



### REQUEST FOR PROPOSAL

RFP NUMBER: CSP905213  
INDEX NUMBER: EDU002  
UNSPSC CATEGORY: 86000000, 80111500

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:

Race to the Top Early Learning Challenge Professional Development Coordination,  
Development and Technical Assistance

**OBJECTIVE:** The purpose of this specific RFP is to select an Offeror to create a Comprehensive Professional Development System (CPDS) targeted for Ohio's early childhood professionals, including specifications of a coordination and delivery model for the CPDS, crafting new PD modules, transformation of all PD into a common format for electronic delivery and delivery of the PD and associated technical assistance/coaching in conjunction with Ohio's existing professional development provider networks

RFP ISSUED: February 22, 2013  
INQUIRY PERIOD BEGINS: February 22, 2013  
INQUIRY PERIOD ENDS: March 15, 2013 at 8:00 AM  
PROPOSAL DUE DATE: March 22, 2013 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
Contractor:	Vendor after Award
CKC:	Core Knowledge and Competencies
CPDS:	Comprehensive Professional Development System
CSP:	Competitive Sealed Proposal
DAS:	Department of Administrative Services
DODD:	Department of Developmental Disabilities
EC:	Early Childhood
ECMH:	Early Childhood Mental Health
ELC:	Early Learning Challenge
EOD:	Equal Opportunity Division
FEI:	Federal Employer Identification
GRF:	General Revenue Fund
HP:	Health Promotion
LMS:	Learning Management System
Mandatory:	Must, Will, Shall
Module:	A subject or topic area for professional development training. Modules may contain 1 to 3 sessions.
OAC:	Ohio Administrative Code
OAKS:	Ohio Administrative Knowledge System (Ohio's Accounting System)
OBG:	Ohio Business Gateway
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
OHT:	Office of Health Transformation
OPDN:	Ohio Professional Development Network
OPS:	Office of Procurement Services
ORC:	Ohio Revised Code
PD:	Professional Development
R&R:	Resource and Referral
RFP:	Request for Proposal
RttT:	Race to the Top
Session:	A segment of professional development training, three (3) hours in length.
SOS:	Secretary of State
SST:	State Support Teams
SUTQ:	Step Up to Quality
TA:	Technical Assistance
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 ELC Professional Development Coordination, Development and Technical Assistance. 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 two (2) years 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 Early Learning Challenge Grant (RTT-ELC) grant. 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 that of their more advantaged peers. Ohio is committed to improving the odds for every child to start school and begin life ready to succeed. The grant work will be 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.

#### 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. This is 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.

The Office of Early Learning and School Readiness in the Ohio Department of Education (ODE) serves as the lead and 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.)

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 application.

Ohio has over 860,000 children ages birth to 5. More than half of the 860,000 children are considered high needs based on family income, native language, and/or disability/delay. High needs children start school behind and many will never catch up. Ohio licenses or certifies over 11,000 early childhood programs statewide that have the capacity to serve over 300,000 children. Approximately 47 percent of children ages 3 to 5 and approximately 19 percent of children ages birth to 2 are served in a licensed setting.

In addition, within these licensed settings, Ohio funds early learning and development programs that are designed to serve children with high needs. The table below provides information on the types of programs and numbers of children being served.

Table 1  
Number of children in publicly funded early childhood programs.

Program Type and Responsible Agency	Infants under age 1	Toddlers Ages 1 through 2	Preschool Ages 3 to 5	Total Children	Number of Sites	Number of Teachers
Early Childhood Education Entitlement (ODE)	N/A	N/A	5,700	5,700	203 Entities 332 Sites	795
Early Head Start and Head Start (Federally Funded Direct to Locals)	N/A	3,616 (ages infant-age 1)	35,767	39,383	54 grantees 496 sites	1,584
Preschool Special Education (Part B IDEA) (ODE)	N/A	N/A	22,388	22,388	335 entities 493 sites	1809
Part C IDEA (Ohio Dept. of Health)	2,639	12,229	N/A	14,868	N/A	N/A
Subsidized Child Care (ODJFS)	12,551	19,973	30,396	62,920	2074 center based And 6600 family childcare	28,735 center based staff And 6,600 family childcare staff
Home Visiting Program (ODH)	3,571	4,310	0	7,881	N/A	N/A
Early Childhood Mental Health Consultation (Ohio Dept. of Mental Health)	N/A	N/A	N/A	27,803	N/A	N/A

1.4 **SCOPE OF WORK**

Professional development training (PD) and technical assistance/coaching (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 training and technical assistance/coaching 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, structure, and build Ohio's capacity for this new professional development through the life of the grant, so that Ohio can sustain the work through its existing networks of PD providers after the grant and the work of this RFP conclude.

The purpose of this specific RFP is to select a Contractor to create a Comprehensive Professional Development System (CPDS) targeted for Ohio's early childhood professionals, including specifications of a coordination and delivery model for the CPDS, crafting new PD modules, transformation of all PD into a common format for electronic delivery and delivery of the PD and associated technical assistance/coaching in conjunction with Ohio's existing professional development provider networks. The RFP also requires the preparation and delivery of regional conferences for the State's early childhood professionals as part of the CPDS vision. Specifically the Offeror shall perform:

A. Governance, Project Management and Reporting

1. Develop a work plan in collaboration with and approved by ODE for the development and implementation of the comprehensive professional development system.
  - a. Meet with the Ohio PD State Leadership Team on a regular basis (e.g., bi-monthly) and other stakeholders, regional PD providers or other committees as determined by ODE to review decisions regarding all aspects of the system.

2. Submit reports to ODE regarding the status of the project.
  - a. Submit quarterly status reports.
  - b. Submit bi-weekly status reports.
  - c. Provide information when necessary to fulfill federal reporting requirements.
- B. Data Gathering, Analysis and Specifications of Coordination and Delivery Model Ohio's Comprehensive Professional Development System
  1. Complete an analysis of the needs for professional development coordination, delivery and technical assistance.
  2. Propose and develop a Coordination and Delivery Model in cooperation with ODE.
- C. Module Development for Early Childhood Professionals
  1. Develop a total of 16 modules by 2014.
  2. Design a consistent method of pre- and post-surveying that would be used for each module delivered through the CPDS
  3. Format 41 modules so they may be disseminated electronically.
  4. Host the 41 modules in a Learning Management System (LMS) and then plan to transfer these modules to an ODE identified LMS. The Offeror should describe their plan for extraction.
- D. Regional Conferences to Support Early Learning Programs and Professional Development Providers. Plan and execute regional conferences in three locations in the fall of 2014 and in three locations in the fall of 2015 that will focus on standards (both quality and child) and assessment of children birth through kindergarten entry. See section 1.4.4, D.
- E. Professional Development Delivery
  1. Build on Ohio's existing professional development system and promote the idea of team delivery within each region of the State.
  2. Provide train-the-trainer training and assess professional development (including providing supplies and resources) to prepare PD providers to differentiate support for programs they support.
  3. Dedicate twelve (12) staff in the delivery of PD training and targeted coaching model (including providing training, materials and supplies) and support the facilitation of online communities of practice. See section 1.4.4, E.2.c.
  4. Design a system to ensure the fidelity of the content and delivery of the Professional Development Modules and coaching project.

