

2. Summer Institute

Select leadership staff from all PLA-identified schools – defined here as the “turnaround team” – are required to attend the Summer Institute for one summer following their designation as a PLA school and the summer prior to the first year of implementing their turnaround strategy. The turnaround team includes the current or new principal (depending on selected turnaround model) and leaders within the building on instruction and culture. Turnaround team size for each type of school is as follows:

- Elementary schools: 2-3 individuals
- Middle schools: 3-4 individuals
- High schools: 3-5 individuals

Each year, approximately five schools are designated PLA schools, therefore we anticipate 15-25 individuals to attend each Summer Institute. The Summer Institute runs four weeks every summer.

The vendor will provide design and delivery support for Summer Institute 2012 for principals and their turnaround teams in Cluster 3, and Summer Institute 2013 for principals and their turnaround teams in Cluster 4 (as defined in the previous section). There is a separate LOI for the Summer Institute 2011, for which this vendor is not responsible. Requirements and deliverables for design and delivery support are described below.

A. Requirements:

- Four weeks of training workshops that build school leadership teams’ capacity in the four proficiency areas; workshops must include topics listed in the previous section under ‘School-year Training Workshops.’
- Instruction during workshops should be at least 50% based on case-studies, scenarios, simulations, role-play, or other forms of instruction that simulate realities of turnaround schools.
- Three days of training during the final two weeks to include the larger leadership team – not to exceed five additional individuals – that will join the turnaround team to write the school’s School Reform Plan.

B. Deliverables

The vendor is required to provide:

- Curriculum, materials, and instructors for Summer Institute 2012.
- Process and evaluation tools to evaluate Summer Institute 2012, and document plan to revise Summer Institute 2013 based on evaluation results, as necessary.
- Curriculum and materials for Summer Institute 2013.
- Identification, selection, training and supports for local providers to deliver instruction for Summer Institute 2013, with the intention that local providers would be available to run the Summer Institute in future years.
- Tools for leadership teams to use during the school year to self-monitor the implementation of learning and whether or not practice and behavior has changed, particularly assessing observable improvement in teacher quality, school culture of high expectations, and efficient operations aligned to student learning; tools should enable teams to reengage around essential learnings of the Summer Institute.

Proposals should address whether the workshops will require RIDE to license proprietary tools or content, and if so, how the vendor will facilitate the transition to workshops that predominately use materials that are specific and proprietary to RIDE by the end of the contract.

C. Out of Scope

Vendors are NOT required to provide:

- *Summer Institute 2011*. RIDE will assume responsibility for identifying an appropriate vendor to lead Summer Institute 2011 for Clusters 1 & 2.
- *PLA Selection*. RIDE assumes responsibility for annually identifying PLA-schools.
- *Coordination with LEAs*. RIDE assumes responsibility for all communication and coordination with LEA central offices, including communicating program requirements to PLA schools.
- *Outreach*. RIDE assumes responsibility for communicating program to any other local stakeholders.
- *Data Collection and Dissemination*. RIDE assumes responsibility for collecting and disseminating all student achievement and educator evaluation data.
- *Communication*. RIDE assumes responsibility for communication with LEAs and other local stakeholders.

3. Leadership Team Training

Starting in summer 2012, the Academy will offer professional development modules to principals and leadership teams from all RTTT-participating LEAs.⁵ Each school principal may include up to five individuals on their leadership team.

A. Requirements

- Two, week-long modules for proficiencies outlined in Section I, offered in summer 2012; modules should cover different material (i.e. not same module offered twice).
- Modules must accommodate 30-40 individuals.
- Vendor may adapt coursework developed specifically for the Summer Institute for the School Leadership Team Training Program.

B. Deliverables

The vendor is required to provide:

⁵All of the state's 50 LEAs are participating LEAs.

- Design and delivery of two modules for summer 2012 for proficiencies outlined in Section I, including curriculum and materials.
- Instructors to deliver workshops in summer 2012.
- Evaluation of 2012 summer modules and written recommendations for changes to incorporate when planning for the summer 2013 program.
- Identification and training of local instructors to design modules for summer 2013.
- Identification and training of local instructors to begin co-facilitating modules in summer 2012 and fully deliver modules summer 2013.
- Logistical management of the Leadership Team Training Program, including arranging locations, materials, etc.

