



Solicitation Information

20 Sept 11

RFP # 7449064

TITLE: (ARRA) Data Use Professional Development Services

Submission Deadline: 20 Oct 11 @ 11:00 AM (Eastern Time)

Pre-Bid Conference: No

Questions concerning this solicitation may also be e-mailed to the Division of Purchases at questions@purchasing.ri.gov no later than **6 Oct 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

A handwritten signature in black ink, appearing to read "Jerome D. Moynihan".

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 RIVP Generated Bidder Certification Form attached may result in disqualification.

THIS PAGE IS NOT A BIDDER CERTIFICATION

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REQUEST FOR PROPOSAL

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 Data Use Professional Development, in accordance with the terms of this solicitation.

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considered to be irrevocable for a period of not less than sixty (60) days following the opening date, and may not be withdrawn, except with the express written permission of the State Purchasing Agent.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 percent (10%) participation by MBE's in all State procurements. For further

information, contact the State MBE Administrator by phone at (401) 574-8253 or by email at cnewton@gw.doa.state.ri.us. Visit the website at <http://www.mbe.ri.gov>.

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

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 401- 222-3090 or via email at 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.

RIGL 37-13-3.1 State public works contract apprenticeship requirements. * (a) Notwithstanding any laws to the contrary, all general contractors and subcontractors who perform work on any public works contract awarded by the state after passage of this act and valued at one million dollars (\$1,000,000) or more shall employ apprentices required for the performance of the awarded contract. The number of apprentices shall comply with the apprentice to journeyman ratio for each trade approved by the Apprenticeship Council of the Department of Labor and Training.

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.

PROJECT OVERVIEW

This section provides information about the overall vision and outcomes for this project, as well as the technical and educational context in which the Data Use Professional Development will take place.

INTRODUCTION AND VISION STATEMENT

The Rhode Island Department of Education (RIDE) is seeking a partner (“the Vendor”) to design, develop, and assist in implementing Professional Development on the use of data to improve instructional practice and increase student learning. As part of its theory of action, RIDE believes that data-informed decision-making leads to better instructional practice and subsequently, greater student achievement. RIDE understands that such an undertaking requires support, tools, and guidance from the state educational agency for successful implementation at the local level. Specifically, RIDE is seeking a vendor to help our organization:

- (1) Provide guidance and models to LEAs and school leadership teams on the processes and protocols of applying instructional management information to improve instruction;
- (2) Help build a community-in-practice model that offers networks and supports to LEAs, schools, and individual educators to learn and share best practices and collaboratively problem-solve;
- (3) Develop online toolkits and professional development modules to improve instruction; and
- (4) Provide direct training and “train-the-trainer” on the tools to improve instruction.

RIDE envisions that the Data Use Professional Development vendor will support the state education agency in building training modules, processes, and protocols for using data to accelerate student achievement. Additionally, the vendor should provide the coordination and delivery of training to principals and school leadership teams, monitor the fidelity of data use in partnership with LEAs, and evaluate and revise professional development as necessary.

The intended outcome of the Data Use Professional Development is that *all* educators will be able to:

- Collect, access, and analyze student data to improve instruction, drive academic achievement outcomes for students, evaluate curriculum and instruction, and provide appropriate interventions.
- Incorporate data analysis into decision-making on a daily basis both independently and collaboratively.
- Use both aggregated and disaggregated data appropriately for analyzing academic achievement at a student, classroom, school, district, and state level.

Additionally, principals and school leadership teams will be able to:

- Understand the necessary resources (including time, structure, and guidance) for educators to collaborate and conduct data analysis.
- Lead by example, embracing the use of the data as a tool for improving instruction.
- Incorporate data use into the day-to-day culture of the school.
- Sustain this initiative beyond the life of the Race to the Top grant.

CONTEXT

EDUCATIONAL ENVIRONMENT

The Rhode Island public K-12 education system consists of 50 Local Education Agencies (LEAs), of which 36 are traditional LEAs or regional LEAs, 10 are public charter schools, and four are state-operated schools. As of the 2009-10 school year, Rhode Island's education system served 145,118 public school students. 43% of public-school students in the state were eligible for subsidized lunch, 5% received ESL/bilingual services, and 16% received special education services. Additional details may be found at the Rhode Island website: <http://ride.ri.gov/>.

Rhode Island is a part of the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium and has adopted the Common Core State Standards (CCSS). RIDE is also working in collaboration with other states to develop resources and assessments to support the implementation of the CCSS.

