



REQUEST FOR PROPOSAL (RFP) – BID# 7542366

CONSULTING SERVICES - SCHOOL AS A TEACHING TOOL

SUBMISSION DEADLINE: Monday, January 06, 2014 at 11:00 AM (ET)

PRE-BID CONFERENCE: **NO**
 YES _____

Mandatory: **NO**
 YES: Any vendor who intends to submit a bid proposal in response to this solicitation must have its designated representative attend the mandatory pre-bid conference. The representative must register at the pre-bid conference and disclose the identity of the vendor whom he/she represents. Because attendance at the pre-bid conference is mandatory, a vendor’s failure to attend and register at the pre-bid conference shall result in disqualification of the vendor’s bid proposal as non-responsive to the solicitation.

Buyer Name: **GAIL WALSH**
Title: **CHIEF BUYER**

QUESTIONS concerning this solicitation must be received by the Division of Purchases at (gail.walsh@purchasing.ri.gov) no later than (Monday, December 23, 2013, 5:00 PM (ET)). Questions should be submitted in a *Microsoft Word attachment*. Please reference the bid number (Bid #7542366) on all correspondence. Questions received, if any, will be posted on the Rhode Island Division of Purchases website as an addendum to this solicitation. It is the responsibility of all interested parties to download this information.

SURETY REQUIRED: **NO**

BOND REQUIRED: **NO**

DISK BASED BID: **NO**

NOTE TO VENDORS:
Vendors must register on-line at the Rhode Island Division of Purchases website at www.purchasing.ri.gov. Offers received without the completed four-page Rhode Island Vendor Information Program (RIVIP) Generated Bidder Certification Cover Form attached may result in disqualification.

THIS IS NOT A BIDDER CERTIFICATION FORM

Request for Proposals
School as a Teaching Tool Consulting SERVICES

The Rhode Island Department of Administration, Division of Purchases, on behalf of the Rhode Island Department of Education (RIDE), is requesting proposals and statements of qualifications from interested individuals and organizations to provide School as a Teaching Tool Consulting Services to RIDE on an as-needed basis by entering into a Master Price Agreement (MPA) with the State of Rhode Island, in accordance with the terms of this solicitation and the General Conditions of Purchase (available at www.purchasing.ri.gov).

INSTRUCTIONS AND NOTIFICATIONS TO OFFERORS

Potential offerors are advised to review all sections of this 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 charles.newton@doa.ri.gov. 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 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 222-3090 or via email raymond.lambert@hr.ri.gov.

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

The Rhode Island Department of Education (RIDE) School Construction Program provides guidance and oversight of school construction and renovations in Rhode Island public school facilities. RIDE provides assistance as schools and districts undertake a multi-stage Necessity of School Construction Application to identify school facilities' needs across the schools and districts buildings.

As part of the School Construction Regulations, all new construction or renovation projects must comply with the requirements set forth in the most recent Northeast Collaborative of High Performing Schools (NECHPS) protocol. Approved projects provide high quality learning environments, conserve natural resources, consume less energy, are easier to maintain, and provide an enhanced school facility. In addition, the school district is required to incorporate high quality environmental education by integrating sustainability throughout the curriculum, campus, and community. This is accomplished by implementing the components of the School as a Teaching Tool protocol (see Appendix B). The School as a Tool protocol, makes use of the school itself as a hands-on laboratory and integrating environmental education activities into science, math, civics and government, engineering and technology, language arts, art, and elective courses. This provides abundant opportunity for real world problem solving and instruction on the benefits of high-performance design while helping prepare an environmentally literate student body.

This Request for Proposal (RFP) is to solicit the services of professional educational consultants to assist districts in developing and implementing a School as a Teaching Tool protocol, including assisting with the development of environmental education curricula for individual RI school districts.

This Request for Proposals is to solicit responses so that services may be obtained by Schools and Districts in a timely fashion for specific projects of work. No estimate or commitment to a specific level of spending or to a specific project is made by this request; however, all projects authorized under the MPA that result from this request will be supported by a written agreement that details the scope of work, tasks, deliverables, project schedule, and budget. Vendors selected under this solicitation will be placed on the qualified vendor list for MPA #XXX and will be subject to the state's General Conditions of Purchase (available at www.purchasing.ri.gov), the terms of this request, and any specific terms and conditions set forth in MPA #XXX.

