



Solicitation Information
27 March 2012

Request for Proposal #7449587

Academy for Transformative Leadership

Submission Deadline: 30 April 2012 @ 11:00 AM (Eastern Time)

Pre-Bid Conference: No

Questions concerning this solicitation must be received by the Division of Purchases at questions@purchasing.ri.gov no later than **9 April 2012 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
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.

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considered to be irrevocable for a period of not less than sixty (60) days following the opening date, and may not be withdrawn, except with the express written permission of the State Purchasing Agent.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

Request for Proposals Academy for Transformative Leadership

OVERVIEW

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 United States Department of Education. Through a collaborative effort of all stakeholders, the Rhode Island RTTT application was developed based on Rhode Island's strategic education plan, *Transforming Education in Rhode Island*, which describes how Rhode Island will improve education through the year 2015.

With RTTT funding, the Rhode Island Department of Elementary and Secondary Education (RIDE) is building the following collective 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.
- 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 focuses on both the Human Capital Development and the School Transformation and Innovation support systems; however, any proposal should demonstrate consideration of the impact on this system as a whole. As part of that focus, RIDE seeks to collaborate with a vendor to launch an Academy for Transformative Leadership (the "Academy") with the purpose of reshaping support for principals leading identified Persistently Lowest Achieving Schools ("PLA Schools") so that they are turned around. The Academy will also actively seek out, prepare, and certify aspiring school leaders and design/implement an alternative certification program that aligns with the threshold requirements outlined in the state regulations.

Background on Persistently Lowest Achieving School Districts

Due to its size, Rhode Island has been required to identify no fewer than the lowest five percent (or, based on total number of schools in the state, "five") persistently lowest achieving schools since 2009. Utilizing data from the Rhode Island state assessment (NECAP – New England Common Assessment Program), schools are named based on student academic proficiency and, at the secondary level, graduation rate.

The initially identified cohort of PLA schools were located in two districts, Providence Public School District (PPSD) – home to four of the initial cohort of PLA's, and Central Falls School District (CFSD), home to one. Currently, there are thirteen (13) PLA's spanning PPSD, CFSD, Pawtucket School District (PSD), and one state-run school – the Rhode Island School for the Deaf (RISD), with the greatest number of the PLA's named in PPSD.

The state's methods of intervention for these schools is articulated in its *Protocol for Interventions: Persistently Lowest Achieving Schools* (Protocol – see Attachment A), which outlines expectations under the US Department of Education's (US ED's) four models, and set state-level parameters for performance within each.

Relevant District Governance and Contextual Information

PPSD is led by a Superintendent - appointed by a School Board that in turn, is appointed by the Mayor of the city. During the last several months, the PPSD, Rhode Island's largest LEA and the primary recipient of services under RTTT's System 5 (Turning Around the Lowest Performing Schools) has been affected by a variety of challenges. These challenges include changes to municipal and school district leadership as well as the city's struggling financial health.

CFSD is led by a Superintendent – selected by a School Board that is, in turn, appointed by the state's Board of Regents. During the last several months, the CFSD has experienced significant media attention, district-wide unrest related to its educational system, scrutiny of programmatic, financial and operational structures within this system by both local and state agencies.

PSD is led by a Superintendent, appointed by the School Board that is in turn, elected by the constituents of that district. The Superintendent has been in place for less than two years. Both of Pawtucket's secondary schools were identified as persistently low achieving, based largely on graduation rate data. This designation was publicly questioned as one school leader claimed that calculations at the state level were based on incomplete data from the LEA. Notwithstanding, the schools both remained identified as members of Cohort II.

RISD is independently managed by its Board of Trustees (BOT.) Budgetary control and some staffing responsibilities and decision-making authority are shared between RIDE, an interim administrative team (comprised of a Director of Special Education, an Interim Director of Operations and a Human Resources Officer), and the BOT as required under statute. The BOT voted last year to approve a new strategic direction that defines the school as a center for deaf education and services for students, families, and the community across Rhode Island. In the winter of 2010, the BOT appointed an Assistant Director. In March 2011, the Director notified the BOT that her tenure at the school would conclude in June 2011. In Spring 2011, the

Assistant Director notified the BOT of her intention to return to her teaching position. Presently, a search for a Director is underway.