#### 1.4.1 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 16 regions of the state of Ohio. Each SST has at least two early childhood personnel that focus on providing professional development and other technical assistance supports for staff in primarily public districts, educational service centers, and joint vocational schools. These entities have preschool special education programs that are funded with Individuals with Disabilities Act (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.

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 early childhood position and one 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. The focus of their PD and TA is on using of standards, curriculum, assessment, Step Up To Quality, and health and safety.

ODH has historically funded professional development providers through Ohio's Healthy Child Care Ohio program to provide supports to early childhood educators in child care settings around health and wellness of young children. This program was no longer funded in the last budget and with Ohio's RTT-ELC; ODH will fund and deploy new PD providers called Health Promotion Consultants (HPC) in 12 regions of the state of Ohio. The HPC's that will provide professional development training and technical assistance to support the use of new Early Learning and Development Standards for children ages 0 to 5 in the area of physical well-being and motor development, as well as to support the use of assessments and screenings in this area. Their work will support educators in public districts, child care, and family child care programs.

ODMH has historically funded early childhood mental health consultants to deploy an early childhood mental health consultation model in 56 counties throughout Ohio. The program targeted child care and head start programs to provide a very specific research based consultation model. With Ohio's RTT-ELC, ODMH will also fund and deploy Early Childhood Mental Health (ECMH) consultants that will provide professional development training and technical assistance to support the use of new Early Learning and Development Standards for children ages 0 to 5 in the areas of social and emotional development and approaches toward learning, as well as to support the use of assessments and screenings in these areas. Their work will support educators in public districts, child care, and family child care programs.

Higher education, as well as other private professional development providers, plays a critical role in providing professional development to early childhood educators throughout the state. A cross-system and cross-sector workgroup known as the Ohio Professional Development Network (OPDN) provides a forum for input and involvement of childhood professionals and organizations, higher education institutions, and public and private partners to examine early childhood professional development initiatives. This collaborative partnership continues its efforts to strengthen and build a system that provides support for the continued growth of early childhood educators. ODE, ODJFS, ODH, and ODMH, as well as members of their PD regional networks serve on this workgroup.

Most professional development opportunities offered through these networks are open to all and most are posted on Ohio's web-based professional development registry at OPDN.org. In addition, ODE professional development training for teachers of children preschool through grade 12 are posted in ODE's STARS, a similar but less comprehensive registry. 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 typically obtain ODE approved PD hours or ODJFS Step Up to Quality approved PD hours for participating in PD that has gone through the state approval process. In addition, teachers may seek continuing education credits for the hours of PD they attain. Ohio expects to establish new policies and procedures for the approvals as both ODE and ODJFS begin to use the revised SUTQ system.

As part of other projects funded with state and federal funding, the State intends to modify and build upon a tracking system for technical assistance provided by the regional PD networks. This tracking system will facilitate communication among the regional PD providers about particular PD and TA that has been provided to an early childhood program or particular PD and TA that may be needed or recommended for a particular early childhood program. Regional PD providers then can be fully informed about the status and needs of individual early childhood programs. The State anticipates the Offeror will use this system as part of its tracking of TA or PD along with the regional PD providers.

#### 1.4.2 Ohio's PD Governance Moving Forward

Ohio has organized a state agency leadership team of staff from ODE, ODJFS, ODH, ODMH, DODD and the Governor's office to ensure coordination of all regional PD networks and the deployment of PD content developed with RTT-ELC funds. The state agency PD leadership team has established a vision for a Comprehensive Professional Development System that will ensure the coordination and implementation of PD through existing networks and the external provider selected for this RFP. The CPDS is described in the next section

#### 1.4.3 Ohio's Early Learning Comprehensive Professional Development System (CPDS)

- A. A key assumption for supporting the RTT-ELC goal of ensuring children have access to high quality programs is ensuring that early childhood professionals assimilate the latest professional development founded on evidenced-based research. The purpose of the CPDS is to ensure that early childhood professionals have access to coordinated professional development opportunities and on-going supports to build their knowledge, competencies and skills for working with young children (birth to age eight) to achieve the outcomes of Ohio's Race to the Top – Early Learning Challenge Grant. With a primary goal of the grant for Ohio to only purchase services for children from programs that are highly rated by 2020, it is critical that Ohio use all resources, existing and new, to provide early childhood professionals the support they need to move their programs into higher levels of quality. The awarded Contractor must follow the guiding principles of the CPDS noted below.

The Guiding Principles of the CPDS are that it will be:

1. Monitored
2. Evaluated
3. Aligned to standards from multiple sectors
4. Based on research and evidence-based practices, allowing for innovation
5. Supply data for analysis, reporting and evaluation
6. Support RTT-ELC outcomes
7. Coordinated, using common elements whenever possible
8. Aligned to Ohio Core Knowledge and Competencies

- B. Target Audience. To ensure that the State's resources are directed to programs that serve children with the highest of needs, Ohio has identified target programs for the CPDS. These targets include the early care and education programs that are publicly funded and listed in Table 1 above. The programs are in all sectors of early childhood including public districts, child care, and family child care. Offerors must serve all target audiences with the CPDS in this engagement but in such a way that the PD and TA is differentiated for the needs of the audiences considering current quality level, proportion of high needs children, and needs of the educators. Priority should be given first to programs with the greatest needs.

The following are the critical and priority content areas and delivery/implementation models for this CPDS.