RHODE ISLAND EDUCATION

On January 7, 2010, the Rhode Island Board of Regents approved [*Transforming Education in Rhode Island*](#), the five year strategic plan for describing how the state will improve education from 2010 through 2015. It specifies that by 2012 every Rhode Islander will be able to access user-friendly data on student achievement and school and LEA performance in their community. Further, by 2015 all LEAs will demonstrate data-driven decisions that lead to student, classroom, school, and LEA improvement.

On July 1, 2010, the Rhode Island Board of Regents adopted the Basic Education Program (BEP). In section G-13-3.1, the BEP indicates that *"each LEA in Rhode Island shall have tools and procedures for interpreting and analyzing assessment data for the purposes of student, program, and instructional evaluations."* Additionally, in section G-14-1.1, the BEP states that *"each LEA shall develop school and district level data-based, decision-making teams. These teams shall review comprehensive assessment data to develop, evaluate and modify academic instruction and support services."*

These documents served as the basis for Rhode Island's successful Race to the Top application. A summary of Rhode Island's Race to the Top platform is described in the following section.

RACE TO THE TOP

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. 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. RIDE received more than 100 letters of support for the RTTT application from leaders across the state.

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

Support System 1: 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 State Standards and develop supports for students using information from the results of excellent formative and interim assessments.

Support System 2: Instructional Improvement

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

Support System 3: Educator Effectiveness

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

Support System 4: Human-Capital Development

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

Support System 5: School Transformation and Innovation

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

- Provide 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 Support System 2: Instructional Improvement.

COMPREHENSIVE ASSESSMENT SYSTEM

The Rhode Island Department of Education is currently in the process of issuing guidance to its LEAs on the development and implementation of a Comprehensive Assessment System (CAS) at the district level. The CAS is a coordinated plan for monitoring the academic achievement of students from pre-Kindergarten through Grade 12. The goal of a CAS is to increase student learning by producing actionable information that informs the learning process, provides data to assess program effectiveness, and ensures that all students are making progress towards academic goals. RIDE will provide guidance and supports as each LEA organizes, develops, and sustains their own comprehensive assessment systems that (1) meet RIDE requirements, and (2) are tailored to each LEA's individual needs. In its Basic Education Plan, RIDE outlined the required components for each LEA's CAS, including:

- Names, types, and categories of assessment
- Purposes and uses of data
- Scoring procedures
- Assessment schedules and timelines
- Allowable accommodations and modifications

The ultimate goal for the CAS is that educators will have a framework through which they have the ability to gather, record, and analyze data from multiple measures of student achievement, including formative, interim, and summative assessments.

To support LEA use of interim assessments as part of their comprehensive assessment systems, RIDE has contracted with a vendor to provide interim assessments, test building engines, test items, and test blueprints that are closely aligned with the curriculum, including Common Core State Standards and Rhode Island Grade Level Expectations and Grade Span Expectations (GLEs/GSEs). Any assessment scores, data, and reporting will be filtered and accessed through the Instructional Management System.

INSTRUCTIONAL MANAGEMENT SYSTEM

The data obtained from state, local, and classroom assessments will be stored in the state's Instructional Management System (IMS), to be provided by another vendor. The IMS will give educators a user-friendly electronic platform on which to create and view assessment reports, drill down to analyze educational data in disaggregated forms, and follow longitudinal data trends at a variety of levels and by subgroups identified through the Elementary and

Secondary Education Act (ESEA) (i.e., Students with Disabilities, Title I, English Language Learners).

As shown in Figure 1, the RIDE IMS will provide a systematic, coherent and ongoing combination of curriculum (including standards), instruction, and assessment to support improvements in student achievement. In a single, web-based platform, the IMS will provide a holistic, 360° view of each student to support fully-informed, evidence-based decision making that drives personalized learning. It will offer teachers an intuitive, automated way to drive day-to-day activities, interventions and progress monitoring, and will incorporate interventions/instructional strategies, goal banks and curriculum-based/progress monitoring measures.