Essential Proposal Element 1:

Vendor's submitting proposals for The Academy must have demonstrated experience supporting districts with a broad array of academic and instructional needs, situated within contexts of larger-scale, municipal change. Reform for the schools in these districts will need to be responsive to a history of academic underperformance, but, more importantly, vendors must show evidence of specific strategies that will equip school leaders with skills to address significant financial, human capital, instructional and systemic growth issues in these underperforming schools and districts.

PLA Identification Process

RIDE constructed the first list of PLA schools through the use of a formula combining school-wide performance in reading and mathematics; NCLB classification; student growth or graduation rates; and school-wide improvement. RIDE has identified two cohorts of PLA schools.

District/LEA	School	Primary Reason for Identification	Cohort I or II
Central Falls	Central Falls High School	Student proficiency – Math/ELA	I
Pawtucket	William E. Tolman Senior HS	Graduation Rate	II
Pawtucket	Shea High School	Graduation Rate	II
Providence	Lillian Feinstein at Sackett Street	Student proficiency - Math/ELA	I
Providence	B. Jae Clanton Complex	Student proficiency – Math/ELA	I
Providence	Roger Williams Middle School	Student proficiency - Math/ELA	I
Providence	Juanita Sanchez Education Complex	Student proficiency – Math/ELA	I
Providence	Mount Pleasant School Middle School	Student proficiency – Math/ELA	II
Providence	Gilbert Stuart Middle School	Student proficiency – Math/ELA	II
Providence	Carl Lauro Elementary School	Student proficiency - Math/ELA	II
Providence	Pleasant View Elementary School	Student proficiency – Math/ELA	II
Providence	Jorge Alavrez High School	Student proficiency – Math/ELA	II
N/A	Rhode Island School for the Deaf	Student proficiency – Math/ELA	II

Instructional Environment and Performance History

The named schools have failed to support students in achieving proficiency over several years. The schools have struggled with student attendance, closure of achievement gaps and, in secondary settings, reaching the minimum rates of graduation for a significant number of students. These facts coupled with the economic and political realities faced by Rhode Island's persistently lowest achieving schools make the creation and longevity of an internal pool of viable, well-trained school leaders an essential component of statewide reform.

Essential Proposal Element 2:

Vendor's submitting proposals for The Academy must have demonstrated experience developing selection criteria, setting up structures for broad outreach, and networking within and around the state and the country to fill current leadership roles. In addition, vendors must be able to provide evidence of simultaneous recruitment and training efforts geared specifically at preparing novice turnaround leaders and providing seasoned school leaders with ongoing opportunities for professional growth and development.

Additional Expertise Sought

The Office of Transformation is a newly established office at RIDE. No member of the team has been in place for two full years. RIDE has experienced difficulty recruiting a full cadre of experienced staff in the area of school transformation and school turnaround. This has resulted in a number of protracted vacancies and consequently, implementation delays during the first year of the grant award. The result of these circumstances is that the vendor selected will need to work within accelerated timelines and develop regular collaborative interactions with staff in the Transformation Office to meet key benchmarks and timelines (See "Project Schedule" on page 8.) This will also require the vendor to show evidence of:

- Building a structure for alternative administrative certification;
- Distinguishing the characteristics, skills and dispositions of turnaround versus traditional school leaders;
- Working collaboratively with RIDE staff to manage the landscape of varying district needs within the suite of tools expected to be delivered by the bidder;

Essential Proposal Element 3:

Vendor's submitting proposals for The Academy must have demonstrated experience in building both district and local school leadership. This means that vendors must distinguish between levels of authority and influence at the district and school levels, and identify systems within each that have either contributed to or hindered progress towards academic and instructional success for students. A history of establishing professional learning communities and shared learning opportunities for these leadership teams should be evident. This element is a key consideration to maintain sustainability beyond the life of the Race to the Top grant award.

The Academy for Transformative Leadership

The primary focus of the Academy will be:

- Turnaround Leaders' Program development and implementation for existing and aspiring principals;
- Turnaround Schools Summer Institute ("Summer Institute") development and implementation to offer intensive professional development for principals and their leadership teams;
- On-going School Leadership Team Training Program ("Additional Modules") to provide professional development modules and adequate follow-up sessions to principals and leadership teams from all RTTT-participating LEAs.
- Alternative Certification Program developed and implemented to encourage nontraditional pathways to recruit and rigorously select highly effective professionals into the classroom and leadership roles, especially for underperforming schools.

