



Solicitation Information

21 Sept 11

(ARRA) RFP# 7449067

Title: **Virtual Learning Math Module Project**

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

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

**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 FORM

Request for Proposals
Virtual Learning Math Module Project

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 develop and deliver web-based mathematic modules that will provide lessons in foundational mathematics concepts and skills integrating pre-algebra, algebra I and geometry concepts as appropriate. Proposals are expected to be 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considered to be irrevocable for a period of not less than sixty (60) days following the opening date, and may not be withdrawn, except with the express written permission of the State Purchasing Agent.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 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.

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.

BACKGROUND/OVERVIEW

Rhode Island Department of Education (RIDE) is looking to invest in virtual and web-based instructional solutions that will help expand student access to high quality, rigorous and flexible math instruction to ensure proficient levels of math achievement. RIDE is looking to contract with a high quality vendor **to develop a series of specialized, short, and intense web-based modules** that focus on the development of foundational math skills in the areas of pre-algebra, algebra I and geometry. Research indicates that student access to math instruction that allows for more focused attention on specific skills gaps results in higher student achievement in the area of instruction.

RIDE is requesting proposals to develop and deliver web-based mathematic modules designed to provide foundational mathematics instruction in flexible units that can be targeted to individual student skill gaps. The modules will be available outside of traditional courses and credit-recovery programs; instead of attempting to cover a prescribed amount of content at a regimented pace, students will be able to focus intensively – and for as long as necessary – on key foundational skills. The modules will be drawn from a mathematics domain that represents pre-algebra, algebra I, and geometry and will be aligned to current state standards and cross-walked with the Common Core. Six to eight mathematics modules will cover the critical foundational skills that are related to mastery of algebraic and geometric principles. RIDE is looking for the modules to be delivered using two different approaches: Teacher delivered instruction in an online environment and integrated into existing math instruction.

Table 1 - Delivery Models

Delivery Form	Description	Target Audience and Projected Impact
A) Teacher delivered in an online environment	<ul style="list-style-type: none"> • Student learning supported by certified math teacher trained in teaching in an online virtual learning environment. The vendor will be responsible for providing highly qualified teachers according to Rhode Island standards. • Students can access modules at school, in extended day settings, at home, and in community-based settings. 	<ul style="list-style-type: none"> • Students identified by LEAs as high-risk of not graduating, high-need and not meeting math proficiency on state assessment • Student completion of modules monitored through pre and post assessments as developed by the vendor.
B) Locally delivered through existing math instruction	<ul style="list-style-type: none"> • Student learning supported by the LEA on-site instructor • Student enrollment in mathematics modules in traditional settings (classrooms, afterschool programs, summer programs, and out-of-school time) 	<ul style="list-style-type: none"> • Unlimited web-based access to all students in Rhode Island; no per pupil cost associated with this enrollment • Can be employed for both skill building and skill refresher • Student completion of modules monitored through pre and post testing as developed by the vendor

SCOPE OF WORK

Tasks:

Qualified vendor will:

1. **Develop** a series of 6-8 specialized, short, and intense **web-based modules** that:
 - Provide foundational math skills necessary for algebra and geometry instruction and learning;
 - Provide instruction focused on concept development, problem-solving, as well as skill development;
 - Make use of released New England Consortium Assessment Program (NECAP) and possible Partnership for Assessment of Readiness of College and Careers (PARCC) items to guide instruction as well as monitor student progress;
 - Provide clear concise instructions delivered in a variety of ways (e.g. teacher videos, interactive whiteboards, virtual manipulatives, text with voice-overs, etc.);
 - Provide tools to support peer groups interaction and/or collaboration on tasks;
 - Are language independent where possible; and
 - Have clearly demonstrated alignment to Grade Level Expectations and Grade Span Expectations and Common Core Standards.
2. **Develop pre/post assessment tools** to identify student skill gaps, progress and achievement levels.
3. **Ensure regular communication** from online teachers to students, families and LEAs to support student learning in a **highly personalized manner**.
4. **Provide contact information** so that educators, families, and students can communicate on a regular and ongoing basis with online instructors using a variety of means.
5. **Provide student access to a help desk or tutor** (personalized where possible).
6. **Develop local LEA training** for key stakeholders engaging in and/or supporting **online delivery of the modules** ensuring the understanding of:
 - roles and responsibilities;
 - virtual modules design and online delivery; and
 - how modules support school-based math instruction.
7. **Ensure all online educators meet the Rhode Island teacher certification requirements.**
(<http://www.ride.ri.gov/EducatorQuality/Certification/Reciprocity.aspx>)