C. CPDS Content Vision:

1. Support early learning and development programs in:
  - a. Selection of assessment and screening instruments/approaches
  - b. Strengthen understanding of assessment uses
  - c. Administration, interpretation, and use of data
  - d. Use of Ohio's new early learning and development standards B to K-entry
  - e. Supporting children with high needs (children with disabilities, English language learners, children from low income)
2. Address educators' use of:
  - a. Screening measures (health and developmental)
  - b. Formative assessments
  - c. Measures of environmental quality
  - d. Measures of adult-child interactions

D. CPDS Delivery/Implementation Model Vision:

1. Use existing PD networks including higher education
2. Analyze needs for PD geographically
3. Develop new PD to be deployed by existing networks/contractors
4. Promote educators' timely/effective alignment/integration of assessment data and sharing of results to facilitate and determine:
  - a. Targeted interventions
  - b. Instructional decisions
  - c. Child growth and development
5. Utilize existing PD networks for delivery
6. Create/strengthen the higher education connection to early learning competencies
7. Utilize multiple methods of delivery
  - a. Face-to-face
  - b. Technology
    - 1) Development/distribution of online information resources (may include DVDs for limited broadband access areas)
    - 2) Web tools and web-based training
  - c. Train-the-trainers model
  - d. Coaching, TA, mentoring models

Ohio plans to organize the regional PD networks into the 12 regions used by the R & R's (see Supplement A for a cross walk of how 16 State Support Team Region's align to the 12 Resource and Referral regions). Ohio plans to conduct an external evaluation of this professional development system through a separate external provider through the life of the RTT-ELC grant. This external evaluation will be handled as separate from this RFP. The following are the deliverables for the RFP organized by the five key areas that the Offeror must address.

1.4.4 Deliverables

A. Governance, Project Management and Reporting

1. Governance of Comprehensive Professional Development System. Ohio is committed to a coordinated leadership structure to ensure a comprehensive professional development system. The Offeror must develop a coordinated leadership structure for partners or consortium of entities that will implement the EC Comprehensive PD system which will include representatives of all early childhood sectors, IHEs (2 and 4 year) and professional organizations. The delivery of the comprehensive professional development system for Ohio will require an Offeror that is willing to work in collaboration with ODE and other state agencies. The Offeror must demonstrate in its Work Plan the leadership structure and partners or consortium of entities within the system and project management plan. The Offeror should also outline how they will organize and hold regular meetings with partners or consortium of entities within the system.

2. Project Management and Reporting. The Offeror must develop a project plan, in collaboration with and approved by ODE, for the development and implementation of the CPDS. This may include meeting with the State of Ohio PD Project Team or other committees made up of ODE, ODJFS, ODH, ODMH, DODD, and OHT to review decisions regarding all aspects of the CPDS. 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 the CPDS in a coordinated way after this engagement is complete.

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. Quarterly reports regarding the status of the CPDS;
- b. Information used to craft State and Federal reports as determined by ODE;
- c. Bi-weekly status reports and final report detailing effort, issues, risks and mitigation strategies and
- d. Data and information as required by ODE for the external evaluation of the professional development system which will be conducted by a separate external provider through the life of the RTT-ELC grant.

ODE may work with the Contractor to identify additional reporting needs based on federal and state reporting requirements.

- 1) Deliverables related to Governance, Project Management and Reporting. Develop a Work Plan in collaboration with and approved by ODE for the development and implementation of the comprehensive professional development system.
    - 1) Meet with the ODE on a regular basis (e.g., bi-monthly) and other stakeholders, regional PD providers or other committees as determined by ODE to review decisions regarding all aspect of the system.
    - 2) Submit reports to ODE regarding the status of the project.
      - 1) Submit quarterly reports regarding the status of the project
      - 2) Submit bi-weekly status reports regarding the status of the project
      - 3) Provide information when necessary to fulfill state and federal reporting requirements
- B. Data Gathering, Analysis and Specifications of Coordination and Delivery Model for Ohio's Comprehensive Professional Development System

1. Design, Conduct and Analyze Results of Needs Assessment and determine Coordination and Delivery Model for CPDS. Ohio has a long history of providing effective professional development to its early childhood professionals. The Ohio PD State Leadership Team has created an overall design for the CPDS. The Offeror must understand the RTT-ELC PD efforts performed to date to develop a delivery system for the coordination of the RTT-ELC PD in Ohio.

Ohio has a need to provide a variety of delivery methods of professional development to the early childhood community. An analysis of the needs for professional development from a geographic perspective for both students as well as providers should also inform the implementation model. The Offeror will identify types of data needed in order to perform the analysis and will work with ODE and other participating state agencies in the collection of the data.

The Offeror will complete an analysis of the needs for professional development coordination, delivery and technical assistance by considering the following factors:

- a. Geographic Perspective;
- b. Pockets of needs including high concentrations of programs serving families receiving subsidized funds for childcare, programs serving children with disabilities and programs serving young English Language Learners and
- c. Existing supports available to providers including State and Local professional development resources.

The State believes that the CPDS design builds upon the existing state infrastructure and is robust. The State is not looking for a wholesale re-think of the current and proposed PD program structure. The State is; however, open to modifying the type, number and content of the current CPDS modules and coaching models based on the needs assessment, if warranted by the results of the analysis.

2. Coordination and Delivery Model. Once the Contractor has analyzed the results of the needs assessment and has reviewed with the State, a Coordination and Delivery Model proposal should be developed in cooperation with ODE. The model must be based on the principles of the CPDS and best practices for adult learning. The Contractor must utilize existing professional development content and the use of existing PD networks within the coordination and delivery plan. The State also requires that the proposal include a higher education component directly or demonstrate the higher education connection to early learning competencies.

The Contractor must include in the design how to utilize the state PD registries (i.e., OPDN registry and/or STARS) and track professional development supports that are offered to as well as received by early childhood professionals. This may include recommendations for modifications to the system in order to create an efficient CPDS. In addition, the Contractor would utilize the existing tracking system developed by the State to track TA provided to individual programs within the work of the RFP.

When considering the design of the coordination and delivery model, the Contractor must plan how to use the state-provided tracking system in order to:

- a. Determine a method to track who is providing what support to the early childhood professionals;
- b. Design a method of gathering information from PD providers so a program can receive the appropriate support from the appropriate expert and
- c. Design a method of dispersing professional development supports in an efficient way.

The Coordination and Delivery Model must also address how coordination will occur within regions of the state. Regional Coordination is a key component of the CPDS. The Offeror must have a plan that will strengthen coordination among PD network providers at the regional level. The Offeror must organize meetings to gather the regional PD network providers of CCR&R staff, SST staff, ECMH and HP Consultants and additional staff hired by Offeror to train and coordinate professional development and implement the delivery model. The Offeror shall utilize multiple methods of sharing information and meeting which includes but is not limited to face-to-face, train-the trainers' models, web tools and web-based training. The objective of these meeting is to facilitate team building and coordination in each of the 12 regions. For face to face meetings, the Offeror shall supply or arrange to cover the cost of any space needed to hold the meetings. The Offeror shall propose an approach for facilitating coordination in each of the 12 regions with regional PD network providers.

