

## REQUEST FOR PROPOSAL

RFP NUMBER: CSP908714  
INDEX NUMBER: EDU077  
UNSPSC CATEGORY: 86000000, 6010000

The state of Ohio, through the Department of Administrative Services, Office of Procurement Services, on behalf of the Ohio Department of Education, is requesting Proposals for:

### SUPPORTING FORMATIVE INSTRUCTION IN EARLY LEARNING AND DEVELOPMENT PROGRAMS

**OBJECTIVE:** The purpose of this RFP is to support the development of formative instruction by designing Professional Development Trainings and supplying Formative Instruction Consultants.

RFP ISSUED: January 8, 2104  
INQUIRY PERIOD BEGINS: January 8, 2014  
INQUIRY PERIOD ENDS: January 29, 2014 at 8:00 AM  
PROPOSAL DUE DATE: February 5, 2014 by 1:00 PM

Offeror must submit both a "Technical Proposal" and a "Cost Proposal" as a part of its Proposal package. These are two separate components which shall be submitted in separate sealed envelopes/packages, clearly identified on the exterior as either "Technical Proposal" or "Cost Proposal" with the respective RFP Number and due date on each. Offeror must submit this signed cover page with its technical Proposal.

Submit Sealed Proposals to:

Department of Administrative Services  
Office of Procurement Services  
Attn: Bid Desk  
4200 Surface Road  
Columbus, OH 43228-1395

Note: Please review the [Proposal Instructions](#) on our Web site.

<b>Offeror Name and Address:</b>  _____  _____  _____  _____  E-Mail Address: _____  Phone Number: (        ) _____ - _____, Ext. _____	<b>Name/Title:</b>  _____  _____  Signature: _____  By submitting a response to this RFP, and signing above, Offeror acknowledges, understands and agrees to comply with the RFP requirements and confirms all the instructions and links have been read and understood.
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RFP GLOSSARY OF TERMS

AA:	Affirmative Action
CCR&R:	Child Care Resource and Referral
CDA:	Childhood Development Associate
CKC:	Core Knowledge and Competencies
Contractor:	Vendor after Award
CPDS:	Coordinated Professional Development System
CSP:	Competitive Sealed Proposal
DAS:	Department of Administrative Services
DODD:	Ohio Department of Developmental Disabilities
EC-CAS:	Early Childhood Comprehensive Assessment System
ELC:	Early Learning Challenge
ELCG:	Early Learning Challenge Grant
EOD:	Equal Opportunity Division
FEI:	Federal Employer Identification
Formative Instruction:	Any process used to alter instruction or re-engage students to increase student understanding.
Mandatory:	Must, Will, Shall
Measures of Quality:	A term used to describe the quality of the learning environment as well as the quality of the adult-child interactions
Module:	A subject or topic area for professional development training. Modules may contain 1-3 sessions
OAC:	Ohio Administrative Code
OAKS:	Ohio Administrative Knowledge System (Ohio's Accounting System)
OBG:	Ohio Business Gateway
OCCRRA:	Ohio Childcare Resource and Referral Association
ODE:	Ohio Department of Education
ODH:	Ohio Department of Health
ODJFS:	Ohio Department of Job and Family Services
ODMH:	Ohio Department of Mental Health
Offeror:	Vendor Submitting Proposal
OPS:	Office of Procurement Services
ORC:	Ohio Revised Code
PD:	Professional Development
RFP:	Request for Proposal
RTT:	Race To the Top
Session:	A segment of professional development training, 3 hours in length
SFY:	State Fiscal Year. The period from July 1 of one (1) calendar year through June 30 of the following calendar year
SOS:	Secretary of State
SST:	State Support Team
Subcontractor:	Any service provider hired under contract with the Contractor to meet the requirements of this agreement.
SUTQ:	Step Up to Quality
TA:	Technical Assistance (TA) is the provision of targeted and customized supports by a professional(s) with subject matter and adult learning knowledge and skills to develop or strengthen processes, knowledge application, or implementation of services by recipients (from Early Childhood Professional Development Training and Technical Assistance Glossary).
UNSPSC:	The United Nations Standard Products and Services Code

Definitions related to professional development may be accessed through the **Early Childhood Professional Development Training and Technical Assistance Glossary** compiled by the National Association for the Education of Young Children (NAEYC) and the National Association of Childcare Resource and Referral Agencies (NACCRRA)

## 1.0 EXECUTIVE SUMMARY

1.1 INTRODUCTION This is a Request for Competitive Sealed Proposals (RFP) under Section 125.071 of the Ohio Revised Code (ORC) and Section 123:5-1-08 of the Ohio Administrative Code (OAC). The Department of Administrative Services (DAS), Office of Procurement Services, on behalf of the Ohio Department of Education (the Agency), is soliciting competitive sealed proposals (Proposals) for Supporting Formative Instruction in Early Learning and Development Programs. If a suitable offer is made in response to this RFP, the state of Ohio (State), through DAS, may enter into a contract (the Contract) to have the selected Offeror (the Contractor) perform all or part of the Project (the Work). This RFP provides details on what is required to submit a Proposal for the Work, how the State will evaluate the Proposals, and what will be required of the Contractor in performing the Work.

This RFP also gives the estimated dates on page one, for the various events in the submission process. While these dates are subject to change, prospective Offerors must be prepared to meet them as they currently stand.

## 1.2 CONTRACT PERIOD

Once awarded, the term of the Contract will be from the award date through December 31, 2015. The State may solely renew all or part of this Contract at the discretion of DAS for a period of one month and subject to the satisfactory performance of the Contractor and the needs of the Agency. Any other renewals will be by mutual agreement between the Contractor and DAS for any number of times and for any period of time. The cumulative time of all mutual renewals may not exceed one (1) year and are subject to and contingent upon the discretionary decision of the Ohio General Assembly to appropriate funds for this Contract in each new biennium.

## 1.3 BACKGROUND

In December 2011, Ohio was awarded the Race to the Top (RTT) Early Learning Challenge (ELC) Grant (ELCG). Ohio's RTT-ELC is designed to dramatically improve our existing network of state-funded early childhood development programs which are essential to helping high-needs children begin kindergarten ready to learn. Ohio's RTT-ELC draws upon Governor Kasich's goal to close the kindergarten readiness gap between high-needs children and peers. Ohio is committed to improving the odds for every child to start school and begin life ready to succeed.

Ohio's RTT-ELC initiatives include the following:

- A. Create comprehensive child standards that programs will use to ensure that children are prepared academically, socially, emotionally and physically to move on to kindergarten.
- B. High quality assessments to inform instruction and support young students. Ohio is creating these in partnership with Maryland to save costs.
- C. Extensive professional development for early childhood educators – a crucial element given the urgent need to improve the skills of those working with children with high needs.
- D. A tiered quality rating and improvement system (expansion of Ohio's Step Up To Quality) that gives a clear and common way to measure program quality no matter the setting to inform parents, families and community.

This RFP is focused on supporting formative instruction. Ohio seeks an Offeror who will develop modules that will support formative instruction. Currently, there are existing formative instruction modules that are targeted to K-12 programs. These modules are delivered via online and through the use of face-to-face facilitators. Ohio is seeking to have a similar model that will address formative instruction for early learning professionals serving children birth through kindergarten entry.

With the development of the Early Childhood Comprehensive Assessment System (EC-CAS) that will allow early childhood professional access to timely data, Ohio will accelerate the use of data to improve instruction. Ohio seeks an Offeror that will secure and utilize formative instruction consultants who will work across five (5) areas of the state to provide support to formative instruction and will serve as experts in assessment and early childhood development. In addition, the Offeror shall provide train-the-trainer training to our existing PD providers on formative assessment and assist the formative instruction consultants as well as a plan to sustain the efforts after the conclusion of the contract.