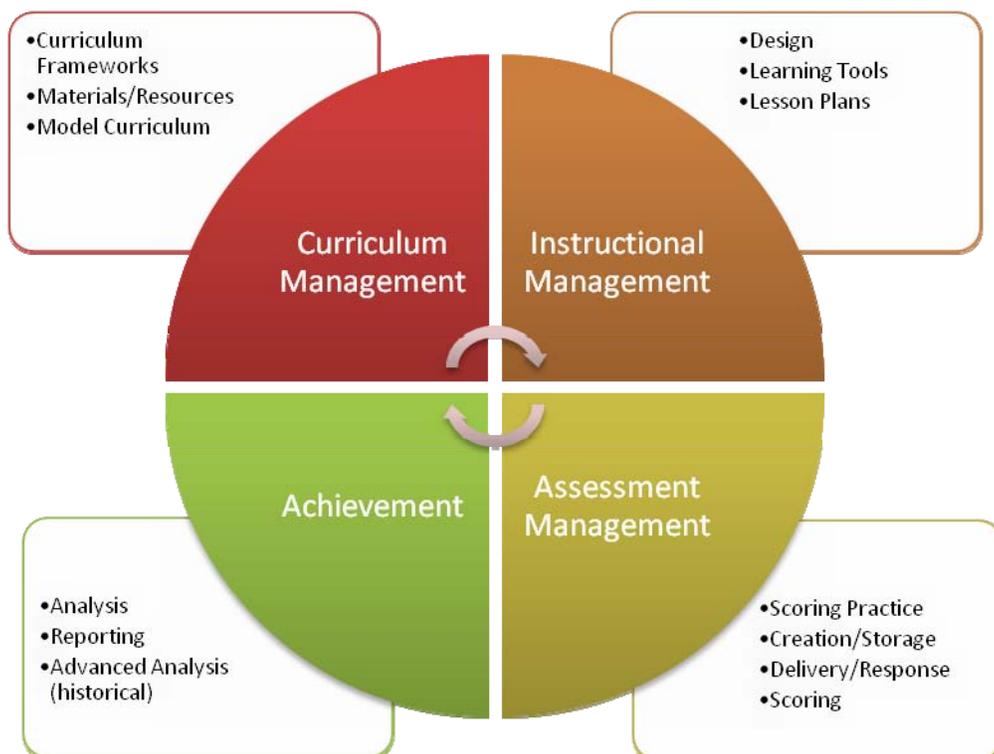


FIGURE 1

The IMS will allow users to obtain actionable information on students' academic statuses and areas of strength and need. Additionally, the IMS will provide tools, supports, and resources to improve learning based on data. Depending on their specific roles, educators will have the ability to view and compare data, create reports, and analyze trends at the class, school, district, and state level for:

- Student demographic data
- Student assessment data (statewide, interim, summative, and local)
- Student instructional/testing accommodations and basic Individualized Education Plan (IEP) information
- Student attendance

- Student behavior
- Student grades
- Interventions

Additionally, educators will be able to access and view robust reports by data querying. Customizable reports created via the IMS will provide information on test items, standards, and performance levels disaggregated by student, classroom, teacher, school, LEA, and state levels as well as by demographic characteristics and ESEA subgroups. Highly detailed reports around item, distracter, and standards analyses will also be available for teachers. All data reports will be easy to access and read, but the exact format of the reports is still unknown, as this component will be completed with the IMS vendor.

RIDE's Instructional Management System will set the stage for data-driven instruction by providing the following:

- (1) Real-time data that meets the quality standards of our Data Governance Board;
- (2) Longitudinal data that is linked across content areas; and
- (3) The ability to view data in both disaggregated and aggregated forms guided by easy-to-read reports.

The data and reports described above will serve as the foundation for the Data Use Professional Development. Training provided by the vendor should focus on building support, capacity, and know-how to principals and other school leaders to analyze these data at a school, grade, and class level and redeliver training to educators at their respective schools.

INSTRUCTIONALLY SUPPORTIVE DATA SYSTEMS

The IMS is part of a set of systems designed to provide stakeholders with data and information to drive student achievement, policy decisions, and program analysis. These systems are shown in Figure 2.



** NOTE: The data platforms shown above are in varying stages of development and field usage.*

FIGURE 2

Each system is aimed at ensuring that key stakeholders have access to data and the right combination of tools and skills to use the data to improve student-learning outcomes and inform critical policy decisions.

STATEWIDE LONGITUDINAL DATA SYSTEM

In 2009, RIDE was awarded a \$4.67 million federal grant to build and enhance the state's Longitudinal Data System (LDS). The state will connect the information systems shown in Figure 2 from pre-kindergarten through higher education and into workforce. By following Rhode Island students through the education pipeline, RIDE can answer many important questions about schools, programs and the impact they have on the students of Rhode Island.

- Provide data training to all school districts
- Standardize course codes and implement a statewide electronic transcript
- Electronically link PK-12 data with higher education and workforce data

RIDE is currently in the stages of planning the processes, stakeholders, and systems necessary for the successful implementation of the LDS, specifically with regard to the training around data quality. While the Data Quality training under the LDS will be inherently different from the Data Use Professional Development in this RFP, there will be an overlap in between these two initiatives as they roll out.