3. Deliverables related to Data Gathering, Analysis and Specifications of Coordination and Delivery Model Ohio's Comprehensive Professional Development System:
  - a. The Contractor shall complete an analysis of the needs for professional development coordination, delivery and technical assistance.
  - b. The Contractor proposes and develops a Coordination and Delivery Model in cooperation with ODE.

#### C. Modules for Early Childhood Professionals

Ohio plans to develop new training modules to support the use of standards and assessments. Ohio also will be developing professional development in another project through the RTT-ELC grant on Ohio's newly developed Early Learning and Development Standards for children Birth through Kindergarten Entry. Although the development of the content and face-to-face training will take place within that project, the formatting for electronic dissemination of the modules created in that project will be the awarded Contractor's responsibility in this project. The regional PD networks will primarily be responsible for the deployment off the PD created in the other project but this Contractor will also be trained to deploy it as well. The information below clarifies the details:

1. Module Development. Modules represent the subject or topic area of professional development training. Each module will contain 1 to 3 sessions, which are segments of instruction that are 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 1 to 3 sessions of instruction each ranging 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 Contractor must utilize content experts to develop any modules specifically related to this project. The Contractor shall consider utilizing experts from 2 and 4 year institutions of higher education in Ohio to develop the content. In addition, the Contractor may utilize in cooperation with the Ohio Department of Education additional members of Ohio PD providers including SST staff, CCR&R staff, and ECMH and HP consultants to help review module content and design.

Consideration of Audience. The range of education and experience will vary across the state. Providers who are engaged in SUTQ must complete 20 hours of approved credit every two years. ODE and ODJFS will be creating new policies to determine the process for approved professional development training. Those who are not participating in SUTQ and are licensed by ODE must obtain 10 hours per year of professional development training to meet licensing requirements. Those who are not participating in SUTQ and are licensed by ODJFS must complete 45 hours of PD within their first 3 years of employment. In addition to the need of acquiring approved credit, many professionals seek college credit to use for renewal of their teaching certificate or license. 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.

The Offeror shall describe experience and expertise and provide evidence of effectiveness constructing a module meeting the requirements provided above including, but not limiting, its response to identifying the learning management system that may be used. The Offeror shall describe and provide examples of graphic design examples and processes used to develop modules. The following are the specific modules.

a. Screening and Assessment Modules

The awarded Contractor must develop three modules with each module containing one session related to screening and assessment which are outlined below. The following are suggested topics and the Contractor may add additional modules, sessions or topics or modify the modules, session or topics as long as the topics relate to Screening and Assessment of children Birth through Kindergarten Entry and are approved by ODE.

Module 1 (consists of 1 session):

Introduction to Health and Development screenings for Birth through Kindergarten Entry

- 1) Screening vs. assessment
- 2) Purposes and uses
- 3) Assessing technical adequacy

Module 2 (consists of 1 session):

Choosing appropriate screenings for children Birth through Kindergarten Entry

- 1) Overview of screenings for targeted populations
- 2) Determining appropriate screenings
- 3) Using screening results
- 4) Communicating results to families

Module 3 (consists of 1 session):

Assessment of children Birth through Kindergarten Entry

- 1) Overview of the purposes and uses of assessment
- 2) Methods for collecting information
- 3) Methods for interpreting assessment information
- 4) Using information to inform instruction

- b. Using Technology in Early Childhood Settings. The State also knows there is a need for early childhood professionals to understand more about the appropriate use of technology in the classroom. As Ohio moves into an assessment system that is technology-based, it is evident that the State must support teachers in this transition. Because of this, the awarded Contractor must develop two modules on using technology in the early childhood settings and integrating technology in everyday activities which are outlined below. The following are suggested modules and topics and the Contractor may add additional modules, sessions or topics or modify the modules, session or topics as long as they relate to using technology in early childhood settings and are approved by ODE.

Module1 (consists of 1 session):

Introduction to Technology in the Early Childhood Classroom

- 1) Misconceptions of technology in early childhood
- 2) Technology competencies
- 3) Adult and Family views of technology
- 4) Access and Equity

Module 2 (consists of 2 sessions):

Incorporating Technology in Everyday Activities

- 1) Setting up the environment
- 2) Linking learning goals to technology
- 3) Family communication and technology use
- 4) Creating an Action Plan

- c. Supporting Young English Language Learners. Ohio also realizes the need to support early childhood professionals in serving young English language learners. Ohio currently has one professional development training module designed for preschool early development professionals to learn more about how they can support young English language learners. The Offeror shall access and redesign the existing professional development training module and incorporate into the module development. The following are suggested modules and topics. The awarded Contractor may add additional modules, sessions or topics or modify the modules, session or topics with approval by ODE. The Offeror must develop 6 modules (which include the redesign of the existing professional development module) that address the needs of young English Language Learners for children B-K entry which are outlined below.

Module 1 (consists of 3 sessions):

Introduction to Young English Language Learners

- 1) Defining English Language Learners
- 2) The role of teachers and parents in supporting language development
- 3) The culture of the classroom
- 4) Learning trajectories for ELL Birth to Kindergarten Entry

- 5) Standards and assessment for Young ELLs
  - Module 2 (consists of 2 sessions):
    - Engaging the Family of the Young English Language Learner
    - 1) Setting up a welcoming environment
    - 2) Value differing cultures
    - 3) Engagement of families
  - Module 3 (consists of 2 sessions):
    - Supporting our youngest English Language Learner, strategies for working with children birth to 36 months
    - 1) Promoting standards
    - 2) The role of assessment
    - 3) Family as partners
    - 4) Strategies for support
  - Module 4 (consists of 2 sessions):
    - English Language Learners, age 3 to Kindergarten Entry
    - 1) Promoting standards
    - 2) The role of assessment
    - 3) Family as partners
    - 4) Strategies for support
    - 5) Transitions
  - Module 5 (consists of 2 sessions)
    - Supporting the Acquisition of English with young English Language Learners
    - 1) English language Acquisition in young children
    - 2) The role of oral language
    - 3) The role of the teacher and the environment
- d. Additional Modules based on Need. In addition to the assigned modules to develop, the awarded Contractor will also be responsible for developing additional modules based on need as determined by ODE. The Offeror will develop 5 additional modules, each with a minimum of 2 sessions per module.
2. Module Development Timeline. The State's expectation is to have the awarded Contractor develop 16 professional development training modules by 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 December of 2014.