The RTT-ELC grant work is being implemented collaboratively by the Ohio Departments of Education (ODE), Job and Family Services (ODJFS), Health (ODH), Mental Health (ODMH) and Developmental Disabilities (DODD) under the leadership of the Office of Governor John Kasich. The Office of Early Learning and School Readiness in the Ohio Department of Education (ODE) serves as the lead fiscal agency for the RTT-ELC. A copy of the RTT-ELC grant application can be accessed at [www.education.ohio.gov](http://www.education.ohio.gov) (enter "Early Learning Challenge grant" in the search box.) or [earlychildhoodohio.org](http://earlychildhoodohio.org)

### 1.3.1 Race to the Top Early Learning Childhood Goals

As detailed in the grant application, Ohio's overarching goals for the RTT-ELC grant are that:

- A. By 2015,
  1. 1,300 already funded early childhood settings will be rated as high-quality
  2. 37,000 additional high-needs children will be placed in highly rated programs
  3. The kindergarten-readiness gap will be closed by 5% for high-needs children and
- B. By 2020
  1. Ohio will purchase services only in high-quality settings

Note that more information on Ohio's goals and the methods to achieve these goals is included in the RTT-ELC application.

The purpose of this specific RFP is to select a Contractor to create professional development targeted for Ohio's early childhood professionals, crafting new formative instruction Professional Development modules, and formatting these modules into a common format for electronic delivery. The Scope of the project also includes providing train-the-trainer training for the delivery of this Professional Development and associated technical assistance/coaching in conjunction with Ohio's existing professional development provider networks and additionally hired Regional Formative Instruction Consultants.

### 1.3.2 Ohio's Professional Development Networks

Ohio has several networks of professional development providers that are funded and governed by particular state agencies. ODE funds State Support Teams (SST) which are located in sixteen (16) regions of the state of Ohio. Each SST has at least two (2) early childhood personnel that focus on providing professional development and other technical assistance supports for staff in primarily public districts, educational service centers, joint vocational schools that have preschool special education programs that are funded with IDEA, Early Childhood Education programs that are funded with state GRF, and/or other early childhood staff from community programs that are funded with local, state or other federal dollars. The focus on the SST PD and TA is on using standards, curriculum, assessment, and preschool special education compliance and performance indicators. SST staff will be responsible for providing training on the EC-CAS to the majority of district pre-k teachers and kindergarten teachers. SST staff also train for programs on screening tools such as the Stages Questionnaire-Social Emotional (ASQ-SE). SST Staff will be trained in formative instruction modules that are related to the preschool age programs developed through this RFP and will be responsible for providing technical assistance to ODE licensed programs.

ODJFS funds Child Care Resource and Referral (CCR&R) Agencies which are located in twelve (12) regions of the state of Ohio. Each CCR&R funds at least one (1) early childhood position and one (1) infant toddler specialist position that focus on providing professional development and other technical assistance supports for staff that are serving children birth to age 14 in child care, family child care, and other community based programs that are funded with local, state, or other federal dollars. Currently, the total number of CCR&R Specialists is as follows: twenty-five (25) Preschool Specialist, seventeen (17) infant toddler specialists and thirteen (13) school age specialists. The focus of their PD and TA is on using of standards, curriculum, assessment, Step Up To Quality (SUTQ), and health and safety. CCR&R Specialists will be responsible for providing training on the EC-CAS to the majority of ODJFS licensed programs that serve children 3 to 5 years of age. CCR&R Specialists also train programs on screening tools for programs that serve children birth to school-age. CCR&R Specialists will be trained in all formative instruction modules developed through this RFP. They will be responsible for providing technical assistance to ODJFS licensed programs who are serving infants and toddlers as well as preschool-aged children.

Most professional development opportunities offered through these networks are open to all early childhood professionals and most are posted on Ohio's web-based professional registry at OPDN.org. All professionals may search on OPDN.org for professional development opportunities that indicate core knowledge area and level of competency. Ohio requires all state-funded professional development providers to post professional development training on OPDN.org designating competency area and level of mastery. Teachers obtain approved Professional Development hours for participating in PD that has gone through the state approval process, which they may use to satisfy program standards related to professional development in SUTQ. In addition, teachers may seek continuing education credits for the hours of PD they attain. All approved professional development must be aligned to Ohio's Core Knowledge and Competencies (CKC). Ohio's CKC define what all adults who work with young children need to know, understand and be able to do in order to ensure that children have the best possible environments, experiences and relationships in which to grow and learn. Professional development trainings developed through this RFP must align to Ohio's CKC.

### 1.4 SCOPE OF WORK

Professional development and technical assistance (TA) for the providers of early childhood services are critical elements for the achievement of the State's desired outcomes for the RTT-ELC effort. The overarching goal of the Professional Development and TA components is for all early childhood professionals to have access to coordinated professional development opportunities and on-going supports that build their knowledge, competencies and skills for working with young children birth through kindergarten entry to achieve the outcomes of Ohio's RTT-ELC grant. The work of this RFP will develop a work plan in collaboration with and approved by ODE to provide train-the-trainer training to professional development providers as well as provide early childhood professionals training to support formative instructional modules, so that Ohio can sustain the work through existing PD providers after the grant and the work of this RFP conclude.

#### 1.4.1 Project Requirements

##### A. Develop and Provide Project Management Plans and Reporting

1. Develop a work plan in collaboration with and approved by ODE to develop training for PD providers as well as supply formative instruction consultants to support early childhood professionals in using formative instruction. The project plan shall include, at a minimum:

- a. A narrative of the work describing the technical approach and work plan to be implemented.
  - b. A timeline that:
    - 1) Defines important milestones and shows any task's prerequisites, Internal or external to the Offeror's organization
    - 2) Shows interdependencies between tasks, including prerequisites
    - 3) Shows milestone dates for all prerequisites and deliverables
    - 4) Shows each task and the staff hours for each staff personnel involved (by name or title) and subcontractors will devote to the project.
  - c. A planned organizational chart (including any subcontractors) for the work scoped in this RFP. Offeror shall specify the staff personnel who will be assigned to this project; describe how their skills and experience are applicable to the scope of the project and include their roles and responsibilities. The Offeror must provide the percentage of time each key management person will dedicate to this project.
2. The Offeror also must create and implement a Sustainability Plan that provides a delineated and achievable path for the State of Ohio to continue the work with this project in a coordinated way after this engagement is complete.
  3. There are a variety of reports that will be required to be submitted by the awarded Contractor to ODE. At a minimum, the Contractor must provide the following:
    - a. Bi-weekly status reports in a format specified by ODE to coincide with their Federal reporting requirements and schedule to precede ODE's Federal Report due dates. Each Bi-Weekly report shall show all work accomplished and remaining.
    - b. Quarterly reports regarding the status of the project reports in a format specified by ODE to coincide with their Federal reporting requirements and schedule to precede ODE's Federal Report due dates.
    - c. The Offeror shall maintain and share an Action Item log of all issues affecting their scope of work. The log shall be made available in a timely periodic fashion to ODE so that both parties can resolve their issues effectively. At a minimum the log shall be provided with each bi-weekly status report.
  4. There are a variety of special reports that will be required to be submitted by the awarded Contractor to ODE. At a minimum, the Contractor must provide the reports listed below. ODE may work with the Contractor to identify additional reporting needs based on federal and state reporting requirements.
    - a. Occasional additional Information to support Federal reports as determined by ODE
    - b. Data and information as required by ODE for the external evaluation of the professional development system, of which this work of this RFP is a part that will be conducted by a separate external provider through the life of the RTT-ELC grant.
    - c. A Final Report summarizing the major details of the project, accomplishments, lesson's learned, and Sustainability plans.
  5. Deliverables related to Project Management and Reporting. The following items are tangible deliverables as define above:
    - a. Meet with stakeholders, regional PD providers or State Agency Committees as determined by ODE to review decisions regarding all aspects of the project to create the detailed Project Plan. Deliverables are the agenda, the topics discussed, the resolutions or agreements, the open items in an action item log.
    - b. A Project Plan
    - c. Project Organizational Chart
    - d. Sustainability Plan
    - e. Bi-weekly Status Reports
    - f. Quarterly Status Reports
    - g. Special Reports for Federal Reporting by ODE
    - h. All Data required for external evaluation
    - i. Project Final Report