The Academy falls under the Office of Transformation in the RIDE organization. RIDE seeks a professional 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 (CTO) leads and administers the Department's implementation of the state's innovative approaches to schooling. This work happens in several ways:

- 1) Through work with the persistently lowest-achieving schools, which includes the delivery of technical assistance related to federal and state funding sources geared towards reform in underperforming districts and schools, in collaboration with district level

leaders, works to set goals and objectives leading to successfully transformed underperforming schools, and with the support of the School and District Monitoring and Accountability Specialist, establishing the measurement and monitoring structures for schools and districts in receipt of state and local funds.

- 2) The CTO provides direct support to central office and school administrators of districts in need of intervention toward increased student achievement, works collaboratively with district leaders to organize 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.
- 3) The CTO also 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 CTO 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. To the extent possible, the CTO facilitates discussions between PLA's and charters towards engagement between the two in service to instructional improvement and increases in student achievement.

Academy Director (1) –The Academy Director is responsible for designing, 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 to establish financial sustainability after the RTTT grant period is over.

Transformation Specialist (2) – The Transformation Specialists (TS's) will support the CTO in providing quality technical assistance to districts as they develop School Reform Plans (SRP.) The TS is responsible for quality assurance and services including review of vendor service performance and delivery and alignment with the School Reform Plan. Transformation Specialists will also engage with RIDE finance officers to ensure that lists of qualified vendors are available for PLA districts, and that those identified meet standards of quality and expectations set forth in the Basic Education Program and RIDE Strategic Plan. TS's will also provide monitoring support for School Achievement Specialists procured at the district level.

School District Accountability and Monitoring Specialist (1) – *The School District Monitoring and Accountability Specialist* manages federal grants, communicates federal/state compliance protocols and processes that districts have in holding their schools accountable to those state and federal guidelines. The specialist assesses district capacity and supplements it where needed, and sets up a system of accountability system and designs protocols that address allowable use of state and federal funds.

Currently, the Chief Transformation Officer, the Academy Director, and support staff have been hired. RIDE expects the remaining positions to be filled by the start of this contract.

SCOPE OF WORK

Tasks

1. Turnaround Leaders' Program:

From the awarding of the contract through September 2014, the vendor will develop, design, and fully implement a curriculum and a program utilizing national research on the competencies and characteristics of turnaround leaders in schools to train existing and aspiring school leaders. It is anticipated that the recruitment and selection process will be sufficiently rigorous to assure that only the top applicants are accepted into the program, and yet expansive enough to assure a large (30+) pool of candidates for screening. It will provide for training in a minimum of the four proficiency areas identified by RIDE Strategic Plan (instructional leadership, data-driven instruction, transformative culture, and performance management of school personnel). It will also provide for 1:1 coaching support for principals in PLA schools at a minimum of 6 hours per day for at least one day per week for 40 weeks for a minimum of 1 year following completion of the Summer Institute. Additional follow-up coaching at a lesser frequency will be included for the second year for the school leader. Bi-weekly cohort meetings will provide opportunities for collegial learning as well as professional development and growth for areas indicated in the gap analysis. A minimum of a 10 week residency will be included in the program for the aspiring leaders.

By the summer 2012, the vendor will be ready to implement a program eligible for alternative certification for aspiring leaders. 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. In collaboration with the RIDE Office of Educator Quality and the Transformation Office, the vendor will plan for the design of this program, allowing six (6) months for state approval prior to the start of the program. The vendor will work in cooperation with the Academy Director to develop any necessary Memorandums of Understandings with higher education partners.

2. Turnaround/Leadership Schools Summer Institute ("Summer Institute"):

For the Summers of 2013 and 2014, the vendor will provide design and delivery support to RIDE Academy Director for Summer Institute 2013 and 2014 for school principals and their turnaround/leadership teams. The training workshops will build capacity of the school turnaround/leadership teams in the four proficiency areas (instructional leadership, data-driven decision-making, transformative culture, and performance management of school personnel). A minimum of 10 days at 6 hours per day for the 5 members of the schools' leadership teams, plus the cadre of turnaround leaders being trained must allow for flexibility in the number of participants as we shift from PLA schools to Priority and Focus Schools. The Summer Institute will provide school leaders and their turnaround teams with the materials and tools for continual monitoring and implementation of strategies to analyze and enhance learning. Follow up of additional 5 days per PLA school throughout the school year to address individual issues or concerns as identified by the gap analysis or by ongoing progress monitoring. A tool to measure the changes in behavior/practices will be provided to RIDE. It is critically important that this training build capacity for local providers to deliver instruction for the Summer Institute 2014 and beyond.