SCOPE OF THE WORK

The successful contractors will be required to collaborate with the individual school district, RIDE, and other private and public agencies, to develop the School as a Tool program by integrating sustainability through curriculum, campus, and community as outlined below:

- **Develop and Implement a Plan to Utilize the Facility as a Teaching Tool:** The contractor, in partnership with school personnel, will develop a plan to use the school as a hands-on laboratory for learning about indoor environmental quality, energy efficiency, and renewable energy. This plan must integrate environmental education concepts into the school's existing curriculum, providing abundant opportunity for real world problem solving and instruction on the benefits of sustainable building practices. In order to assist the district in complying with the NECHPS Policy Prerequisite 8 (Utilize the Facility as a Teaching Tool), the plan must include at least:
 - At least one annual workshop for staff that covers the educational and environmental benefits of the facility
 - A detailed plan to incorporate education regarding the high performance aspects of the school in existing curricula, as appropriate depending on grade level taught
 - A plan to use the informational kiosk or displays to learn about the educational and environmental benefits of the CHPS project

Vendors may also be asked to provide assistance with the following aspects of the School as a Tool protocol:

- **Establish a Green Team:** The contractor will work with the school district to assemble a motivated and empowered group of stakeholders including, but not limited to, principals, teachers, facility managers, students, nurses, and/or parents. The contractor will also assist the Green Team in establishing and meeting achievable goals for improving school indoor environmental quality, achieving better health outcomes, and using the facility as a teaching tool for sustainability.
- **Lead and conduct workshops** that cover and pertain, but are not limited to, the educational and environmental benefits of the facility, the Green Ribbon Schools program, and/or environmental education.
- **Conduct a School Environment Survey:** The consultant will work with students and teachers to conduct assessments using resources available in the EPA's Tools for Schools Action Kit, including the walkthrough inspection checklist.
- **Inform and Involve the Community:** The contractor will assist the school district in facilitating communication about the School as a Tool program, EPA's Tools for Schools, and the Green Ribbon Schools program within and outside of the whole school community.
- **Monitor and Evaluate Progress:** The contractor will help the school district develop metrics to gather and analyze information and data initiated through the School as a Tool program.

- Apply to the Green Ribbon Schools Program: Upon completion of the above work, the contractor will advise the school district on how to apply for a Green Ribbon Schools Award, a national program that recognizes schools that save energy, reduce costs, feature environmentally sustainable learning spaces, protect health, foster wellness, and offer environmental education to boost academic achievement and community engagement. The contractor will assist the district, as requested, in filling out the application for consideration.

In general, applicants must have excellent written and oral communications skills; the ability to interact effectively with a wide variety of constituencies; and knowledge of the Rhode Island General Laws. Respondents must also be able to cope with a high degree of variety of work, manage complex and demanding activities, meet agreed-upon timelines, and work independently.

Appendix A contains budget detail sheets.

Supporting documentation, including the NECHPS may be accessed on RIDE's website: <http://www.ride.ri.gov/FundingFinance/SchoolConstructionProgram.aspx>.

TERMS OF THE AGREEMENT

The Master Price Agreement will begin upon issuance of a state purchase order (on or about **January 2014**) and end **June 30, 2016**. The State retains the option of granting a time extension of up to **12 months**.

COST PROPOSAL

Offerers are to price their services for the term of the MPA. Cost proposals should specify pricing for year 1 (approx. 6 months), year 2, year 3, and the option year 4. If only one set of prices are offered, that pricing will remain constant through the term of this MPA.

The cost proposal for each year must be prepared using the budget detail sheets found in Appendix A. These forms require the bidder to indicate the hourly rates for salary and fringe by name (if available) and position title for all personnel that may work on a project. The form provides space for the cost of consultants that the bidder may hire and for other expenses that the bidder may charge. Actual names are not required, and position titles for staff and consultants whose names are to be determined (TBD) may be indicated. Travel may be estimated by the cost of mileage or a day's travel by car or a single trip by air. If the bidder requires an administrative fee, please enter this in the "other expense" category and indicate the percent of direct costs of the fee.