8. **Provide opportunities for RI teachers to become vendor provided online teachers.** (See "Table 1 - Delivery Models - A" above)
9. **Provide permission to permit module access and use at the local level** by RI teachers in conjunction with site-based math instruction at no additional cost. (See "Table 1 - Delivery Models - B" above)

Project Schedule:

- Fall 2011 - Contract with vendor
- Fall 2011 - Module development
- Fall 2011 - Awareness/Training session for appropriate RI school personnel
- Early Spring 2012 - Identified students engage in online modules
- Spring 2012 - June 30, 2014 - Ongoing vendor support and module delivery

Deliverables:

1. Six to eight specialized, short, and intense **web-based modules** that meet the above criteria.
2. **Pre/post assessment tools** to identify student skill gaps, progress and achievement levels.
3. **Certified math instructors trained in teaching in a virtual learning environment to deliver and support students engaging in the online modules.**
4. **Progress monitoring system** enabling RIDE, LEA, teacher, student, and parent to track students' progression.
5. **Semi-annual reports on the effectiveness of math modules** in improving math achievement that include usage data and recommendations for ways to improve the modules.
 - a. Reports beginning June 2012 and January 2013 onward
 - b. * See minimum Metrics below
6. **Timely and necessary adjustments to the modules, delivery, and or training where appropriate based on effectiveness reports.**
7. **24/7 student web access** to instructional modules.
8. **Facilitation and supporting materials for LEA training** for key stakeholders engaging in and/or supporting **online delivery of the modules** ensuring the understanding of:
 - roles and responsibilities
 - virtual modules design and online delivery
 - how modules support school-based math instruction
9. **Access to modules at the local level** by RI teachers in conjunction with site-based math instruction at no additional cost.
10. **Identified project manager** to coordinate with RIDE project manager for the duration of the project.

11. Ensure linkage to RIDE Instructional Management System (IMS)
through coordination with RIDE IMS project manager.

*** METRICS**

Planning Phase

- Number of VLMM Team meetings held / communications
- Number of participants in engagement meetings

Stakeholder Engagement and Professional Development Phase

- Number of field engagement meetings / communications scheduled
- Number of field engagement meetings held / communications
- Number of participants in field engagement meetings
- Number of educators and school counselors trainings scheduled
- Number of educators and school counselors trainings held
- Number of participants in trainings

Implementation Phase

Selection Criteria Data

- Percentage of students scoring below partially proficient on state assessments in math in 11th grade who are referred to this program
- Percentage of students identified through the Early Warning System & with credit recovery needs in mathematics that participate in the program # of students identified in EWS who did not receive a referral to this program
- Number of students identified in EWS and referred to this program who did not participate in VLMM
- Number of students identified for placement in each module (Pre/Post assessment designed by the vendor)

VLMM Enrollment Data

- Number of student program slots available
- Percentage of available student program slots filled
- Number of students enrolled in the program
- Number of students on the waiting list

Participation Data

- Participation and Usage Rates
- Percentage of students completing halfway point of module (based on content completion)
- Percentage of students who completed module (content completion)
- Average number of modules completed by each student
- Average and median lengths of time to module completion
- Number of students taking the same module multiple times, by number of times (if funded)

Key Outcome Metrics

- Percentage of students who enrolled in the program who score partially proficient or above on state mathematics assessments, by number of modules completed (after participation)
- Percentage of students who enrolled in the program who meet standard for progress toward proficiency.
- Percentage of participating students who graduate from high school.

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 final state purchase order (**on or about November 2011**) and end on 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 **\$195,000**. Please ensure the budget is presented by state fiscal year, which runs from July 1st through June 30th.

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 # 7449067 –"Virtual Learning Math Modules"** by **date and time listed on the cover page of this solicitation**. **Deliver to:**

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.

TECHNICAL PROPOSAL/REQUIRED ELEMENTS

- | | |
|--|-------------|
| 1. Contractor understanding of the Issues (including evidence of effectiveness of development and delivery of online learning modules) | (5 points) |
| 2. Work Plan | (30 points) |
| 3. Capacity of the Vendor to Effectively Administer the Project | (35 points) |
| 4. Quality of Key Personnel (including Curriculum vitae) | (10 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.

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 Appendix A, as described above 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
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

* Include a budget detail page for each fiscal year.