B. Develop Modules to support the early childhood professionals' use of formative instruction

Formative instruction refers to the use of authentic on-going, developmentally appropriate assessment data to inform and improve pedagogy and practice. Formative instruction relies on multiple methods of assessment, both formal and informal, as well as information obtained from families. Formative instruction supports early childhood professionals in creating rich, engaging environments with particular learning goals in mind (implicit instruction), and intentionally planning and engaging children (individuals and small groups) in activities and experiences, likewise, with particular learning goals in mind (explicit instruction). Response to formative assessment data (formative instruction) supports early childhood professionals in differentiating instruction for children with diverse learning needs.

These PD trainings will be delivered via online and through the use of face-to face facilitators. These face-to-face facilitators include ten (10) formative instruction consultants that will be provided by the Offeror through this RFP. In addition to the formative instruction consultants, the Offeror will train PD providers which include the SST staff and CCR&R staff. Participants of the training will include early childhood professionals who are working to obtain higher levels of quality within the SUTQ system or who are preparing to enter the SUTQ system. The Offeror shall work with ODE to ensure that the material that is developed in the formative instruction modules is aligned to the EC-CAS and shall consult with developers of EC-CAS to provide consistent messages throughout Modules.

The Offeror must develop training that will address introductory information around formative instruction which will address professionals that serve both children birth to age 3 and preschool to kindergarten entry. In addition to the introductory modules, additional modules that are age specific (birth to 36 months and 36 months to kindergarten entry) will also be designed. The module structure and content is outlined below.

Modules represent the subject or topic area of professional development training. Each module will contain one (1) to three (3) sessions, which are segments of instruction that are three (3) hours in length. The structure of these sessions must allow for the participant to implement new strategies or knowledge through an "into practice" component, which promotes the use of new knowledge gained from the training to be applied into the early childhood professional's setting and in the case of multiple sessions within the module, will allow for the results of the "into practice" component to be shared during the next session. The modules also should be developed so they align with Ohio's Core Knowledge and Competencies (CKC) which promotes the idea of professional development that would address the varying degrees of knowledge and experience that early childhood professionals possess.

Module Construction. Every module will be comprised of one (1) to three (3) sessions of instruction each ranging three (3) hours in length. The segments of instruction will contain multiple learning objects (e.g., text, Web pages, images, videos). All the module content will be developed so that it may be presented in multiple ways including face-to-face and web-based. The Offeror must utilize content experts to develop any modules related to this project. The Offeror shall consider utilizing experts from two (2) and four (4) year institutions of higher education in Ohio to develop the content. In addition, the Offeror may utilize staff in cooperation with the Ohio Department of Education, Ohio Department of Job and Family Services, and additional members of Ohio PD providers including SST staff and CCR &R staff to help review module content and design.

To deliver modules most effectively and efficiently, the modules being designed should be formatted in a consistent format/with consistent media. This includes formatting the modules so they may be disseminated electronically and also be hosted in iLearn, a learning management system used by state agencies. By transforming these modules into a consistent and effective format, Ohio professionals will be able to access them through a web-based format or even on CD if they do not have access to internet services.

Consideration of Audience. The range of education and experience for early childhood professionals will vary across the state. Some providers will have high school diplomas and possibly a Child Development Associate (CDA), while others may have a Master's degree in education and twenty (20) years of experience in early childhood programs. Providers who are engaged in SUTQ must complete twenty (20) hours of approved credit every two (2) years and the modules developed through this RFP will be consider SUTQ approved. In addition to the need of acquiring approved credit, many professionals seek college credit to use for renewal of their teaching certificate or license. They may seek to participate in PD trainings that offer the flexibility of obtaining CEUs and/or college credit. The Offeror must describe how they will address the needs of these diverse learners including ways to link professional development training to the Core Knowledge and Competencies, college credit and plan for the wide variety of education and experience of the participants.

1. Modules. The Offeror shall describe experience and expertise and provide evidence of effectiveness constructing a module meeting the requirements provided. The Offeror shall describe and provide examples of graphic design examples and processes used to develop modules. The following are the specific modules to be developed through this RFP.

- a. Introduction to Formative Instruction, Birth to Kindergarten Entry  
The Offeror must create a module that contains one (1) session introducing the concept of formative instruction. The following are the minimum requirements and the Offeror may add additional sessions or topics or modify the module, session or topics as long as the topics are related to an Introduction to Formative Instruction:

Session 1: Introduction to Formative Instruction, Birth to Kindergarten Entry

- 1) Overview of formative instruction  
On-going, informal and observation-based
- 2) Purposes of formative instruction  
Recognizes progress and achievements  
Informs curriculum planning  
Informs arrangement of the learning environment
- 3) Collection and Documentation of Evidence of Child Development and Learning  
Involves families in providing information and insight  
Involves collection of data from multiples sources
- 4) Analyzing Data and Planning Instruction  
Involves professionals engaging in reflective practice  
Informs planning of future learning experiences

- b. Using Formative Instruction to Support Children, Birth to 36 Months  
The Offeror must design a module that contains two (2) sessions related to using formative instruction for children, birth to 36 months. The following are the minimum requirements - the Offeror may add additional sessions or topics or modify the module, session or topics as long as the topics are related to using formative instruction to support children, birth to 36 months.

Session 1: Formative Assessment for Children, Birth to 36 months

- 1) Methods of Formative Assessment for Children Birth to 36 months  
Review of common tools and methods  
Process for selecting these tools
- 2) Involving families in assessment process  
Tools and methods for involving families  
Communicating the purpose of assessment for infants and toddlers to families
- 3) Utilizing Formative Assessment  
Planned experiences  
Arrangement of the Environment
- 4) Reviewing the results  
Analyzing data and make decisions on next steps

Session 2: Using Formative Instruction to Support Children, Birth to 36 months

- 1) Connecting Early Learning and Development Standards to formative instruction  
Process for aligning assessment to early learning and development of young children  
Analyzing information as it relates to the standards across domains
- 2) Collecting and documenting evidence  
Methods of collecting evidence as it relates to children, birth to 36 months  
Organizing evidence for analysis
- 3) Analyzing data and planning instruction  
Methods of analyzing data  
Tools and methods to assist in analysis

- c. Using Formative Instruction to Support Children 36 Months to Kindergarten Entry  
The Offeror must design a module that contains two (2) sessions related to using formative instruction for children, 36 months to kindergarten entry. The following are the minimum requirements - the Offeror may add additional sessions or topics or modify the module, session or topics as long as the topics are related to using formative instruction to support children, 36 months to kindergarten entry.