DELIVERABLE	Jan 1, 2013-June 30, 2013	(July 1, 2013-June 30, 2014	July 1, 2014-Dec. 30, 2014
		TOTAL: 6 modules	TOTAL: 5 modules
BREAKDOWN OF MODULE DEVELOPMENT	<u>March:</u> Young ELL Modules (3 Modules)  <u>June:</u> Young ELL Modules (3 Modules)	<u>December:</u> Technology in the Early Childhood Classroom (2 Modules)  <u>June:</u> Screening and Assessment Modules (3 Modules)	<u>September:</u> Additional modules (2 Modules)  <u>December:</u> Additional modules (3 Modules)

3. Evaluating 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 training 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 awarded Contractor must design a consistent method of pre- and post-surveying that would be used for each module delivered through the CPDS. The design should address the following:

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

4. Formatting Modules for Electronic Dissemination and Hosting Modules in Learning Management System (LMS). 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 a Learning Management System. 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. Ohio is also working with another vendor to develop the content and face-to face training of 25 modules related to Ohio's new Early Learning and Development Standards. The Offeror must format these 25 modules so they may also be disseminated electronically. The Offeror must also host these modules in a LMS and then plan to transfer these modules to an ODE identified LMS and plan a plan for extraction. An outline of the modules that need to be formatted and hosted are offered below:
  - a. Formatting 16 modules developed through this RFP. The awarded Contractor must format the 16 modules that are being developed through this project for electronic dissemination. This includes transforming content into a format that would utilize web-based trainings and also be compatible with a learning management system and the Contractor will place modules in a learning management system. These 16 modules would also be placed on CDs to be used for Ohio professionals that may not have access to internet services. The Contractor will be expected to produce 100 CDs per module for a total of 1600 CDs. This number may decrease after the Offeror conducts the needs assessment.
  - b. Formatting 25 modules already developed through another external project/provider. The Contractor must transform the content from the 25 modules for Standards-based Education and Level 1, 2 and 3 training that is being developed (see Supplement Two for an outline of module titles and number of sessions). This includes transforming content into a format that would utilize web-based trainings and also be compatible with a learning management system and the Contractor will place modules in a learning management system. These 25 modules would also be placed on CD's to be used for Ohio professionals that may not have access to internet services. Contractor shall supply 100 CD's per module. The Contractor shall work with ODE to develop and ensure quality in the design.

DELIVERABLE	Jan 1, 2013-June 30, 2013	July 1, 2013-June 30, 2014	July 1, 2014-June. 30, 2015	July1 , 2015-Dec 30, 2015
	TOTAL: 7 modules	TOTAL: 12 modules	TOTAL: 17 modules	TOTAL: 5 modules
BREAKDOWN OF Module Formatting	<u>June:</u> Overview Standards-Based Education Professional Development (1 Module)  Young ELL Modules (3 Modules)  Young ELL Modules (3 Modules)	<u>December</u> Level 2 Standards Professional Development (5 Modules)  <u>June:</u> Level 2 Standards Professional Development (7 Modules)	<u>December:</u> Level 3 Standards Professional Development (5 Modules)  <u>June:</u> Level 3 Standards Professional Development (7 Modules)  Technology in the Early Childhood Classroom (2 Modules)  Screening and Assessment Modules (3 Modules)	<u>September:</u> Additional modules (2 Modules)  <u>December:</u> Additional modules (3 Modules)

5. Deliverables Related to Module Development for Early Childhood Professionals:
    - a. The awarded Contractor will develop a total of 16 modules by 2014.
    - b. The Contractor must design a consistent method of pre- and post-surveying that would be used for each module delivered through the CPDS, including modules developed through this project as well as the project related to Standards Professional Development
    - c. The Contractor must format 41 modules so they may be disseminated electronically.
    - d. The Contractor must also host the 41 modules in a LMS and then plan to transfer these modules to an ODE identified LMS. The Contractor should describe their plan for extraction and transfer.
- D. Regional Conferences to Support Early Learning Programs and Professional Development Providers

One of the goals of the RTT-ELC grant is to provide quality professional development in order for providers to increase their understanding of the use of assessments, program standards and child standards. Because of the distance for some programs to a central location to attend conferences in Columbus, there are some programs that are not able to take advantages of a state-wide early care and education conference. The result is many programs that are located centrally being able to attend, while those living in the northern or southern part of Ohio not being able to take advantage of the benefit of high quality professional development.

The awarded Contractor shall plan and execute regional conferences in 3 locations of Ohio in the fall of 2014 and in 3 locations of Ohio in the fall of 2015 that will focus on standards (both quality and child) and assessment of children birth through kindergarten entry. The expectations for these conferences are outlined below:

1. Deliverables Related to Regional Conferences to Support Early Learning Programs and Professional Development Providers.

The Contractor will plan and execute regional conferences in the fall of 2014 and 2015.

- a. The conference should be 1 to 2 days in length per year and be offered in three locations in 2014 and three locations in 2015.
- b. The conference should include keynote speakers that are national experts in program standards, child standards, screening, assessment, curriculum, technology and young English Language Learners. It should also include breakout sessions from local, state and national experts.
- c. The sessions should allow for state agency approved professional development training in order to meet the requirements of licensing, SUTQ and other state approved areas as appropriate. The sessions should also offer CEUs.
- d. Each regional conference should accommodate up to 500 people. The awarded Contractor is responsible for securing the locations for the conferences and all costs related to the conferences with the exception of all food costs and lodging (if applicable).

E. Professional Development Delivery

1. PD Delivery Teams and Specialized Coaching Resources. The regional PD networks, as well as PD providers hired by the awarded Contractor, will constitute the principal delivery team for the CPDS. The Contractor shall help to build on the existing system which has been in operation by the State for delivery of professional development. Through Resource and Referral staff as well as State Support Team staff, ECMH and HP Consultants professional development training will continue to be dispersed through this system. In addition to these staff, the Contractor will dedicate 12 additional staff to deliver professional development training and targeted coaching.

The Contractor must build on this existing system and promote the idea of team delivery within each region of the State. A team may consist of R&R staff, SST staff, ECMH consultants, HP consultants and additional staff hired by the Contractor. The Contractor will address each team in the 12 regions of the State during meetings described below in "Preparing Professional Providers for Delivery and promote a coordinated approach to PD delivery and targeted coaching.