Placement of a vendor on the MPA **does not** guarantee income. Vendors will be contacted on an as needed basis, and all actual costs for each project will be negotiated upon award of a specific project to a specific vendor under this MPA.

TECHNICAL PROPOSAL REQUIRED ELEMENTS / EVALUATION CRITERIA

1. Technical Approach **(15 points)**.
 - Describe your proposed approach to environmental education consulting. Include a description of your team and their areas of participation.
2. Organizational Capacity **(15 points)**
 - Provide a brief summary of the history, goals, and key achievements of you/your organization related to the purpose and priorities of this solicitation.
 - Submit an organizational chart if one is available. Provide a summary of you/your organization's overall budget and describe you/your organization's capacity to manage projects.
3. Environmental Education Consulting Experience **(20 points)**
 - Describe you/your organization's experience and expertise in the areas environmental education analyses for schools, commercial, industrial or municipal facilities.
 - Provide one example of a environmental educational evaluation you/your organization have/has performed within the last two years.
 - Include three (3) references and/or letters of recommendation.
4. Staffing **(20 points)**
 - Outline the major responsibilities and related qualifications of each staff position in your organization.
 - Include full resumes.
 - Describe how you/your organization will select, supervise, and evaluate any consultants hired. Highlight areas where you expect to supplement staff expertise with consultant expertise.
5. Cost Proposal (referenced above) **(30 Points)**

Offerors must receive a minimum of 70 technical points, out of a possible 100 to gain status as an approved service provider on MPA # XXX. Cost proposals for vendors not scoring at least 40 technical points will not be provided to the agency. Placement on the Master Price Agreement approved service provider list is no guarantee of income.

NOT WITHSTANDING THE ABOVE, THE STATE RESERVES THE RIGHT TO AWARD ON THE BASIS OF COST ALONE, TO ACCEPT OR REJECT ANY OR ALL OPTIONS, BID PROPOSALS, AND TO ACT IN ITS BEST INTEREST.

PROPOSALS FOUND TO BE TECHNICALLY OR SUBSTANTIALLY NON-RESPONSIVE AT ANY POINT IN THE EVALUATION PROCESS WILL BE REJECTED AND NOT CONSIDERED FURTHER.

THE STATE MAY, AT ITS SOLE OPTION, ELECT TO REQUIRE REPRESENTATION (S) BY OFFERORS CLEARLY IN CONSIDERATION FOR AWARD.

APPENDIX A

Budget Detail Sheets

BUDGET DETAIL SHEET *
 FISCAL YEAR _____

EMPLOYEE SALARY AND BENEFIT DETAIL (TOTAL COMPENSATION)**

NAME	POSITION TITLE	NUMBER OF HOURS	HOURLY RATE (including benefits)	SALARY and BENEFIT TOTAL \$
TOTAL REQUEST				

PURCHASED SERVICES DETAIL

NAME	POSITION TITLE	HOURS	HOURLY RATE \$	TOTAL \$
TOTAL REQUEST				\$

OTHER EXPENDITURES DETAIL

EXPENSE CATEGORY	DESCRIPTION	TOTAL
Supplies and Materials		
Travel ***		
Printing		
Office Expense		
Other: <i>(describe)</i>		
Indirect Cost		
	Total	\$

* Please include a detail budget sheet for each state fiscal year (July 1st – June 30th)

** Please round hourly rates to the nearest whole dollar and ensure there are no rounding differences with the extended totals.

*** Reimbursement for travel within the continental United States is limited to the per diem rates established by the General Services Administration (GSA). Per diem rates are posted at www.gsa.gov/perdiem.

Appendix B

School as a Teaching Tool Protocol

Rhode Island School as a Tool Protocol SCHOOL/DISTRICT Agreement

SCHOOL/DISTRICT _____

By this agreement, the SCHOOL/DISTRICT commits to implementing the School as a Tool / RI Sustainable Schools Protocol, pursuant to the RIDE School Construction Program.