Session 1: Formative Assessment for Children, 36 months to Kindergarten Entry

- 1) Methods of Formative Assessment for Children, 36 months to Kindergarten Entry  
Review of common tools and methods  
Process for selecting these tools
- 2) Involving families in assessment process  
Tools and methods for involving families  
Communicating the purpose of assessment to families
- 3) Utilizing Formative Assessment  
Planned experiences  
Arrangement of the Environment
- 4) Reviewing the results  
Analyzing data and make decisions on next steps

Session 2: Using Formative Instruction to Support Children, 36 Months to Kindergarten Entry

- 1) Connecting Early Learning and Development Standards to formative instruction  
Process for aligning assessment to early learning and development of young children  
Analyzing information as it relates to the standards across domains
- 2) Collecting and documenting evidence  
Methods of collecting evidence as it relates to children, 36 months to kindergarten entry  
Organizing evidence for analysis
- 3) Analyzing data and planning instruction  
Methods of analyzing data  
Tools and methods to assist in analysis

2. Module Development Timeline. The State's expectation is to have the Offeror develop the 3 modules by July 1, 2014. The development cycle will include ODE reviews, outside/expert reviews, pilot periods and time for refinements or modifications prior to state-wide deployment. Development includes support materials for the modules. Modules will be expected to be ready for deployment in a roll out fashion with all modules being available for delivery in the July 1, 2014.

DELIVERABLE	January 1, 2014 to June 30, 2014	July 1, 2014 to December 31, 2014
		TOTAL: 2 modules
BREAKDOWN OF MODULE DEVELOPMENT	<u>March 2014:</u> Introduction to Formative Instruction  June 2014 Using Formative Instruction to Support Children, Birth to 36 Months	<u>December 2014:</u> Using Formative Instruction to Support Children, 36 Months to Kindergarten Entry

3. Evaluate Prior Knowledge and Knowledge Growth. Ohio understands that early childhood professionals come with a variety of educational backgrounds and experiences. Research shows that it is important to gear professional development with a mind for the audience. In some of Ohio's professional development sessions, a pre- and post-learning survey is completed by the professional. The pre-survey is reviewed by the PD provider to determine what context s/he may need to give to certain terms and to understand the unique needs of the participants. The post-survey helps to determine what type of growth occurred after the module completion and how the PD provider may structure the next delivery.

The Offeror must design a consistent method of pre- and post-surveying that would be used for each module. The design should address the following:

- a. Assist the PD provider in determining background knowledge of participants;
- b. Determine what supports professionals may need after the professional development training;
- c. Suggest any changes that may need to be made to content of the modules, and;
- d. Present any recommendations for additional data that should be collected to determine increased knowledge as a result of the PD participation.

Design a consistent method of pre- and post-surveying that would be used for each module. The design should address the following:

- a. Assist the PD provider in determining background knowledge of participants;
- b. Determine what supports professionals may need after the professional development training ;
- c. Suggest any changes that may need to be made to content of the modules, and;
- d. Present any recommendations for additional data that should be collected to determine increased knowledge as a result of the PD participation.

4. Trainings Format. To deliver modules most effectively and efficiently, the modules being designed should be formatted in a consistent format/with consistent media. This includes formatting the modules so they may be disseminated electronically and also be hosted in iLearn, a learning management system used by state agencies. The Offeror shall specify the formats and platforms in its proposal. In general, it is desired that the format is long lived, readily available without special add-ons to one's computer, and can run on a variety of platforms. Platforms include, but not limited to: Windows PCs and laptops, Apple computers and laptops, as well as both Apple and Android Tablets. Both the electronic and DVD versions are to be in a "runnable" format such that the training is started by invoking a single file and then the training Modules are selectable and executed within the file just invoked. The awarded Contractor shall provide five (5) Master DVD copies, with the electronic files provided on a separate DVD in Windows Folder structure format.

5. Deliverables related to Developing Modules to support the early childhood professionals' use of formative instruction.
  - a. Develop three (3) modules on the following by July 1, 2014:
    - 1) Introduction to Formative Instruction, Birth to Kindergarten Entry
    - 2) Using Formative Instruction to Support Children, Birth to 36 Months
    - 3) Using Formative Instruction to Support Children, 36 Months to Kindergarten Entry
  - b. Evaluating Prior Knowledge and Knowledge Growth by designing pre - and post- surveys that would address the following:
    - 1) Assist the PD provider in determining background knowledge of participants;
    - 2) Determine what supports professionals may need after the professional development training;
    - 3) Suggest any changes that may need to be made to content of the modules, and;
    - 4) Present any recommendations for additional data that should be collected to determine increased knowledge as a result of the PD participation.
  - c. Format trainings in both Electronic and on DVD media and host modules in a Learning Management System:
    - 1) The Offeror is to specify the formats and platforms in their proposal and meet the guidelines outlined in the RFP.
    - 2) The Offeror will place modules iLearn, a learning management system used by State agencies.
    - 3) The Offeror will provide 5 Master DVD copies, with the electronic files provided on a separate DVD in Windows Folder structure format.

#### C. Professional Development Delivery

Ohio is aware that in order to provide the most support to early childhood professionals, professional development should be coupled with technical assistance. Our existing PD providers support Ohio's educators through providing training and technical assistance. These specialists provide training and support on a variety of topics related to early childhood. In order to maximize the effect of the professional development training through the modules created through this RFP, the Offeror will secure and dedicate ten (10) full time staff to serve as formative instruction consultants, which include five (5) consultants to work with programs serving children, Birth through 36 months and five (5) consultants to work with programs serving children, 36 months to kindergarten entry. The five (5) consultants that would work with programs serving children, Birth through 36 months shall have a minimum of a master's degree in early childhood or a field closely related to early childhood and at least three (3) years of experience working with children, Birth through 36 months. The five (5) consultants that would work with programs serving children, 36 months through kindergarten entry shall have a minimum of a master's degree in early childhood or a field closely related to early childhood with at least three (3) years of experience working with children, 36 months through kindergarten entry. The Offeror will ensure that these consultants, who may be located regionally in the five (5) areas of the state (northwest, southwest, central, northeast and southeast) will facilitate the professional development modules that will be developed through this RFP and also support programs with technical assistance around formative instruction. These consultants will serve as experts in assessment and early childhood development. These consultants will also work with SST consultants and CCR&R specialists to determine which programs might benefit from the professional development trainings and technical assistance on formative instruction. These formative instruction consultants will target those programs to offer modules and technical assistance. Programs participating in technical assistance must also participate in the modules that are specific to the age group that they serve. This will ensure participants will have practical knowledge around formative instruction so that this technical assistance provided by the formative instruction consultants will be more beneficial.

The awarded Contractor must also ensure that the Infant Toddler Formative Instruction Consultants and the Pre-school Formative Instruction Consultants coordinate their professional development with the Infant Toddler Specialists located in the CCR&Rs, as well as the SST and CCR&R providers who are working with programs serving children, 36 months to kindergarten entry. The Contractor will work with the Regional Coordinators through the Coordinated Professional Development System (CPDS) project funded through the RTT-ELC grant and award to Ohio Childcare Resource and Referral Association (OCCRRA). By working together with these providers, the Infant Toddler Instructional Consultants and Preschool Formative Instruction Consultants will be able to target their professional development and technical assistance to programs that are most in need and can work together with SST and CCR&R PD providers to serve these programs in a comprehensive way.