The Offeror will develop a plan that addresses how it will promote team building for coordinated professional development within the system and address the types of activities and frequencies of meetings that will be conducting to promote this coordination.

2. Preparing Professional Development Providers for Delivery. In order to ensure the delivery and deployment of all of the current as well as planned professional development training modules, R&R staff, SST staff, ECMH consultants, HP consultants and additional staff hired by the Offeror will be trained by the Offeror to deliver professional development. The Offeror must ensure that each staff member is prepared and qualified to deploy the professional development training modules in a method that ensures fidelity to the content. The responsibilities for preparing R&R staff, SST staff, ECMH consultants, HP consultants and additional staff hired by the Offeror for delivery are outlined below:

The Offeror must:

- a. Provide train-the-trainer training and assess professional development providers to determine if they are adequately prepared and qualified to deliver the professional development and shall recommend to ODE those not prepared to provide the professional development
- b. Plan and provide train-the-trainer training including face to face meetings, web-based meetings and phone conferences. For face to face meetings, the Contractor 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 16 meetings would be need to cover the content of the modules. A minimum of 5 face to face meetings should take place to introduce each module, and the remaining meetings can take place via face to face, web-based meetings and/or phone conferences.
- c. Provide supplies and resources to professional development providers including, but not limited to, children's literature, manipulatives for demonstration, technology supports such as video clips, and binders with materials for each module. An estimated 70 sets of materials shall be provided by the Contractor.
- d. Prepare R&R staff, SST staff, ECMH consultants, HP consultants and additional staff hired by the Offeror to differentiate support based on multiple factors such as programs of lower quality needing additional support and more offering of lower levels. Types of technical assistance and coaching that will be offered could be varied as well.

3. Targeted Coaching and Technical Assistance. Providing professional development to early childhood professionals will allow them to learn more about standards and assessments. In addition to the modules, Ohio also knows the value of working in a more individual way with professionals in order to help them examine their current environment and teaching practices and develop goals for continuous improvement as well as application of the new knowledge acquired from the professional development training modules. The Offeror must dedicate 12 full time staff (with a minimum of 2 bilingual staff out of the 12 staff) that are early childhood experts who will deliver professional development training and also implement a coaching model targeted to programs that are serving children with high needs. Each of these staff should serve at least 10 teachers and implement a coaching model with those teachers which include those teachers participating in PD as well as those teachers participating in a targeted coaching project to further their knowledge of standards and assessment implementation. The concept of this targeted coaching project is to help teachers go deeper into certain areas of their teaching practice and have a greater support which may be differentiated depending on the skills and knowledge of the provider.

The Offeror must describe in detail the plans for dedicating the 12 staff, the type of coaching model that will be implemented, how technology will be used to efficiently disperse the coaching model and ways the staff will utilize a targeted coaching approach. In addition, the Offeror shall address the following:

- a. Provide regular training to these 12 staff to include but not limited to:
    - 1) Content related to coaching teachers in early childhood settings.
    - 2) Involving administration in a coaching relationship.
    - 3) Ways to assess environment and teaching practices to determine goals.
    - 4) Communication skills.
    - 5) Using the Environmental Rating Scale and CLASS as part of their assessment of the early childhood professional.
  - b. Provide the 12 staff with materials and supplies to support coaching including but not limited to:
    - 1) A flip camera for each of the 12 staff.
    - 2) A flip camera for at least 120 teachers which will be used for technologically-mediated coaching as well as analysis for fidelity of coaching principles.
    - 3) Learning materials and children's literature to support coaching.
  - c. Support the facilitation of online communities of practice, which will be led by the awarded Contractor's 12 staff, as well as targeted coaching and technical assistance
4. Ensuring Fidelity. A major goal of the comprehensive professional development system for Ohio is to ensure fidelity to the content and delivery of the professional development. This includes ensuring the professional development providers understand the content of the modules, deliver the modules as they were designed and adjust instruction when appropriate to meet the needs of diverse learners. The Offeror must design a system to ensure the fidelity of the content and delivery. The requirement for this is outlined below:

The system to ensure the fidelity of the content and delivery of the Professional Development Modules and coaching project which must include, at a minimum:

- a. A method for determining level of understanding of module content.
  - b. Observing professional development providers delivering modules.
  - c. Examining pre- and post-survey data.
  - d. Examining feedback from participants.
5. Deliverables related to Professional Development Delivery:
    - a. The Offeror must build on Ohio's existing professional development system and promote the idea of team delivery within each region of the State.
    - b. The Offeror must provide train-the-trainer training and assess professional development (including providing supplies and resources including, but not limited to, children's literature, manipulatives for demonstration, technology supports such as video clips and binders with materials for each module) along with preparing PD providers to differentiate support.
    - c. The Offeror must dedicate the 12 staff in the delivery of PD training and targeted coaching model (including providing training, materials and supplies including, but not limited to, children's literature manipulatives for demonstration, technology supports such as video clips and binders with materials for each module) and support the facilitation of online communities of practice.
    - d. The Offeror must design a system to ensure the fidelity of the content and delivery of the Professional Development Modules and coaching project.

#### 1.4.5 STAFFING PLAN

Qualified applicants must provide the in-depth information requested in this and the Staffing Plan section of the proposal instructions (See page 5 of the instructions). Forms 5.2.5 and 5.2.6 must be completed for key staff assigned to the project. Failure to respond to all information requested on the form may lead to rejection of the Offeror's proposal. In addition, specifically for the proposed Project Director, the Offeror must present evidence that demonstrates the following:

- A. The proposed Project Director must demonstrate:
1. Extensive experience and depth in early childhood education and development.
  2. Experience in and knowledge of best practices for professional development module creation and adult learning.
  3. Outstanding ability to navigate and bring to consensus challenging environments with many players, and diverse points of view;
  4. Deep experience in the management of large-scale education-related projects;
  5. Active and successful management of a multi-vendor team;
  6. Management of a large-scale, successful engagement through the use of a MSPProject (or alternative) work plan;
  7. A full-time commitment to this project for the lifetime of the engagement; and
  8. That s/he is an employee of the Offeror.
- B. The Offeror must describe how the administrative and coordination elements of the project management function will occur, either through a Project Director who is responsible for these functions or an alternative model. The project team selected for this engagement must have a diverse and rich set of experience and skills. The State believes that while there will be a large cadre of individuals on the project team, that a small, powerful group of team members must constitute the core team, responsible for the delivery of the project.
- C. Four members of the Offeror's team, which includes the Project Manager, will be considered Key Staff. Key Staff cannot be changed within the project without ODE approval of their departure and of a replacement, with at least one month notice. In addition to forms 5.2.5 and 5.2.6, the Offeror must present evidence that demonstrates the following for the four top members of the proposed core team::
1. Early childhood development and education for the entire age spectrum -- from infant through Kindergarten-entry lifecycle;
  2. Early childhood PD design;
  3. PD delivery to adult learners;
  4. Technical assistance/consulting;
  5. Targeted coaching; and
  6. Other skills identified by the Offeror that are deemed critical for the successful completion of this engagement.
- D. Of the four Key Staff team members, two must be identified as full-time during the course of the project and two must be committed for at least 50% of their time during the course of the project.