The SCHOOL/DISTRICT has extensive infrastructure ideal for the School as a Tool protocol. The school itself can become a hands-on teaching tool to enable instruction about the benefits of high-performance design as well as to help prepare an environmentally literate student body. According to the RI Environmental Literacy Plan (2011), an environmentally literate student is one who has “the opportunity to become aware, inquire, investigate, and develop responsible citizenship action plans or behavior regarding local, national, or global environmental issues.” In preparing environmentally literate students, RI schools and communities also “have the opportunity to concurrently improve students’ proficiency” in core academic areas.

The SCHOOL/DISTRICT will develop the School as a Tool program by integrating sustainability through curriculum, campus, and community as outlined in the five (5) components below.

I. Establish a Green Team

The SCHOOL/DISTRICT will assemble a motivated and empowered group of stakeholders including, but not limited to, principals, teachers, facility managers, students, nurses, and/or parents. The Green Team will:

- adopt an environmental vision statement specific to the SCHOOL/DISTRICT.
- plan and develop an action plan to be shared with all stakeholders.
- meet on a regular basis to implement, and monitor the action plan.
- coordinate and direct School as a Tool related initiatives and activities.

Resources for establishing a green team:

- *Green Schools Initiative:* <http://greenschools.net/>
- *Healthy Schools Campaign:* <http://www.greencleanschools.org/>
- *RIC Green Initiatives:* <http://www.ric.edu/green/>
- *URI Green Team:* <http://www.uri.edu/sustainability/greenteams.php>
- *The Green Team (Massachusetts):* <http://www.thegreenteam.org/>
- *Eco-Schools:* <http://www.eco-schools.org/>

II. Conduct a School Environment Survey

Students and teachers will engage in data collection to acquire information about the SCHOOL/DISTRICT that will inform their forthcoming decisions.

- The survey might collect data on: greenhouse gas emissions; water quality and conservation; waste production and disposal; recycling; transportation methods; pest management; air quality; cleaning products and chemical management; physical fitness and outdoor time; food and nutrition; environmental education activities; and more.

- *Resources for conducting a school environment survey:*
- *RI Green Ribbon Schools Online Application:*
<http://www.ride.ri.gov/finance/funding/construction/schoolconstruction.aspx>
- *Green Flag Schools' The School Environment Survey:*
<http://www.greenflagschools.org/Survey.pdf>
- *US EPA Healthy School Environment Resources:* *<http://cfpub.epa.gov/schools/index.cfm>*
- *Energy Education & Workforce Development:*
<http://www1.eere.energy.gov/education/lessonplans/default.aspx>

III. Integrate Environmental Literacy into the Existing Curriculum

Using the school as a hands-on laboratory and integrating environmental education activities into science, math, civics and government, engineering and technology, language arts, art, and elective courses provides abundant opportunity for real world problem solving and instruction on the benefits of the SCHOOL/DISTRICT's sustainable building. The following section describes five (5) key elements in the School as a Tool program, each followed by examples of how the SCHOOL/DISTRICT may integrate them into the curriculum.

- Integrate environmental and sustainability concepts throughout the curriculum. Examples include:
 - creating environmental education units and lesson plans aligned to state and national standards (i.e. Common Core State Standards, Grade Level Expectations/Grade Span Expectations, etc.).
 - using sustainability and the environment as a context for learning science, technology, engineering and mathematics thinking skills and content knowledge.
 - establishing opportunities for interdisciplinary learning about the key relationships between environmental, energy and human systems.
 - allowing students to undertake study of environmental and sustainability themes such as energy, water, forest, pollution, and waste.
 - providing real-world contexts and relevant issues by using the facility as a teaching tool for indoor environmental quality, energy efficiency, renewable energy, and more.
 - involving the entire school in initiatives such as saving water, recycling, and saving energy.
 - using sustainability and the environment as a context for learning green technologies and career pathways.
 - offering environmental science courses.
- Integrate environmental literacy into student exhibitions, portfolios, and course assessments. Examples include:
 - incorporating environmental and sustainability concepts into classroom based and school wide assessments.
 - allowing students' civic and community engagement projects to focus on environmental and sustainability topics.
 - creating an environmental or sustainability literacy graduation requirement.
 - Provide and/or promote professional development opportunities in environmental and sustainability education for all teachers.
 - Promote outdoor education and time spent in nature. Examples include:
 - using the school yard, parks, and/or field trips to engage students in meaningful outdoor learning experiences at every grade level.
 - using outdoor settings to teach an array of subjects in contexts, engage the broader community, and develop civic skills.
 - Increase alignment to North American Association for Environmental Education's (NAAEE) Guidelines for Learning.