The awarded Contractor must also train SST and CCR&R PD providers to provide training on formative assessment to assist the formative instruction consultants and also to sustain the efforts after the conclusion of the contract. This includes providing train the trainer training on all modules so that SST consultants and CCR&R staff could assist in facilitating the modules. This also would support the sustainability of the professional development training after the conclusion of the contract. The Offeror should plan and provide train-the-trainer training to both the formative instruction consultants and the SST and CCR&R PD providers including face-to-face meetings, web-based meetings and phone conferences. For face-to-face meetings, the Offeror is responsible to cover the cost of any space needed to hold the meetings. Based on the number of modules that

are being developed through this project, it is anticipated that five (5) meetings would be need to cover the content of the modules. A minimum of five (5) face-to-face meetings should take place in the Columbus area (one meeting for each module) to introduce each module, and then additional meetings may take place if needed via face to face, web-based meetings and/or phone conferences. In addition to providing these training meetings, the Offeror will also supply materials for the delivery of the modules such as a copy of the presentation, training notes, and pre- and post- surveys.

1. Deliverables.

- a. Supply regional formative instruction consultants to support early childhood professionals in using formative instruction and coordinate their work with the Regional Coordinators through the CPDS project administered by the Ohio Child Care Resource and Referral Association (OCCRRA).
  - 1) There shall be ten (10) Regional Consultants trained to deliver the Formative Instruction Modules in their area of specialty as well as technical assistance to the participants of the modules: five (5) Formative Instructional Consultants with expertise in infant toddler development and five (5) Formative instructional Consultants with expertise in development of children ages 3 to kindergarten entry.
  - 2) Coordination of all training and technical assistance of the formative instructional consultants with SST and CCR&R PD Providers.
- b. Develop and implement Train-the-Trainer for each module for Regional Formative Instructional Consultants, SST's and CCR&R's.
  - 1) Formative Instruction Consultants, SST Consultants and CCR&R Specialists will be trained to deliver the modules.
  - 2) A minimum of five (5) face-to-face meetings in the Columbus area (one meeting for each module) will be held for train-the-trainer on the delivery of the modules for regional formative instructional consultants, SST's and CCR&R's with any additional meetings needed to be face to face, web-based meetings and/or phone conferences and provide any necessary training materials related to the modules including but not limited to PowerPoint presentation, and trainer's notes.

1.4.2 Qualified Offerors/Staff Profiles.

Qualified Offerors must provide the in-depth information requested in the Offeror Profile tab of the Proposal (See Form 5.2.3). The form must be filled out completely, with additional text added as necessary to demonstrate Offeror's ability.

In addition, Offerors must present evidence that demonstrates the following:

1. Experience in the successful management, development and delivery of professional development, technical assistance programs of similar size and scope to this engagement (Complete Form 5.2.4 for each project given).
2. Identify a Project Director that demonstrates the following:
  - a. Experience in and knowledge of best-practices for professional development module creation and adult learning;
  - b. Outstanding ability to navigate and bring to consensus challenging environments with many players, and diverse points of view;
  - c. Management of a medium or large-scale project
3. Assemble a Project Team made up of individuals that have knowledge and expertise that represent the various sectors of early childhood educators/providers (districts, child care providers including infant, toddler, preschool, school-age centers and family child care homes).
4. Identify any subcontractors for the project. Each subcontractor must submit a letter meeting all requirements as stated in Form 5.2.1.
5. The Project Team selected for this engagement must have a diverse and rich set of experience and skills. Key Staff cannot be changed within the project without approval of their departure and of a replacement, with at least one month notice. The Offeror must present evidence that demonstrates the key members of the Project Team have a combined experience and depth of knowledge in the following:
  - a. Developing and delivering PD and transforming PD into an electronic format;
  - b. Early childhood PD design;
  - c. PD delivery to adult learners;
  - d. Developing trainings or programs that support delivery of an effective technical assistance across a complex system;
  - e. Early childhood content and context experts linked to higher-education organizations, with an understanding of current research related to formative instruction;
  - f. Formative instruction as it relates to children birth through kindergarten entry;
  - g. PD developers across multiple media types;
  - h. PD delivery staff, experienced with multiple media;
  - i. Technical assistance design and delivery across a complex system;
  - j. Early childhood development and education for the entire age spectrum -- from infant through Kindergarten-entry lifecycle;
  - k. Technical assistance/consulting;
  - l. Knowledge of adult learning styles.

6. It is desirable for the Project Team to demonstrate experience with the following:
  - a. PD with State agencies or related entities such as ODE, ODJFS, Board of Regents, public institutions of higher education and/or School Districts and/or child care programs;
  - b. Creating Professional Development that is hosted in a Learning Management System (LMS).
7. The Offeror must describe how the administrative and coordination elements of the project management function will occur, either through a Project Coordinator who is responsible for these functions or an alternative model.
8. Key Staff must be committed for at least 50% of the project time.

1.4.3 Work Plan

Offeror must clearly describe how it will meet all deliverables and requirements as outlined above. In addition, Offeror shall submit:

- A. An Executive Summary expressing a sound and thorough grasp of Ohio's intentions, realities and dynamics related to this project and the reforms in Ohio's RTT-ELC;
- B. A summary of any anticipated difficulties and proposed solutions, and;
- C. A timeline for the project.

1.4.4 Reporting Records and Confidentiality

The Offeror must ensure that all materials, data and results are kept confidential and stored in a secure way both electronically and hard copy. The Offeror must provide a written description of how it will secure all materials for the project. Security applies to Offeror's staff and any members of committees for which the Offeror must interact for this project.

1.4.5 Organizational Requirements

The Offeror must have staffing and personnel sufficient to fulfill the work of the project. The contractor must have capability to perform the work and have contingency plans if the primary plan is not able to meet the needs of the project.

1.4.6 Legal Requirements

ODE will own and possess the copyright of all documentation, materials, professional development and training that is developed for this project during the project and in all subsequent years after the conclusion of the project.

1.4.7 Software or Online Solutions

Any proposals recommending a software or online approach must consider lack of computing resources at local programs, lack of ongoing IT support at local programs, and ongoing external hosting costs.

1.4.8 General Timeline (specific timelines and due dates are in deliverables)

- A. Award Date-June 30, 2014:
  1. Management of the budget, implementation, schedule, performance measures and work plans for the Project;
  2. Secure formative instruction consultants by March 1<sup>st</sup>, 2014;
  3. Continue development on the Introduction to Formative Instruction, Birth to Kindergarten Entry Module and format modules so they may also be disseminated electronically;
  4. Develop Modules for Formative Instruction, Birth to 36 months and Formative Instruction 36 months to kindergarten entry Module and format modules so they may also be disseminated electronically;
  5. Begin hosting modules in iLearn;
  6. Develop pre and post survey for module delivery;
  7. Train formative instruction consultants, SST consultants and CCR&R specialists on Introduction modules and other modules as they are roll out and provide materials and meeting space;
  8. Coordinate training and technical assistance through Regional Coordinators of CPDS project through OCCRRA;
  9. Deliver professional development trainings to early childhood professionals through formative instruction consultants as module content is developed and consultants are trained;
  10. Deliver technical assistance to participants of formative instruction modules through the use of the formative instruction consultants;
- B. July 1, 2014-June 30, 2015:
  1. Continue to train formative instruction consultants, SST consultants and CCR&R specialists on Formative Instruction Modules and provide materials and meeting space;
  2. Continue to coordinate training and technical assistance through Regional Coordinators of CPDS project through OCCRRA;
  3. Host all modules in iLearn;
  4. Deliver professional development trainings to early childhood professionals through formative instruction consultants;
  5. Deliver technical assistance to participants of formative instruction modules through the use of the formative instruction consultants;
  6. Continue to train PD providers in a train the trainer model and provide materials and meeting space.