#### 1.4.6 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.

#### 1.4.7 Organizational Requirements

The Offeror must have staffing and personnel sufficient to fulfill the work of the project. The awarded 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.

#### 1.4.8 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.

#### 1.4.9 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.

#### 1.4.10 Funding and Timelines

The following funding and timeline of activities were specified in Ohio's Race to the Top application. The products and services for this project must be delivered in accordance with these specifications.

##### A. Funding

\$8,638,280: Contract with external provider to develop a comprehensive professional development system.

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

1. January 1, 2012-June 30, 2013
  - a. Management of the budget, implementation, schedule, performance measures and work plans for the Project.
  - b. Design and implement a consistent method of pre and post surveying that would be used for each module delivered through the CPDS.
  - c. Completion of an analysis of the needs for professional development coordination, delivery and technical assistance.
  - d. Propose and Develop a Coordination and Delivery Model in cooperation with ODE.
  - e. Develop content for Young English Language Learner Modules (5 Modules).
  - f. Format Level 1 Standards Professional Development Training and Young English Language Learners Modules (6 Modules) and host in LMS.
  - g. Provide train the trainer training and assess professional development (including providing supplies and resources) to prepare PD providers to differentiate support.
  - h. Dedicate 12 staff in the delivery of PD training and targeted coaching model (including providing training, materials and supplies) and support the facilitation of online communities of practice.
  - i. The Offeror must design and utilize a system to ensure the fidelity of the content and delivery of the Professional Development Modules and coaching project.
2. July 1, 2013-June 30, 2014
  - a. Develop content for Screening and Assessment Modules (3 Modules).
  - b. Develop content for Using Technology in Early Childhood Settings (2 Modules).
  - c. Format Level 2 Standards Professional Development Training Modules (14 Modules) and host in LMS.
  - d. Plan and execute two regional conferences in the fall of 2014.
  - e. Provide train the trainer training and assess professional development (including providing supplies and resources) prepare PD providers to differentiate support.
  - f. Secure and utilize 12 staff in the delivery of PD training and targeted coaching model (including providing training, materials and supplies) and support the facilitation of online communities of practice.
3. July 1, 2014-June 30, 2015
  - a. Develop content for Additional Modules based on need (5 Modules).
  - b. Format Level 3 Standards Professional Development Training Modules and Technology in Early Childhood Settings Modules (14 Modules) and host in LMS.
  - c. Plan and execute two regional conferences in the fall of 2015.
  - d. Provide train the trainer training and assess professional development (including providing supplies and resources) prepare PD providers to differentiate support.
  - e. Secure and utilize 12 staff in the delivery of PD training and targeted coaching model (including providing training, materials and supplies) and support the facilitation of online communities of practice.
4. July 1, 2015-Dec 30, 2015
  - a. Format Additional Modules based on need (5 Modules) and host in LMS.
  - b. Secure and utilize 12 staff in the delivery of PD training and targeted coaching model (including providing training, materials and supplies) and support the facilitation of online communities of practice.

1.4.11 Project Implementation and Transition\_ The Project Implementation Plan shall include a description of how the requirements of the Project will be implemented. Offerors must indicate a commitment to assume responsibilities and execute Program requirements within five (5) business days after the Offeror is notified of selection and receipt of purchase order. Failure of the selected Offeror to execute program implementation within this time-frame shall be grounds for the State to cancel the award of the Contract to the selected Offeror, select another Offeror, and/or re-open the negotiation process.

The Offeror shall address the proposed transition process for ease of implementation of subsequent contractors should the need arise at the end of the Contract term.

- A. Staff Availability & Knowledge Transfer. The Offeror shall play an integral role in providing knowledgeable human resources during a transitional period to ensure uninterrupted operations and availability of the Information System. Consultations and expertise are required in addition to supplied documentation. Experts are required in the facilities, technical, conceptual and functional facets of the Information System.
- B. Documentation. Documentation shall be made available to assist in the execution of a transition plan. The Offeror is responsible for developing and maintaining documentation at all times during the Contract period. All documentation shall be made available to the State upon the State's request. The documentation shall include, but not be limited to: user guides, program and system narratives, system flows and processing schedules, technical architecture & hardware specifications and the Disaster Recovery Plan.
- C. Application Data. The Offeror is responsible for maintaining current and accurate data. If required, this data shall be made available to assist in the execution of a transition plan.

1.4.12 Qualified Applicants. Qualified applicants must meet the Mandatory Requirements listed in Table 2, as well as provide the in-depth information requested in the Offeror Required Information tab of the Proposal (See Form 5.2.2). Failure to respond to all information requested on the form or any additional information requested may lead to rejection of the Offeror's Proposal.

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

- A. The Offeror must demonstrate experience in the successful management, development and delivery of complex professional development, technical assistance and coaching programs of similar size and scope to this engagement.
- B. The Offeror must demonstrate extensive experience in successfully managing multiple partners to deliver complex PD and coaching programs.
- C. The Project Team must contain entities and/or partners that have knowledge and expertise that represent:
  1. The various sectors of early childhood educators/providers (districts, child care providers including centers and family child care homes);
  2. Institutions of higher education, including 2- and 4-year organizations; and
  3. Ohio's professional early childhood professional development organizations.
- D. Each subcontractor must submit a letter of commitment to the project and their specific qualifications in the Offeror Required Information tab of the Proposal. (See Form 5.2.1)
- E. The Project Team must demonstrate experience with the following:
  1. Developing and delivering data-driven, research-based, job-embedded PD that has demonstrated practice changes in the field;
  2. Developing and delivering PD using multiple media/delivery vehicles, including but not limited to instructor-led training, both virtual and face-to-face, web training and video/DVD/CD production.
  3. Assessing and evaluating PD fidelity to content and impact.
  4. Defining an appropriate methodology and delivering effective technical assistance and targeted coaching across a complex system; and
  5. Creating and executing large-scale PD conferences.
- F. The Project Team must demonstrate experience with leveraging quality organizations and staff with the following types of credentials:
  1. Early childhood content and context experts linked to higher-education organizations, with an understanding of current research
  2. PD developers across multiple media types
  3. PD delivery staff, experienced with multiple media
  4. Coaching and technical assistance design and delivery across a complex system
  5. Knowledge of adult learning styles.
- G. The Project Team must demonstrate experience with knowledge transfer and ongoing sustainability of programs similar to the CPDS in government environments.
- H. It is desirable for the Project Team to demonstrate experience with the following:
  1. 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
  2. Creating Professional Development that is hosted in a Learning Management System (LMS).