FORMATIVE ASSESSMENT TRAINING MODULES

To support LEAs with incorporating strong formative assessment practices into their Comprehensive Assessment System, RIDE is also developing a series of online formative assessment training modules. The training modules, to be developed and implemented by another

vendor, are intended to serve as a primer for teachers to learn about the role of formative assessment and the impact it can have on students, and provide teachers with a variety of strategies and practical advice for implementing formative assessment in their classrooms. The online modules will be accessible 24/7 and may be completed according to each educator’s individual schedule and pace. These modules, as with all other assessment, curricular, and instructional resources, will be housed on the Instructional Management System for ease of access.

SCOPE OF WORK

This section describes RIDE’s understanding of Data Use Professional Development, and the deliverables the vendor is expected to provide in order to create and implement professional development on data use.

SCOPE DETERMINATION PROCESS

Following the formal grant award, a project team was established within RIDE to begin planning for professional development on data use. Requirements were developed through multiple interviews with RIDE staff, interviews with school district staff, and research on existing best practices and systems.

The vendor will be a contracted resource to the RIDE team. The vendor will be expected to coordinate with LEA representatives and the RIDE Data Use team to finalize the data training structure and content during the design phase. Vendor is also expected to receive, manage, and communicate LEA feedback as part of the development phase. In the proposal, vendor should describe mechanisms used to manage scope, including those for managing change requests.

NEEDS ASSESSMENT

The vendor will be responsible for conducting an initial needs assessment with each LEA across the state to understand the baseline needs of the professional development recipients throughout the district as they relate to data use. Currently, there are varying abilities and skills around data use at the state, district, and school level, in addition to varying levels of access to and availability of data. The vendor will be responsible for evaluating and considering that range of needs when developing the professional development. The vendor will also be required to gather additional feedback from LEAs about the content and structure of the professional development that will be most effective for differing LEAs. For example, a district that currently utilizes data to guide instructional practice will not require the same professional development as a district that has not begun to use data to inform instruction. The results of the needs assessment and the LEA feedback will drive the development and implementation of the Data Use Professional Development, specifically with regard to the structure, content, and scaffolding of the trainings.

While the needs assessment is a critical first step in Data Use Professional Development, it is not meant to be a substantially time-consuming or lengthy stage. The vendor must complete the needs assessment with each LEA in a quick and systematic way that allows the vendor to categorize a

district based on its current data use and resources in order to develop and provide appropriate professional development. It is not within the scope of this project for the vendor to provide customized, individually-tailored professional development to each LEA, but the vendor should understand the importance of offering tiered professional development for beginning, intermediate, and advanced data users.

To this end, the vendor should take into consideration the method of conducting the needs assessment (i.e., survey, LEA self assessment, checklist, and/or short interview), specifically with regard to LEA time constraints. In order to gain a *complete* and an *accurate* understanding of each LEA's baseline for using data, vendor will need to consider and describe how it intends to complete the needs assessment.

In addition to current data use, it will also be necessary for the vendor to understand current data sources at the district level. Currently, there is a large range of data available in different districts across the state. For example, 10% of LEAs are not using any computer-based assessments at the local level, while more than a third of school districts in Rhode Island are using NWEA MAP and Aimsweb for timely assessment data. Other frequently used local assessments include Accelerated Reader, Scholastic: Read 180, and Dibels. At a minimum, school districts have access to NECAP (the state summative assessment) data at a school and grade level as well as state NECAP averages for comparative purposes. The vendor must provide a clearly detailed process for assessing current data sources at the district level.

To this end, the vendor must detail how they propose to:

- Conduct a needs assessment with each LEA to determine current baseline for data use and data sources. If applicable, vendor should provide a copy of the tool used (i.e., rubric, self assessment, checklist).
- Gather additional input from LEAs about preferred content and structure of trainings. If applicable, vendor should provide a copy of its protocol for gathering input.

TRAINING

DEVELOP TRAINING

The vendor will be responsible for building training modules, processes, and protocols for using data to accelerate student achievement at the school and classroom level. The vendor will incorporate LEA feedback, the results of the needs assessments, and the vendor's proven practices around data use to plan for and build training modules, processes, and protocols.

While RIDE expects that the vendor may already have some standardized format to the structure and content of the trainings, the vendor will still provide the school leadership teams with appropriate, customized professional development to the extent possible to ensure that each LEA has the capacity, knowledge, culture, guidance, and infrastructure to use data in meaningful ways at the school and classroom level. To this end, the vendor will be expected to alter/modify any professional development so as to meet the priorities and needs of the school leadership teams.

Given the variability of data use among LEAs, vendor should propose differentiated professional development; as an example, the vendor may choose to utilize tiers to categorize LEAs into three levels of baseline data use (i.e., beginner, intermediate, and advanced) and propose differentiated trainings as needed.