Resources for integrating environmental literacy into the existing curriculum:

- *RI Environmental Literacy Plan:*
http://rieaa.org/images/stories/RI/documents/ri_elp_plan_2011.pdf (NEEDS TO BE UPDATED)
- *NAAEE's Guidelines for Learning:* <http://eelinked.naaee.net/n/guidelines/topics/Excellence-in-EE-Guidelines-for-Learning-K-12>
- *Green Ribbon Schools:* <http://www2.ed.gov/programs/green-ribbon-schools/index.html>
- *Green Strides Resources:* <http://www2.ed.gov/about/inits/ed/green-strides/resources.html>
- *PLT Green Schools! Program:* <http://www.plt.org/about-project-learning-tree-greenschools-program>
- *Green Education Foundation:* <http://www.greeneducationfoundation.org/>

IV. Inform and Involve the Community

The SCHOOL/DISTRICT will facilitate communication about the School as a Tool program within and outside of the whole school community. Such activities can include:

- partnering with external organizations to implement the School as a Tool program.
- operating an information kiosk in the community where information pertaining to the School as a Tool program is regularly updated.
- developing a website/webpage to update the community on the School as a Tool program.
- organizing a semi-annual or annual event to showcase the ways in which students are involved in the School as a Tool program.
- conducting educational workshops for school personnel, parents, students, and/or community members.

Resources for informing and involving the community:

- *RI Environmental Education Association:* <http://rieaa.org/>
- *Sustainable Schools Network:* <http://www.apeiron.org/new/education/rissn.php>
- *Earth Day Network:* <http://edu.earthday.org/>

V. Monitor and Evaluate Progress

By gathering and analyzing information and data initiated through the School as a Tool program, the SCHOOL/DISTRICT will be able to measure progress, inform future decisions, and even promote the program when applying for recognition or funding. Such activities can include:

- conducting an annual school survey of teachers, students, parents, and other project partners.
- facilitating an annual meeting or seminar to obtain feedback from project partners.

Resources for monitoring and evaluating progress:

- *Educational Survey Templates:* <http://www.surveymonkey.com/mp/education-survey-templates/>
- *School Survey Templates:* <http://www.websurveymaster.com/1-School-Survey-templates->

VI. Apply to the Green Ribbon Schools Program

The SCHOOL/DISTRICT will apply for a Green Ribbon Schools Award, a national program that recognizes schools that save energy, reduce costs, feature environmentally sustainable learning spaces, protect health, foster wellness, and offer environmental education to boost academic achievement and community engagement.

Resources for applying to the Green Ribbon Schools Program:

- *Online Application:*
<http://www.ride.ri.gov/finance/funding/construction/schoolconstruction.aspx>
- *US Department of Education Green Ribbon Schools:* <http://www2.ed.gov/programs/green-ribbon-schools/index.html>

Timeline

By _____, the SCHOOL/DISTRICT will submit an environmental vision statement, action plan, roster, and meeting schedule.

By _____, the SCHOOL/DISTRICT will submit the results from the school environment survey.

By _____, the SCHOOL/DISTRICT will submit a preliminary proposal for how it will integrate environmental literacy into the curriculum; inform and involve the community; and monitor and evaluate progress.

By _____, the SCHOOL/DISTRICT will submit a final program description for how it will integrate environmental literacy into the curriculum; inform and involve the community; and monitor and evaluate progress.

By _____, the SCHOOL/DISTRICT will implement the approved program.

By _____, the SCHOOL/DISTRICT will apply to the Green Ribbons School program.

In addition, the SCHOOL/DISTRICT will welcome the opportunity to be active participants in sustainable schools opportunities in the future. These activities might include participation in sustainable schools meetings or hosting RIDE-sponsored events such as sustainable schools meetings.

Signature of SCHOOL/DISTRICT authorized representative Date

Print name of SCHOOL/DISTRICT authorized representative

Title of SCHOOL/DISTRICT authorized representative

SCHOOL/DISTRICT