3. On-going School Turnaround/Leadership Team Training Program (“Professional Development Modules”):

Starting after summer 2012 and in cooperation with the Academy, the vendor will offer a minimum of four professional development modules of at least twelve hours each to leaders and leadership teams from all PLA Schools. Each school principal may include up to five (5) individuals on their turnaround/leadership team. Modules should be unique and research-based, and should address areas in which our PLA schools are struggling as identified in their school reform plan. Additionally they should be designed so as to complement and enhance the Summer Institute trainings. Additional virtual modules will also be developed and made available through the RIDE website for an addition of at least twelve more hours of professional development. These will be of varying lengths as appropriate to address emerging issues as they arise. All curriculum, materials, and assessment tools will become the property of RIDE. The vendor will provide evidence that these trainings can and do impact student learning/achievement.

Project Schedule

Task	Implementa- tion Date	Completion Date	As evidenced by:
Turnaround Principal's Program	Award date	Est. June 2012	A fully executed recruiting and selection process with a high quality pool of candidates as defined by a written prescreening process;
		July 30, 2012	Draft curriculum, instructional materials, and coaching plan
		August 2012 August 2013	Year three class of 6 aspiring leaders completed; Year four class of 6 aspiring leaders completed;
		Sept 2012 Sept 2013	Placement of aspiring leaders in Providence (10) and Pawtucket (2); Capacity for 13 more aspiring leaders for turnaround in priority and focus schools.
		Sept 2013 Sept 2014	End of year report on performance of turnaround principals in the 4 proficiency areas based on principal evaluations and student data.
		August 2014	Finalized curriculum, instructional materials, and coaching plan to become the property of RIDE.
		Alternative Certification	Award date
Turnaround Schools Summer Institute	July 2013	Sept. 2013	Summer Institute 2013 of a minimum of ten (10) days of intensive training for 5 person teams from low-performing schools implemented by vendor; Draft curriculum, instructional materials and behavior/practices changes measurement tool.
	July 2014	Sept. 2014	Summer Institute 2014 of a minimum of ten (10) days of intensive training for 5 person teams from low-performing schools planned by vendor and Academy and provided by local providers; Revised curriculum, instructional materials, and behavior/practices measurement tool to become the property of RIDE.

Professional Development Modules	June 2012	June 2013	Completion of a minimum of four (4) unique and relevant professional development modules for at least 12 total hours each to become the property of RIDE; Completion of three (3) virtual modules offered free throughout term of the grant and will become the property of RIDE.
	June 2013	June 2014	Completion of a minimum of four (4) unique and relevant professional development modules for at least 12 total hours each to become the property of RIDE; Completion of three (3) virtual modules offered free throughout term of the grant and will become the property of RIDE.

Deliverables

The vendor will be responsible for the design and delivery of all Academy components in cooperation with the Academy Director from spring 2012 through the school year 2012-2013. As the capacity of the School Leadership Teams is built, the vendor will be responsible for portions of the design and delivery for school year 2013-2014 as identified below:

Deliverables	Begin Date*	End Date*
Turnaround Leaders' Program		
Research effective models of transformative leadership and identify essential elements of leadership. Specify leadership gaps and needs within districts (PLA's).	Upon award	YR2 Q4
Work with the Director of the Academy to design the structure and program delivery of the Academy through a minimum of monthly meetings for progress monitoring and written updates.	Upon award	YR4 Q4
Complete Recruitment and Selection of participants in school year 2011-2012 (six aspiring leaders in group 1). (screening of a minimum of 30 candidates)	YR2 Q3	YR2 Q4
Develop Residency School-Year Training Workshops for school year 2012-2013, including workshop curriculum, instructors, and implementation plan; Written plan to include training of local facilitators and supports for transitioning to local facilitation of these workshops.	YR2 Q3	YR2 Q4
Agenda for school visits by RIDE Transformation Office members and aspiring principals to observe turnaround schools in school year 2012-2013.	YR2 Q3	YR2 Q4
Complete design for coursework program to begin fall 2012.	YR2 Q3	YR2 Q4
Evaluation tools and process to monitor program effectiveness.	YR2 Q3	YR2 Q4
Selection, training, and performance monitoring of coaches in school year 2012-2013. (Coaching 1X per week for a minimum of 6 hours per day for at least 40 weeks in year 1 of residency)	YR2 Q4	YR3 Q1
Evaluation report for Year 3 Turnaround Leaders Program.	YR2 Q4	YR3 Q4