As originally proposed, after a draft of the trainings has been approved by RIDE and the Data Use team, the vendor will be responsible for piloting the professional development with select LEAs. While RIDE views this as an important piece of the vendor's work, this component will be time-permitting. As the final component in developing the trainings, the vendor will be responsible for evaluating and revising the trainings as needed before verifying with RIDE the final professional development. The revision component of the trainings is *not* time-permitting, however, and this process must be included in the vendor's proposal.

Additionally, the vendor will be responsible for collaborating with the IMS vendor in order to develop and revise protocols, data querying capabilities, and report creation functionalities. Because the IMS will provide the data foundation on which the data use trainings will operate, the IMS and selected Data Use Professional Development vendors will need to continually collaborate and revisit the process of understanding current data needs and wants, data accessibility, and report building capabilities. For example, if the vendor providing the Data Use Professional Development typically utilizes a specific report that the IMS is *not* currently capable of producing, RIDE, with the vendors would need to develop these components together to provide a comprehensive system for Rhode Island's educators.

To this end, the vendor must detail how they propose to:

- Plan for data training components with RIDE Data Use work group considering the needs of the LEAs
- Draft, test (time-permitting), revise, and finalize training modules, processes, and protocols
- Collaborate with IMS vendor to develop appropriate data use tools and procedures

Vendor should also include a clear overview detailing the format, structure, and content of its training modules, processes, and protocols.

COORDINATE AND DELIVER TRAINING

In addition to developing the trainings, the vendor will also be responsible for working with RIDE to coordinate and deliver the training. The vendor will work with RIDE to coordinate the training schedule for 312 school leadership teams and 35 district representatives with the LEAs prior to the delivery of the trainings slated to roll out at the beginning of the 2012-2013 school year. Upon RIDE verification of training modules, processes, and protocols, the vendor will work with RIDE to implement a registration system and forms for registering for professional development. This registration system will be the eRIDE system, RIDE's information services initiative that streamlines the professional development registration process between RIDE and the LEAs.

In collaboration with RIDE staff, the vendor will plan and coordinate training with LEAs to schedule professional development and confirm the training schedule with the LEAs via eRIDE. Vendor will also work with RIDE to plan and communicate the logistics of the trainings, including date, time, location, and necessary materials to all applicable individuals.

With regard to the delivery of the trainings, the vendor will be responsible for any preliminary preparation of the professional development materials and resources. The vendor will deliver training to one district administrator and school leadership teams comprised of building principals and three select educators. Vendor will be responsible for training these groups for a total of 35 district administrators and 312 teams of four educators over the 2012-2013 and 2013-2014 school years. It should be noted that the original RTTT application stipulated that school leadership teams will only receive one year of training from the vendor. Approximately half of the teams will receive training in the first year of delivery, and the other half will receive training in the second year. It is acceptable, however, for the vendor to propose a different schedule of training delivery that it feels would be more effective and still falls within budget.

The vendor will be responsible for instructing the school leadership teams to guide the implementation of this work with the faculty within each school. To this end, the modules, processes, and protocols should be able to be rolled out to teachers, but the vendor will not be responsible for conducting data use training beyond the leadership teams. Therefore, the vendor will need to provide training around how to analyze data to inform instructional practice *as well as* provide leaders with strategies and models for implementing and sustaining this work at the school level. Additionally, the vendor will also need to consider that training recipients will require different levels of training depending on each individual's comfort level and experience using data to drive instruction.

The original proposal indicted that school leadership teams would receive a total of ten (10) professional development days over the course of one (1) school year. As outlined in RIDE's Race to the Top application, school leadership teams would receive Data Use Professional Development according to the following model:

- A three-day intensive summer training designed to help school leadership teams create and support schedules, lead the staff by example, and use data daily
- Three days of off-site professional development workshops scheduled around the interim assessments
- Three days of on-site, job-embedded professional development for coaching and support following the off-site workshops
- One day of reflecting, creating action plans, and preparing for sustaining this work in the next school year

While this is the model outlined in the original proposal, the vendor may propose a different model of training delivery based on vendor's proven practices. In order to address sustainability issues, the vendor should also propose specific means of professional development that can be continued beyond the end of the contract (i.e. online modules, recordings of training and/or coaching sessions, webinars).

To this end, the vendor must detail how they propose to work with RIDE to:

- Track LEA participation
- Plan and coordinate trainings with LEAs
- Confirm the training schedule with the LEAs
- Plan for and communicate the trainings logistics (i.e., location, time)
- Create and prepare any necessary training materials
- Deliver the training to leadership teams using an effective, appropriate, and sustainable model

EVALUATE AND REVISE TRAINING

The vendor will be responsible for continually evaluating and revising trainings as necessary. Vendor will develop and/or provide an evaluation tool to gauge the effectiveness of the trainings. The vendor will analyze and use the results to revise the professional development as necessary and document any changes in the work plan.