- C. July 1, 2015-Dec 30, 2015:
1. Continue to train formative instruction consultants, SST consultants and CCR&R specialists on Formative Instruction Modules and provide materials and meeting space;
  2. Continue to coordinate training and technical assistance through Regional Coordinators of CPDS project through OCCRRA;
  3. Deliver professional development trainings to early childhood professionals through formative instruction consultants;
  4. Deliver technical assistance to participants of formative instruction modules through the use of the formative instruction consultants;
  5. Continue to train PD providers in a train the trainer model and provide materials and meeting space.

1.5 CONFIDENTIAL, PROPRIETARY OR TRADE SECRET INFORMATION

DAS procures goods and services through a RFP in a transparent manner and in accordance with the laws of the state of Ohio. All proposals provided to DAS in response to this RFP become records of DAS and as such, will be open to inspection by the public after award unless exempt from disclosure under the Ohio Revised Code or another provision of law.

Unless specifically requested by the State, an Offeror should not voluntarily provide to DAS any information that the Offeror claims as confidential, proprietary or trade secret and exempt from disclosure under the Ohio Revised Code or another provision of law. Additionally, the Offeror must understand that all Proposals and other material submitted will become the property of the State and may be returned only at the State's option. Confidential, proprietary or trade secret information should not be voluntarily included in a Proposal or supporting materials because DAS will have the right to use any materials or ideas submitted in any Proposal without compensation to the Offeror.

See Instructions for further detail.

1.6 REGISTRY OF OFFERORS

DAS will prepare a registry of Proposals containing the name and address of each Offeror. The registry will be on the Office of Procurement Services Web site and open for public inspection after the Proposals are received.

1.7 INSTRUCTIONS

Link to Web site for Instructions is available in Section 5.1.

1.8 REQUIRED REVIEW

Offerors shall carefully review the entire RFP and all the referenced Web links. Offerors shall promptly notify DAS through the inquiry process of any ambiguity, inconsistency, or error they discover. Notifications must be received by the deadline for receipt of questions in the inquiry process.

1.9 NUMBER OF PROPOSALS TO SUBMIT

Offeror must submit one (1) original, completed and signed in blue ink, and four (4) copies for a total of five (5) Proposal packages. The Offeror must also submit a complete copy of the Proposals on a CD in Microsoft Office (Word, Excel, or Project) 2003 or higher, format and/or PDF format as appropriate.

2.0 EVALUATION OF PROPOSALS

2.1 MANDATORY REQUIREMENTS Not applicable to this project.

2.2 TABLE 1 - MANDATORY PROPOSAL REQUIREMENTS Not applicable to this project.

2.3 PROPOSAL EVALUATION CRITERIA

If the Offeror provides sufficient information to DAS in its Proposal, demonstrating it meets the Mandatory Requirements; the Offeror's Proposal will be included in the next step of the evaluation process which involves the scoring of the Proposal Technical Requirements (Table 3), followed by the scoring of the Cost Proposals. In the Proposal evaluation step, DAS rates the Proposals based on the following listed criteria and the weight assigned to each criterion. The possible points allowed in this RFP are distributed as indicated in the Table 2 - Scoring Breakdown. Each Proposal passing the Mandatory Requirements will be evaluated by an evaluation committee made up of a representative(s) from DAS, Agency team members, and potentially a subject matter expert or an independent consultant.

2.4 TABLE 2 - SCORING BREAKDOWN

Criteria	Maximum Allowable Points
Proposal Technical Requirements	550 Points
Proposal Cost	190 Points
Total	740 Points

The scale below (0-5) will be used to rate each proposal on the criteria listed in the Technical Proposal Evaluation table.

DOES NOT MEET 0 POINTS	WEAK 1 POINT	WEAK TO MEETS 2 POINTS	MEETS 3 POINTS	MEETS TO STRONG 4 POINTS	STRONG 5 POINTS
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DAS will score the Proposals by multiplying the score received in each category by its assigned weight and adding all categories together for the Offeror's Total Technical Score in Table 3. Representative numerical values are defined as follows:

**DOES NOT MEET (0 pts.):** Response does not comply substantially with requirements or is not provided.

**WEAK (1 pt.):** Response was poor related to meeting the objectives.

**WEAK TO MEETS (2 pts.):** Response indicates the objectives will not be completely met or at a level that will be below average.

**MEETS (3 pts.):** Response generally meets the objectives (or expectations).

**MEETS TO STRONG (4 pts.):** Response indicates the objectives will be exceeded.

**STRONG (5 pts.):** Response significantly exceeds objectives (or expectations) in ways that provide tangible benefits or meets objectives (or expectations) and contains at least one enhancing feature that provides significant benefits.

2.5 TABLE 3 - TECHNICAL PROPOSAL EVALUATION

Criterion	Weight	Rating (0 to 5)	Extended Score
<b>Offeror Profile</b>			
1. Each Proposal must include a profile of the Offeror's history, capability, capacity, and relevant experience working on projects similar to this Work. (Complete all areas of Form 5.2.3).	5		
2. The Offeror describes and provides evidence of experience and success (through a presentation of data) with technical assistance projects across a complex system.	5		
3. The Offeror must: a) Demonstrate it has sufficient resources to meet the requirements and deadlines of the project (e.g. sufficient office facilities technology and support mechanisms; financial stability and capacity; sufficient time commitment by its staff). b) Demonstrate it can quickly undertake and successfully complete the required tasks for this project.	10		

Offeror Prior Projects			
<p>1. The Offeror documents, at a minimum, three (3) previous references for jobs similar to this Project and provides details of similarities (Form 5.2.4). If fewer than three (3) references are provided, the Offeror must include information as to why fewer than three (3) references were provided. The references must include the following:</p> <ul style="list-style-type: none"> <li>a. At least one (1) previous reference for a job similar in size, scope and nature to this Project</li> <li>b. At least two (2) additional previous references for jobs with major elements similar in nature to this Project.</li> </ul>	10		
Criterion	Weight	Rating (0 to 5)	Extended Score
Staffing Plan			
<p>1. The Offeror must demonstrate sufficient staffing and training to administer this program.</p> <ul style="list-style-type: none"> <li>a) The Offeror must submit a list of the key qualified personnel that will be involved in the Work and demonstrate they are well-qualified for their assignments. The key staff must have specific experience in projects and circumstances of a similar nature. The Offeror is to attach their resume to the response and include a curriculum vitae and description of their responsibility to the Work. Offeror must demonstrate the proposed staff meets the qualifications as outlined in the Staff Profiles section.</li> <li>b) The Offeror must identify the amount of time key project personnel will be expected to spend on this project.</li> </ul> <p>Offeror shall complete Forms 5.2.5 and 5.2.6 for Project Director and all key personnel.</p>	10		
<p>2. The Offeror must demonstrate that its proposed Project Director meets all requirements outlined in the Qualified Applicants section.</p>	10		
<p>3. The Offeror describes and provides evidence that the proposed Project Team has experience in developing/delivering: data-driven, research-based, job-embedded PD that has demonstrated practice changes in the field; PD that uses multiple media/delivery vehicles, and defining an appropriate methodology/delivery of effective technical assistance.</p>	5		
<p>4. The Offeror describes and provides evidence that the proposed Project Team has experience in leveraging quality organizations/staff with early childhood content/experts linked to higher-education organizations with an understanding of current research; PD developers across multiple media; PD delivery and experience with multiple media; and PD delivery;</p>	5		
Scope of Work. Offeror's Work Plan must clearly demonstrate all deliverables of the following.			
<p>1. Executive Summary expressing a sound and thorough grasp of Ohio's intentions, realities and dynamics related to this project and the reforms in Ohio's RTT-ELC.</p>	10		
<p>2. Project Management Plans and Reporting</p>	10		
<p>3. Development of Modules</p>	10		

4. Professional Development Delivery	10		
5. The Offeror must include any anticipated difficulties in performing the specified Project requirements and proposed solutions to those difficulties.	10		

Total Technical Score: \_\_\_\_\_

In this RFP, DAS asks for responses and submissions from Offerors, most of which represent components of the above criteria. While each criterion represents only a part of the total basis for a decision to award the Contract to an Offeror, a failure by an Offeror to make a required submission or meet a mandatory requirement will normally result in a rejection of that Offeror's Proposal. The value assigned above to each criterion is only a value used to determine which Proposal is the most advantageous to the State in relation to the other Proposals that DAS received.