C. Out of Scope

Vendors are NOT required to provide:

- *Coordination with LEAs.* RIDE assumes responsibility for all communication and coordination with LEA central offices.
- *Outreach.* RIDE assumes responsibility for communicating program to any other local stakeholders.
- *Data Collection.* RIDE assumes responsibility for collecting and disseminating all student achievement and educator evaluation data.

4. RIDE Capacity-building and Transition

RIDE is committed to ensuring that the Academy of Transformative Leadership will continue to play a vital role in the Rhode Island efforts to develop effective school leaders after the end of the Race to the Top grant. Because of this, the successful vendor must work with RIDE to develop transition and sustainability plans and must support the long-term success of the Academy through this planning process and through training of RIDE staff and their designees in implementing the core work of the Academy.

In addition to designing and delivering the full Academy Program for SY11-12 and portions of the Program for SY12-13 and 13-14 (as identified in the previous sections), a major requirement of the vendor is to develop RIDE's internal capacity so that RIDE – or identified partners – can assume full delivery of the program beginning summer 2014.

As part of working with the Transformation Team, the vendor must deliver:

1. Document assessing RIDE's ability to run the Academy, including financial and staffing capacity.
2. Calendar and project plan for transition in SY 12-13 and SY 13-14.
3. Communication plan to lay out a schedule process for communications between vendor and Transformation Team.
4. Facilitation of monthly professional learning communities for the Transformation Team for the entire duration of the contract, to include
 - Planning the agenda and leading each meeting.
 - Gathering and sharing most recent research on turnaround and leadership preparation.
 - Identifying places on areas of the country that are having turnaround success and where there is potential for out-visits for Transformation Team.

III. Proposal Requirements

A. Project Overview

- Provide a summary narrative of your organization and project plan, including how your organization aligns with the Rhode Island's strategic education plan, *Transforming Education in Rhode Island*, and the Academy mission; the overview should be no longer than a page.

B. Project Plan and Budget

- Provide a project plan that outlines the steps and strategies you will employ to meet the Academy requirements. Project plan should include (but not be limited to):
 - Supporting narrative and articulate what specific deliverables you will deliver in each stage, as well as what RIDE resources you will require to meet each deliverable.
 - Supporting narrative that describes how the three program components will build upon and reinforce each other.
 - Criteria for selecting coaches, workshop instructors, and mentor principals.
 - Description of the training coaches, workshop instructors, and mentor principals will receive.
- If you find certain requirements to be unrealistic, explain why you believe this is the case and show how your experience, methodology and/or capacity will allow program goals to be met in another format.
- If you plan to involve other vendors in the work, describe any work to be sub-contracted including the specific work to be performed and staffing, organizational structure, and business background of the sub-contractor, as well as a summary of their past performance that includes specific examples of school improvement as a direct result of their work.
- If you plan to include licensed proprietary IP in the program, please describe what aspects of the program will be licensed and how you will facilitate the transition so that virtually all aspects of the program are specific and proprietary to RIDE by the end of the contract.
- In the appendix, attach any relevant recruitment, selection, or training documents that are central to understanding your approach.
- In the appendix, provide scope and budget for an alternate scenario of staying for full delivery in SY12-13 and SY13-14 (optional).

C. Evidence of Effectiveness

- Describe two previous similar engagements, including services provided and context. Discuss how your experience is appropriate to Rhode Island, especially in the context of urban and turnaround schools.
- Describe at least one previous engagement in which you supported the internal capacity building of the state/district, including facilitating the transition of a program in which your organization was the primary provider of delivery and design to a program primarily owned and supported by a state/district.
- Demonstrate that student achievement rose as a direct result of your programs.
- In the appendix, submit at least two references, with contact information.

D. Organizational Capacity and Expertise

- Describe how your leadership team, including the proposed project manager, possesses the experience, vision and commitment to guide this engagement.
- In the appendix, include resumes of project staff.