Support of Recruitment and Selection in school year 2012-2013 (six aspiring leaders in group 2). (screening of a minimum of 30 candidates)	YR3 Q4	YR3 Q4
Residency School-year Training Workshops in school year 2013-2014, including workshop curriculum and instructors; training of local facilitators and supports for transitioning to local facilitation of these workshops.	YR3 Q3	YR4 Q4
Gradual Release Coaching support for group 1 – a minimum of 1X per month for 10 months per school leader.	YR3 Q3	YR4 Q4
Selection, training, and performance monitoring of coaches in school year 2013-2014. (Coaching 1X per week for a minimum of 6 hours per day for at least 40 weeks in year 1 of residency)	YR3 Q4	YR4 Q1
Evaluation report for Year 4 Turnaround Leaders Program.	YR3 Q4	YR4 Q4
Alternative Certification		
Completed coursework for alternative certification and identification of course providers by fall 2012.	Upon award	YR2 Q4
Calendar of coursework schedule.	Upon award	YR2 Q4
Completed Memorandums of Understanding with higher education institutions demonstrating collaboration and cooperation for the Alternative Certification of Turnaround Principals.	Upon award	YR2 Q4
Summer Institute		
Curriculum, materials, and instructors for Summer Institute 2013.	YR3 Q1	YR3 Q3
Process and evaluation tools to evaluate Summer Institute 2013.	YR3 Q1	YR3 Q3
Tools with well-defined performance benchmarks 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.	YR3 Q1	YR3 Q3
Delivery of Summer Institute 2013 – minimum of 10 days @ 6 hours per day for leadership teams of 5 per PLA/priority school		YR3 Q4
Follow-up to Summer Institute 2013 – minimum of 5 days @ 6 hours per day throughout the school year	YR4 Q1	YR4 Q4
Monitor and evaluate the effectiveness of the program and adjustments as needed as evidenced by an evaluation report of the program as it relates to student achievement.	YR3 Q4	YR4 Q1
Identification, screening, selection, training and supports for local providers to deliver instruction for Summer Institute 2014.	YR4 Q1	YR4 Q3
Monitor and evaluate the effectiveness of the program and adjustments as needed	YR4 Q1	YR4 Q3
Curriculum and materials for Summer Institute 2014.	YR4 Q1	YR4 Q3
A documented plan to revise Summer Institute 2014, as necessary.	YR4 Q1	YR4 Q3
Delivery of Summer Institute 2014 – minimum of 10 days @ 6 hours per day for leadership teams of 5 per PLA/priority school		YR4 Q4
Follow-up to Summer Institute 2014 – minimum of 5 days @ 6	YR4 Q4	YR4 Q4

hours per day		
Monitor and evaluate the effectiveness of the program and adjustments as needed as evidenced by an evaluation report of the program as it relates to student achievement.	YR4 Q4	YR4 Q4
Professional Development Modules		
Design of a minimum of four (4) professional development modules at a minimum of 12 hours training each for school year 2012-2013 for at least 25 participants, including curriculum and materials to become the property of RIDE.	Upon award	YR2 Q4
Deliver a minimum of four (4) professional development modules at a minimum of 12 hours training each for school year 2012-2013 for at least 25 participants.	YR3 Q1	YR3 Q3
Design of a minimum of three (3) virtual modules at a minimum of 12 additional hours of training total for school year 2012-2013, to become the property of RIDE and be placed on RIDE website.	Upon award	YR3 Q2
Delivery of a minimum of three (3) virtual modules at a minimum of 12 additional hours of training total for school year 2012-2013 via the RIDE website.	YR3 Q1	YR3 Q4
Instructors to deliver and co-deliver with local providers professional development modules in school year 2012-2013.	Upon award	YR2 Q4
Identification, screening, selection, and training of local instructors to begin co-facilitating modules in school year 2012-2013 and fully deliver modules in school year 2013-2014.	Upon award	YR3 Q1
Design of a minimum of four (4) professional development modules at a minimum of 12 hours training each for school year 2013-2014 for at least 25 participants, including curriculum and materials to become the property of RIDE.	YR3 Q4	YR4 Q1
Delivery of a minimum of four (4) professional development modules at a minimum of 12 hours training each for school year 2012-2013 for at least 25 participants, including curriculum and materials to become the property of RIDE.	YR4 Q1	YR4 Q4
Design of a minimum of three (3) virtual modules at a minimum of 12 additional hours of training total for school year 2013-2014, to become the property of RIDE and be placed on RIDE website.	YR3 Q4	YR4 Q1
Delivery of a minimum of three (3) virtual modules at a minimum of 12 additional hours of training total for school year 2012-2013, to become the property of RIDE and be placed on RIDE website.	YR4 Q1	YR4 Q4
Instructors to deliver and co-deliver with local providers workshops in school year 2013-2014.	YR3 Q4	YR4 Q1
Evaluation of 2012-2013 modules and written recommendations for changes to incorporate when planning for the school year 2013-2014 program through progress monitoring tools.	YR2 Q4	YR4 Q4
Building Capacity		
Communication plan for vendor and Transformation Team.	Upon award	YR2 Q4
Monthly check-in meetings with District Leaders and Academy	Upon	YR4 Q4