Once the technical merits of a Proposal are evaluated, the costs of that Proposal will be considered. It is within DAS' discretion to wait to factor in a Proposal's cost until after the conclusion of any interviews, presentations, demonstrations or discussions. Also, before evaluating the technical merits of the Proposals, DAS may do an initial review of costs to determine if any Proposals should be rejected because of excessive cost. DAS may reconsider the excessiveness of any Proposal's cost at any time in the evaluation process.

2.6 COST PROPOSAL POINTS

DAS will use the information Offeror gives on the Cost Summary Form to calculate Cost Proposal Points. DAS will calculate the Offeror's Cost Proposal points after the Offeror's total technical points are determined, using the following method:

Cost points = (lowest Offeror's cost/Offeror's cost) x Maximum Allowable Cost Points as indicated in the "Scoring Breakdown" table. The value is provided in the Scoring Breakdown table. "Cost" = Total Not to Exceed Cost identified in the Cost Summary section of Offeror's Proposal. In this method, the lowest cost proposed will receive the maximum allowable points.

The number of points assigned to the cost evaluation will be prorated, with the lowest accepted Cost Proposal given the maximum number of points possible for this criterion. Other acceptable Cost Proposals will be scored as the ratio of the lowest Cost Proposal to the Proposal being scored, multiplied by the maximum number of points possible for this criterion.

An example for calculating cost points, where Maximum Allowable Cost Points Value = 60 points, is the scenario where Offeror X has proposed a cost of \$100.00. Offeror Y has proposed a cost of \$110.00 and Offeror Z has proposed a cost of \$120.00. Offeror X, having the lowest cost, would get the maximum 60 cost points. Offeror Y's cost points would be calculated as \$100.00 (Offeror X's cost) divided by \$110.00 (Offeror Y's cost) equals 0.909 times 60 maximum points, or a total of 54.5 points. Offeror Z's cost points would be calculated as \$100.00 (Offeror X's cost) divided by \$120.00 (Offeror Z's cost) equals 0.833 times 60 maximum points, or a total of 50 points.

Cost Score: \_\_\_\_\_

2.7 FINAL STAGES OF EVALUATION

The Offeror with the highest point total from all phases of the evaluation (Technical Points + Cost Points) will be recommended for the next phase of the evaluation.

Technical Score: \_\_\_\_\_ + Cost Score: \_\_\_\_\_ = Total Score: \_\_\_\_\_

If DAS finds that one or more Proposals should be given further consideration, DAS may select one or more of the highest-ranking Proposals to move to the next phase. DAS may alternatively choose to bypass any or all subsequent phases and make an award based solely on the Proposal evaluation phase.

2.8 REJECTION OF PROPOSALS

DAS may reject any Proposal that is not in the required format, does not address all the requirements of this RFP, or that DAS believes is excessive in price or otherwise not in the interest of the State to consider or to accept. In addition, DAS may cancel this RFP, reject all the Proposals, and seek to do the Work through a new RFP or by other means.

3.0 COST SUMMARY

3.1 SUBMISSION

The Cost Summary shall be submitted with the Proposal (under separate cover labeled as the Cost Proposal). All prices, costs, and conditions outlined in the Proposal shall remain fixed and valid for acceptance for 120 days, starting on the due date for Proposals. No price change shall be effective without prior written consent from DAS, Office of Procurement Services.

The Offeror's total cost for the entire Work must be represented as the firm, fixed price, for a not-to-exceed total cost. All costs for furnishing the services must be included in the Cost Proposal.

3.2 THE OFFEROR'S FEE STRUCTURE

The Contractor will be paid as proposed on the Cost Summary after the Agency approves the receipt of product(s)/services and continued completion of all deliverables. All costs must be in U.S. Dollars.

3.3 REIMBURSABLE EXPENSES

None; there will be no additional reimbursement for travel or other related expenses. The State will not be responsible for any costs not identified.

3.4 BILL TO ADDRESS

Ohio Department of Education  
Office of Early Learning and School Readiness  
25 South Front Street, MS 208  
Columbus, Ohio 43215-4183  
Attention: Michelle K. Smith

FUNDING SOURCE.

Race To The Top: Early Learning Challenge Grant Funds

Supporting Formative Instruction in Early Learning and Development Programs  
CSP908714  
UNSPSC CATEGORY CODE: 86000000, 6010000  
BUDGET: \$705,000.00  
SFY 2014 – \$ 297,500  
SFY 2015 – \$ 203,750  
SFY 2016 – \$ 203,750

BUDGET. The State estimates a budget for this Project of approximately \$705,000. Proposals priced at more than \$705,000 for the NOT-TO-EXCEED TOTAL PROJECT COST for the initial term of the Contract term may be considered non-responsive due to excessive cost, and eliminated from the evaluation process.

OFFEROR: \_\_\_\_\_

<b>Deliverables</b>	<b>Year 1</b> Award Date - June 30, 2014	<b>Year 2</b> July 1, 2014- June 30 2015	<b>Year 3</b> July 1 , 2015- Dec 30, 2015
Management of the budget, implementation, schedule, performance measures and work plans for the Project.	\$	\$	\$
Develop Modules to support the early childhood professionals' use of formative instruction and format modules so they may also be disseminated electronically.	\$	\$	
Secure Formative Instruction Consultants to deliver modules and provide technical assistance to early childhood professionals while coordinating with SST and CCR&R PD Providers.	\$	\$	\$

<b>Deliverables</b>	<b>Year 1</b> Award Date - June 30, 2014	<b>Year 2</b> July 1, 2014- June 30 2015	<b>Year 3</b> July 1 , 2015- Dec 30, 2015
Host Modules in Learning Management System (LMS) and work with ODE to have a plan for extraction to an ODE identified LMS at the conclusion of the contract.	\$	\$	\$
Develop pre and post survey for module delivery	\$	\$	
Train formative instruction consultants, SST consultants and CCR&R specialists on Introduction modules and other modules as they are roll out and provide materials and meeting space.	\$	\$	\$
<b>TOTAL NOT TO EXCEED COST PER SFY:</b>	\$	\$	\$

All costs must be in U.S. Dollars.

All Offerors who seek to be considered for a contract award must submit the above information in the format specified. The Original Cost Summary must be included in a separate, sealed envelope/package labeled on the exterior as "Cost Proposal" with the RFP Number and due date.

4.0 AWARD OF THE CONTRACT

- 4.1 CONTRACT AWARD DAS intends to award the Contract based on the schedule in the RFP, if DAS decides the Work is in the best interests of the State and has not changed the award date.