Additionally, it is imperative that the vendor continually collaborate with the IMS vendor to evaluate and revise any assessment data and reporting components on the IMS. Feedback and input from the users will be a critical factor in developing any additional accessibility, querying, and reporting capabilities and/or protocols.

To this end, the vendor must detail how they will work with RIDE to:

- Develop and implement an evaluation tool
- Analyze the results
- Revise trainings based on data results
- Collaborate with IMS vendor to provide necessary and timely adjustments to the IMS data querying and reporting functionality

MONITOR DATA USE

The vendor will be responsible for monitoring the fidelity of data use in partnership with LEAs. Vendor will identify data to be used in the monitoring process (including but not limited to data reports on IMS use, feedback from users regarding functionality, and any observations). The vendor will also be expected to work with the LEAs to develop monitoring processes and protocols for use beyond the professional development. The vendor will also be responsible for working with RIDE to develop monitoring and evaluation reports and surveys to continually assess the fidelity of district and school data use. While the ability to monitor data use will be available through the IMS, the vendor will be responsible for creating a schedule for reporting and continuous monitoring by RIDE for the LEAs. The vendor will also work with the IMS vendor to access data use monitoring capabilities and develop and revise monitoring procedures as needed.

To this end, the vendor must detail how they will work with RIDE to:

- Identify monitoring data
- Collaborate with IMS vendor to develop and revise procedures for monitoring
- Develop monitoring processes with LEAs
- Develop monitoring and evaluation reports with RIDE
- Create a schedule for reporting and monitoring

TECHNICAL REQUIREMENTS

The vendor should demonstrate an understanding that any professional development regarding data use must occur within the current assessment framework outlined by RIDE's *Criteria and Guidance on the Comprehensive Assessment System (CAS)* and supported by RIDE's Instructional Management System (IMS). The vendor will be expected to fully integrate all current assessment, reporting, and data analysis aspects of the IMS into its professional development modules.

Additionally, should the vendor choose to propose electronic methods of trainings (i.e. webinars, online training modules, recordings of professional development sessions), the vendor shall identify the technical requirements needed to support these components on RIDE's IMS.

OWNERSHIP AND SUSTAINABILITY PLAN

The vendor should include sustainability plans that outline how RIDE and its LEAs will be able to continue this work upon completion of the contract. Vendor will be expected to deliver the content and structure of the professional development in such a way that school leadership teams are given support, knowledge, and guidance for sustaining this work beyond the initial professional development. Explicit attention should be paid to the timing, delivery method, and training components of the Data Use Professional Development in order to support the LEAs and schools to the extent possible.

The vendor also should demonstrate an understanding of RIDE's desire to own any training content, including but not limited to online modules and training materials, given that RTTT funding will only be available through 2014. In particular, the vendor should ensure that professional development and training modules are designed so that school leadership teams can continue to train teachers without the need for an ongoing contract with the vendor on a yearly basis. This may include but is not limited to recording and posting training videos to the IMS so that all educators will have access to some form of direct training or reference materials.

PROJECT PHASES AND MANAGEMENT

While the final work plan will be based on the submission from the successful Vendor, the assumption is that the project will have five major phases, with the closing of each phase marked by signoff by RIDE's Data Use PD team:

- 1) **Initiation phase:** This phase will include a review of RIDE Race to the Top initiatives which drive the Data Use Professional Development and will result in consensus about the exact project scope and approach. The project scope should address issues as the

development, coordination, implementation, evaluation, and revision of trainings. The output of this plan will be a detailed scope document and list of tasks (Work Breakdown Structure) and the development and approval of a final project plan.