Director to monitor progress and address issues or concerns.	award	
Calendar and project plan for transition in school years 2012-13 and 2013-14.	YR3 Q3	YR3 Q4
Document assessing RIDE's ability to fully implement the Academy; including financial analysis and human capacity.	Upon award	YR4 Q4

*see attached list of quarters

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.
- To the extent possible, vendors should present evidence of successful trainings, programs, and activities that have directly impacted student learning, contributed directly to student learning and/or proficiency as demonstrated through valid, reliable, recognized quantitative measures.
- Bidders must provide an overview of key personnel assigned to the project including education and prior experience.
- Bidders are encouraged to identify specific roles, responsibilities and tasks (as named in the "deliverables" section of this document) to which specific team members will be assigned.
- 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, including the particular tasks to which sub-contractors and affiliated staffs will be assigned.

TERMS OF THE CONTRACT

The contract will begin upon issuance of the state purchase order (**estimated May 2012**) and end September 23, 2014 (contract end date will align with the state fiscal year end of June 30, 2015). 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. *RIDE also reserves the right to award the work to multiple vendors.*

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 \$ 2,636,075. Please ensure the budget is presented by state fiscal year, as follows:

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

PROPOSAL SUBMISSION

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

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 (CD / flash drive). Microsoft Word / Excel OR PDF format is preferable. Only 1 electronic copy is requested. This CD or flashdrive should be included in the proposal marked "original".

Mark all bid packages, or mailed envelopes, with the RFP (solicitation) number and submission deadline on the outside of the package or envelope

Deliver to: Department of Administration
Office of Purchases
One Capitol Hill
Providence, Rhode Island 02908

NOTE: Contractor assumes all responsibilities for proposals submitted by mail or commercial delivery service. Proposals misdirected to other state locations or which are otherwise not present in the Office of Purchases at the time of opening, for any cause, will be determined to be late and will not be considered. Proposals faxed, or emailed, to the Division of Purchases will not be considered. The "official" time clock is located in the Division of Purchases Reception area.

All document pages are to be numbered in consecutive order.

TECHNICAL PROPOSAL/REQUIRED ELEMENTS

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

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.

The State reserves the right to accept, or reject, any, or all, options, bids, or proposals, to award on the basis of cost alone, and to act in its best interest

APPENDIX A

BUDGET MULTI-YEAR PROJECTS

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

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

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

BUDGET DETAIL SHEET
 FISCAL YEAR _____

SALARY AND FRINGE BENEFIT DETAIL

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

DETAIL OF CONSULTANT

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

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

EXPENSE CATEGORY	DESCRIPTION	COST

* Please provide a detailed budget sheet for each state fiscal year. State fiscal year – July 1st through June 30th.

RTTT Quarters by Month

YR 1	YR 2				YR 3				YR 4			
	Q1:	Q2:	Q3:	Q4:	Q1:	Q2:	Q3:	Q4:	Q1:	Q2:	Q3:	Q4:
Sept '10	Sept '11	Dec '11	Mar '12	June '12	Sept '12	Dec '12	Mar '13	June '13	Sept '13	Dec '13	Mar '14	June '14
Aug '11	Nov '11	Feb '12	May '12	Aug '12	Nov '12	Feb '13	May '13	Aug '13	Nov '13	Feb '14	May '14	Aug '14