DAS expects the Contractor to commence the Work upon receipt of a state issued purchase order. If DAS awards a Contract pursuant to this RFP and the Contractor is unable or unwilling to commence the Work, DAS reserves the right to cancel the Contract and return to the original RFP process and evaluate any remaining Offeror's Proposals reasonably susceptible of being selected for award of the Contract. The evaluation process will resume with the next highest ranking, viable Proposal.

- 4.2 CONTRACT If this RFP results in a Contract award, the Contract will consist of this RFP including the Terms and Conditions, all forms, written addenda to this RFP, the Contractor's accepted Proposal and written authorized addenda to the Contractor's Proposal. It will also include any materials incorporated by reference in the above documents and any purchase orders and amendments issued under the Contract. The general terms and conditions for the Contract are contained in the following link:

<https://procure.ohio.gov/Zip/5.3%20Terms%20and%20Conditions.pdf>

If there are conflicting provisions between the documents that make up the Contract, the order of precedence for the documents is as follows:

1. The one-page Contract Signature Page, Form 5.2.2
2. The RFP, as amended, including the Terms and Conditions;
3. The documents and materials incorporated by reference in the RFP;
4. The Executive Order. EO2011-12K incorporated by reference in the RFP;
5. The Contractor's Proposal, as amended, clarified, and accepted by the State; and
6. The documents and materials incorporated by reference in the Contractor's Proposal.

Notwithstanding the order listed above, amendments issued after the Contract is executed may expressly change the provisions of the Contract. If they do so expressly, then the most recent amendment will take precedence over anything else that is part of the Contract.

## 5.0 LINKS

To be applicable to all Proposals and subsequent award(s), including sections named below:

### 5.1 Instructions

- 5.1.1 Proposal Instructions
- 5.1.2 Evaluation of Proposals
- 5.1.3 Proposal Format & Documentation Required

### 5.2 Forms

- 5.2.1 Offeror Required Information
- 5.2.2 Contract Signature Page
- 5.2.3 Offeror Profile
- 5.2.4 Offeror Prior Projects
- 5.2.5 Offeror's Candidate References
- 5.2.6 Offeror's Candidate Education, Training, Experience
- 5.2.7 Offeror Performance Form
- 5.2.8 Contractor/Subcontractor Affirmation and Disclosure

### 5.3 Terms and Conditions

- 5.3.1 Performance and Payment
- 5.3.2 Work and Contract Administration
- 5.3.3 Ownership & Handling of Intellectual Property & Confidential Information
- 5.3.4 Representations, Warranties and Liabilities
- 5.3.5 Acceptance and Maintenance
- 5.3.6 Construction
- 5.3.7 Law & Courts

### 5.4 Additional Resources

EOD Reporting	<a href="http://eodreporting.oit.ohio.gov/searchAffirmativeAction.aspx">http://eodreporting.oit.ohio.gov/searchAffirmativeAction.aspx</a>
Office of Budget and Management	<a href="http://obm.ohio.gov/LandingPages/Vendor/default.aspx">http://obm.ohio.gov/LandingPages/Vendor/default.aspx</a>
Office of Procurement Services	<a href="http://procure.ohio.gov/proc/index.asp">http://procure.ohio.gov/proc/index.asp</a>
Ohio Shared Services	<a href="http://www.ohiosharedservices.ohio.gov/Home.aspx">http://www.ohiosharedservices.ohio.gov/Home.aspx</a>
Ohio Business Gateway	<a href="http://business.ohio.gov/">http://business.ohio.gov/</a>
Ohio Secretary of State	<a href="http://www.sos.state.oh.us/SOS/Businesses.aspx">http://www.sos.state.oh.us/SOS/Businesses.aspx</a>
Ohio's RTT-ELC application	<a href="http://earlychildhoodohio.org/files/elcg/ELCG_Application.pdf">http://earlychildhoodohio.org/files/elcg/ELCG_Application.pdf</a>
Early Learning and Development Standards Birth to Kindergarten Entry	<a href="http://earlychildhoodohio.org/elds.php">http://earlychildhoodohio.org/elds.php</a>
RTT-ELC Grant Application	<a href="http://earlychildhoodohio.org/">http://earlychildhoodohio.org/</a>
Ohio's Core Knowledge and Competencies	<a href="http://www.ohpdnetwork.org/documents/CoreKnowledge.pdf">http://www.ohpdnetwork.org/documents/CoreKnowledge.pdf</a>

All links are subject to change in accordance with state of Ohio laws, Ohio Revised Code, Ohio Administrative Code, Executive Orders or any other updates issued by the state of Ohio, Department of Administrative Services, and the Office of Procurement Services. It is the Offeror's responsibility to read and be aware of any changes, corrections, updates or deletions to any information included in the link(s) above.

6.0 Guide for Proposal Submission.

This guide outlines steps for submission of a Proposal in response to the advertised Request for Proposal. This guide does not contain the complete instructions for preparing and submitting a Proposal and anything stated herein shall not be considered a term or condition of the Contract. The complete instructions can be found in section 5.1.1, Proposal Instructions.

- 6.1 \_\_\_\_\_ Read the entire document, including all Web site links. Note critical items such as: Mandatory Requirements; goods or services required, submittal date and time; number of copies to submit; contract requirements; reporting requirements; minimum qualifications; read and understand the terms and conditions.
- 6.2 \_\_\_\_\_ Take advantage of the “question and answer” period specified in the schedule of events. Questions must be submitted on-line in the Inquiry Process as explained in the Instructions. See section 5.1.1, Proposal Instructions.
- 6.3 \_\_\_\_\_ Follow the format required in the RFP Instructions when preparing the response in chronological order. Provide point-by-point responses to all sections in a clear and concise manner. See section 5.1.3, Proposal Format & Documentation Required.
- 6.4 \_\_\_\_\_ Use the forms provided; i.e. Signed RFP Cover Page, Offeror Required Information, Contract Signature Page, Offeror Profile and Prior Projects, Key Personnel forms, Disclosure Form, and Cost Summary Form, See section 5.2, Forms.
- 6.5 \_\_\_\_\_ Provide complete answers/descriptions. Do not assume the State or any evaluation committee member will know what the Offeror’s capabilities are or what items/services the Offeror can provide, even if previously contracted with the State. The Proposals are evaluated based solely on the information and materials provided in the Offeror’s response.
- 6.6 \_\_\_\_\_ Check the State’s Web site for RFP addenda. It is the responsibility of the Offeror to be aware of additional information posted on the Web.
- 6.7 \_\_\_\_\_ The following documents may be submitted with the Proposal or within five (5) business days of request from the Office of Procurement Services: Affirmative Action and proof of insurance. No award will be made without this documentation. Offeror’s Proposal may be eliminated from further consideration upon failure to submit within the specified time frame
- 6.8 \_\_\_\_\_ If not a current vendor of the state of Ohio, the Offeror will download both the W-9 and Vendor Information Form and submit to Ohio Shared Services (OSS) at [vendor@ohio.gov](mailto:vendor@ohio.gov). See section 5.4, Additional Resources.
- 6.9 \_\_\_\_\_ Review and read the RFP Document again to make sure that you have addressed all requirements. Read and understand Supplements, if applicable. Offeror’s original response and the requested copies must be identical and be complete. The copies are provided to the evaluation committee members and used to score the response.
- 6.10 \_\_\_\_\_ Offeror’s response must be submitted on time. Late Proposals are never accepted. Make sure the response is labeled on the exterior of the envelope/package with the RFP# and due date, and whether the packet is for the Technical Proposal or the Cost Proposal. Do not place the Cost Proposal in the Technical Proposal.