IV. Additional Contractor Requirements/Qualifications

- Bidders must submit a letter of transmittal signed by an owner, officer, or other authorized agent.
- Bidders must submit relevant organizational information, a list of similar projects undertaken and/or clients served, agency expertise relative to the services requested, and a statement of existing workload as it impacts the performance of the project.
- Bidders must provide an overview of key personnel assigned to the project including education and prior experience.
- Bidders must disclose any work to be sub-contracted including the specific work to be performed and staffing, organizational structure, and business background of the sub-contractor.

V. Terms of the Contract

The contract will begin August 1, 2011 and end June 30, 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 one year with additional funding if available and if the level of work is expanded by mutual written consent. If necessary, deficiencies in performance of services and/or failure to supply deliverables in a complete and timely manner will be documented in writing by RIDE. Should a pattern of substantial dissatisfaction become apparent, the State / RIDE reserves the right to terminate the contract.

VI. 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:

FY12	Up to	\$1,200,000
FY13	Up to	\$1,000,000
FY14	Up to	\$ 615,000

The total cost of the contract is not to exceed \$2,815,000.

VII. Proposal Questions

Questions concerning this solicitation may be e-mailed to the Division of Purchases at questions@purchasing.ri.gov no later than the date & time listed on the cover sheet of this solicitation. **Send your questions in Microsoft Word format.** Please reference the RFP # on all correspondence. Questions received, if any, will be posted and answered on the Internet as an addendum to this solicitation. It is the responsibility of all interested parties to download this information. For computer technical assistance, call the helpdesk at 401-574-8100.

VIII. Proposal Submission

All document pages are to be numbered in consecutive order.

Combined TECHNICAL/COST PROPOSAL ("original" plus FOUR (4) copies) submissions are to be either mailed or hand-delivered in a sealed envelope marked: ***"RFP 7448454 – "Academy for Transformative Leadership"*** by the date and time on the cover page of this solicitation.

RI DEPT OF ADMINISTRATION
Division of Purchases, 2nd Floor
One Capitol Hill
Providence, RI 02908-5855

NOTE: Proposals misdirected to other State locations or which are otherwise not presented in the Division of Purchases by the scheduled due date and time will be determined to be late and will not be considered. The "official" time clock is located in the Division of Purchases Reception area. Proposals faxed, or emailed, to the Division of Purchases will not be considered.

Proposals (an original plus 4 copies) should include the following:

1. A completed and signed three-page RIVIP Bidder Certification Cover Form, available at www.purchasing.ri.gov.
2. A Cost Proposal as described above.
3. A *separate* Technical Proposal (see below) describing the qualifications and background of the applicant and experience with similar programs, as well as the work plan or approach proposed for this requirement.
4. A completed and signed W-9 (taxpayer identification number and certification). Form is downloadable at www.purchasing.ri.gov.
5. In addition to the multiple hard copies of proposals required, Respondents are requested to provide their proposal in electronic format (CDRom , diskette, or flash drive). Microsoft Word / Excel OR PDF format is preferable. Only 1 electronic copy is requested and it should be placed in the proposal marked "original".

EVALUATION OF RESPONSES:

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 including documentation of past success with similar programs | (25 points) |
| 4. Quality of key personnel (including Curriculum vitae) | (20 points) |
| 5. Cost proposal | (20 points) |

The technical proposal should be 10-20 pages in length, respond to each area of the required elements listed above, and contain a cost proposal using the forms in Appendix A. Supplemental information may be appended to the technical proposal.

A Selection Committee will evaluate submitted proposals on the basis of the above criteria items. Consultant Teams may be invited to appear before the Committee for in-person presentations. The Committee will then make a qualifications based recommendation for final selection to the Rhode Island State Purchasing Agent, or her designee, who will make the final award decision.

Notwithstanding the above, the State reserves the right not to award this contract or to award on the basis of cost alone, to accept or reject any or all responses, and to award in its best interest.

Responses found to be technically or substantially non-responsive at any point in the evaluation process will be rejected and not considered further. The State reserves the right to reject any or all responses submitted and to waive any informalities in any vendor's submission

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