- 2) **Design and development phase:** This phase will include conducting a needs assessment for each LEA to establish a baseline for current data use and data sources. The vendor will gather additional input from LEAs on the content and structure of the trainings. This phase will also involve the design and development of detailed professional development, including training modules, processes, and protocols. RIDE's work teams will plan with the vendor for the Data Use Professional Development components and the vendor will design the professional development accordingly. The trainings should be designed to allow for ongoing changes based on local needs and feedback. The vendor will also confer with the IMS vendor to develop data functionalities of the IMS. This phase entails designing and developing registration processes for use on eRIDE and forms for tracking Data Use Professional Development participation. Lastly, this phase will also involve the design and development of evaluation tools to analyze the effectiveness of the trainings.
- 3) **Production phase:** This phase will involve testing the Data Use Professional Development with select LEAs (if time permits). Additionally, the vendor will be responsible for evaluating and revising professional development as needed based on ongoing RIDE and LEA feedback and effectiveness of trainings. Additionally, this phase will also involve the coordination of LEAs and the vendor to schedule trainings for the 2012-2013 and 2013-2014 school years. Lastly, this phase includes the coordination of training logistics and material preparation, as well as developing and scheduling the data use monitoring processes, protocols, and reports for both LEAs and RIDE in collaboration with the IMS vendor.
- 4) **Launch phase:** This phase will launch the Data Use Professional Development. In its approach, the vendor will specify how it plans on delivering the professional development to the school leadership teams, including structure and content. Vendor will detail how any common launch issues will be addressed and resolved.
- 5) **Maintenance phase:** This phase will involve the maintenance of the Data Use Professional Development. Vendor will continue to provide trainings to school leadership teams. Vendor will include in this section how it plans to (1) monitor the fidelity of data use in partnership with the LEAs and (2) evaluate and revise trainings as necessary. The vendor will include how it will collaborate with the IMS vendor to develop and utilize monitoring processes. The evaluation and revision of the trainings will also involve the continual collaboration of the IMS and Data Use Professional Development vendors to ensure that the IMS is continuing to provide the appropriate data tools and resources for educators.

Project Timeline and Deliverables

Below is a summary of key timeframes, activities, and deliverables for use in designing proposals but should not be considered an exhaustive list.

<i>Fiscal Year and Quarter</i>	<i>Dates</i>	<i>Phase</i>	<i>Activities</i>	<i>Deliverables</i>
FY12 Q3	January 2012	Initiation	Verify Data Use PD scope	Scope Document, Detailed List of Tasks, Final Project Plan
FY12 Q3	February 2012	Design and Development	Complete LEA needs assessment	Comprehensive needs assessment
FY12 Q3	February 2012	Design and Development	Gather additional LEA input for trainings	LEA feedback summary
FY12 Q3	March 2012	Design and Development	Design and develop evaluation tools	Evaluation tools
FY12 Q3 – Q4	March - June 2012	Design and Development	Develop training modules, processes, and protocols in collaboration with IMS vendor	Training modules, processes, and protocols
<i>Fiscal Year and Quarter</i>	<i>Dates</i>	<i>Phase</i>	<i>Activities</i>	<i>Deliverables</i>
FY12 Q3	April 2012	Design and Development	Develop registration procedures	Registration on eRIDE
FY12 Q4	May - June 2012	Production	Test trainings with select LEAs (time-permitting); Evaluate and revise PD as needed	Results from testing; RIDE-verified trainings
FY12 Q4	May - June 2012	Production	Coordinate with LEAs to schedule trainings	Trainings added to RIDE Master Schedule
FY13 Q1	August 2012	Production	Prepare training materials	Training materials
FY13 Q1	August 2012	Production	Develop and schedule data use monitoring processes, protocols, and evaluations for RIDE and LEAs in collaboration with IMS vendor	Monitoring evaluations and reports for RIDE; Monitoring processes and protocols for LEAs; Schedule for continuous monitoring
FY13 Q1-Q2 (tentative)	September – November 2012	Launch	Launch PD to scheduled school leadership teams	Completed initial PD sessions with school

	(dependent on IMS and Interim Assessment roll-out)			leadership teams
Ongoing	2012-2013 and 2013-2014 School Years	Maintenance	Continue to provide training	Quarterly metrics on LEA/school leadership team participation
Ongoing	2012-2013 and 2013-2014 School Years	Maintenance	Evaluate and revise trainings in collaboration with IMS vendor	Completed evaluations, updated work plan reflecting revisions
<i>Fiscal Year and Quarter</i>	<i>Dates</i>	<i>Phase</i>	<i>Activities</i>	<i>Deliverables</i>
Ongoing	2012-2013 and 2013-2014 School Years	Maintenance	Monitor data use with LEAs and RIDE according to schedule in collaboration with IMS vendor	Quarterly monitoring reports

ROLES AND RESPONSIBILITIES

The vendor is responsible for providing and maintaining sufficient numbers of qualified staff to meet the needs of this project and provide the services outlined in its response to the RFP. The vendor is also responsible for developing a detailed resource plan for both Vendor and RIDE staff and LEA representatives, which defines the staffing and organizational chart for all team members, with detailed roles and responsibilities. The vendor is also responsible for developing a communication plan for the entire team, which details how project progress, issues, and information requests will be handled throughout the project.

Given that the Data Use Professional Development will be implemented in schools and LEAs statewide, the district's input is critical in the design of the trainings to ensure that they are relevant to the district's needs.

At a minimum, the RIDE Data Use Team will be comprised of the following members:

- Director of Instruction, Assessment, and Curriculum (1)
- Assessment Specialist (2)
- English Language Learner Specialist (1)
- PARCC Program Specialist (1)
- Literacy Specialist (1)
- LEA representatives

None of these individuals are devoted 100% to this project. The vendor plan should include a table describing the involvement of RIDE staff and LEA representatives that would be required to ensure the successful completion of the project.

OUT OF SCOPE

The vendor is not expected to provide the following:

- Instructional Management System (IMS)
- IMS technical training for data querying
- Formative, interim, or summative assessments
- Data reports
- Curricular or instructional resources or materials

REQUIRED VENDOR RESPONSE FORMAT

All vendor proposals must follow the format and include all relevant content described in the table below.

Section	Content
1	Vendor should state their understanding of the challenges facing RIDE in this particular project.
2	Vendor response should include a description of the project management approach, including descriptions of: project planning components to develop acceptance criteria for project deliverables; development of project charter, project plan, and communications plan; risk mitigation; and weekly and monthly project reporting to the client.
3	Vendors must agree to be part of the EdStat performance management process being used by RIDE to manage the implementation of Race to the Top, as appropriate.
4	Proposals should include detailed responses for each deliverable indicated in the RFP scope of work, including: <ol style="list-style-type: none"> a) A clearly delineated description of an effective Data Use Professional Development series b) Statement describing proposed design/features of deliverables in detail c) Example from prior work as applicable for each proposed deliverable d) Timeline for the work and date by which the deliverable will be completed e) Description of the method of implementation f) Internal and external staff to be involved and their number of hours or percentage of time devoted to project g) Statement of what is in scope and out of scope of the proposed project <p>High scoring vendors will be asked to meet with the Data Use Team for a</p>

	demonstration of services and a formal in-person meeting.
5	Vendor should describe how they will capture requirements that are not sufficiently specified at the start of the project.
6	If applicable, vendor proposals should include detailed technical information in their responses regarding any online training modules, videos, webinars, or other online professional development components, including: <ul style="list-style-type: none"> a) Detailed description of the format(s) of the proposed online component(s) b) The technical and design features of the online component(s) c) The software/technology necessary to create the online components(s) d) Specification of whether online components(s) will be synchronous, asynchronous, or a combination of both e) Mechanisms for integrating with the IMS sign-on process to track participation and ensure ease of access for users f) Adherence to Web Content Accessibility Guidelines (WCAG 2.0) and browser agnostic specifications g) Detailed description of web analytics used and processes for assessing participants
7	Vendors must provide a Cost Proposal that breaks out cost for each deliverable, including: <ul style="list-style-type: none"> a) Number of hours and hourly rates for staff completing the work b) All costs for the production of professional development materials c) Travel and expenses budgets for that specific deliverable
8	Vendor should provide a detailed project plan as an appendix to their proposal.
9	Vendor should include detailed information about organizational and project staff, including: <ul style="list-style-type: none"> a) Organizational Chart b) Resumes of staff that will be working on the project. Show percentage of time the staff will be working on-site. Staff cannot be changed from those in the proposal without agreement by RIDE.

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.

TERMS OF THE CONTRACT

The contract will begin upon issuance of the state purchase order (on or about **December 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, RIDE reserves the right to terminate the contract.

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. The total cost of the contract is not to exceed \$2,187,857. Cost proposals must include detailed costs for each year of the project. The Rhode Island State Fiscal Year is July 1 – June 30.

PRE-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 401-222-3766.

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 #7449064 –“Data Use Professional Development”*** 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

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.

TECHNICAL PROPOSAL/REQUIRED ELEMENTS

1. Contractor Understanding of the Issues (10 points)
2. Quality of Work Plan (30 points)
3. Capacity of the Agency to Effectively Administer the Project (30 points)
4. Quality of Key Personnel (including Curriculum Vitae/Resumes) (10 points)
5. Cost Proposal (20 points)

The technical proposal should 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.

Proposals 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 reflecting the hourly rate, or other fee structure, proposed for this scope of services, including completion of the forms, enclosed, and
3. A *separate* Technical Proposal 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, flash drive). Microsoft Word / Excel OR PDF format is preferable. Only 1 electronic copy is requested. This CD or diskette should be included in the proposal marked "original".

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
Subtotal	0	0	0
 Indirect Cost	 0	 0	 0
 TOTAL	 <u>0</u>	 <u>0</u>	 <u>0</u>

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 Rhode Island Department of Education.

Note: The Rhode Island State Fiscal Year is July 1 – June 30.

APPENDIX B: BUDGET DETAIL SHEET

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