1.4.13 Work Plan. Offeror's Work Plan must include the following:

- A. A description of the Offeror's leadership structure and proposed partners or consortium of entities. Detail how this group will work in collaboration.
- B. An outline of how the Offeror will organize and hold regular meetings with partners or consortium of entities within the system.
- C. A proposed process for developing a project plan, in collaboration with and approved by ODE, for the development and implementation of the CPDS.
- D. A proposed sustainability plan with implementation plan.
- E. A proposed report plan and schedule with samples of data reported.
- F. A plan to design, conduct and analyze results of needs assessment and propose a coordination and delivery model for CPDS.

- G. A plan to utilize the state PD registries and track professional development supports that are offered to, as well as received by, early childhood professionals.
- H. A proposed plan for developing modules including use of subject matter experts.
- I. A description of how the Offeror will address consideration of audience for PD.
- J. A detailed plan for module development.
- K. A plan for evaluating prior knowledge and determining knowledge growth.
- L. A plan to format and host modules in an Offeror-provided LMS.
- M. A plan to transfer the modules to an ODE identified LMS.
- N. A location plan and proposed time frame for Regional conferences.
- O. A plan to build the PD delivery teams.
- P. A plan to prepare the PD teams for delivery of the PD.
- Q. A description, in detail, of the plans for dedicating the 12 staff, the type of coaching model that will be implemented, how technology will be used to efficiently disperse the coaching model and ways the staff will utilize a targeted coaching approach.
- R. A proposed system to ensure the fidelity of the content and delivery of the PD.
- S. Description of process to maintain confidentiality.
- T. Project timeline.
- U. A discussion of any anticipated difficulties in performing the specified Project Requirements and proposed solutions to those difficulties.

1.4.14 Contractor Responsibilities. The Contractor must meet all RFP requirements and perform Work as defined in the Scope of Work. In addition, the Offeror shall meet or exceed all standards, regulations, laws and ordinances as adopted by federal, state and local authorities. These laws and ordinances must include, but not be limited to, any governing body under which the State may operate now or in the future.

The State encourages responses that demonstrate a thorough understanding of the nature of the research in the field of performance assessments and related services. Proposals prepared in response to this RFP must employ a sound design with the aim of producing high-quality PD that enables the State to meet the RTT-ELC objectives through practical action steps for the successful implementation of this project, working with the State and the various cohorts throughout the term of the Contract.

- 1.5 CONFIDENTIAL INFORMATION The process to procure goods and services by DAS is open to inspection by the public. DAS makes available prices (offered and accepted), terms of payment, Proposal materials, evaluation scores, product information, and other types of information DAS uses in evaluating and/or awarding the Contract, consistent with Ohio's public records law. DAS will seek to open the Proposals in a manner that avoids disclosing their contents. Additionally, DAS will seek to keep the contents of all Proposals confidential until the Contract is awarded. Further, the DAS will open for public inspection all Proposals provided to the DAS in response to this RFP after award.
- 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 The following Table 1 contains items that are Mandatory Requirements for this RFP.

Determining the Offeror’s ability to meet the Mandatory Requirements is the first step of the DAS evaluation process. The Offeror’s response must be clearly labeled “Mandatory Requirements” and collectively contained in Tab 2 of the Offeror’s Proposal in the “Offeror Required Information and Certification” section.

DAS will evaluate Tab 2 alone to determine whether the Proposal meets all Mandatory Requirements (accept/reject). If the information contained in Tab 2 does not clearly meet every Mandatory Requirement, the Proposal may be disqualified by DAS from further consideration.

2.2 TABLE 2 - MANDATORY PROPOSAL REQUIREMENTS

Mandatory Requirements	Accept	Reject
1. Offeror has completed at least one large-scale PD project with the development and implementation of PD modules integrated across multiple complex programmatic disciplines and has a minimum of three (3) years of experience with PD projects.		
2. Offeror Team has demonstrated experience in managing multiple partners to deliver complex PD and coaching/technical assistance programs.		

If the State receives no Proposals meeting all of the mandatory requirements, the State may elect to cancel this RFP.

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 4), 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 3 - 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 3 - SCORING BREAKDOWN

Criteria	Maximum Allowable Points
Proposal Technical Requirements	1,440 Points
Proposal Cost	480 Points
Total	1,920 Points

The following scale (0-9) will be used to rate each Proposal on the criteria listed in the Technical Proposal Evaluation table.

DOES NOT MEET 0 POINTS	MEETS 5 POINTS	EXCEEDS 7 POINTS	GREATLY EXCEEDS 9 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 4. Representative numerical values are defined as follows:

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

MEETS (5 pts.): Response generally meets the objectives (or expectations).

EXCEEDS (7 pts.): Response indicates the objectives will be exceeded.

GREATLY EXCEEDS (9 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 4 - TECHNICAL PROPOSAL EVALUATION

Criterion	Weight	Rating (0 to 9)	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). The Offeror describes and provides evidence of experience and success (through a presentation of data) with PD projects similar in size and scope within the past 5 years.	5		
2. The Offeror describes and provides evidence of experience and success (through a presentation of data) with technical assistance and coaching projects across a complex system.	2		
3. The Offeror describes and presents evidence of experience in the successful management of multiple partners to deliver complex PD programs.	2		
4. The Offeror describes and provides evidence that the proposed Project Team contains entities/partners that have knowledge/expertise that represent the various sectors of early childhood educators/providers, institutions of higher-learning, and Ohio's PD organizations and provides commitment letters from each entity/partner.	3		
5. The Offeror describes and provides evidence that the proposed Project Team have 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 assessing/evaluating PD fidelity to content/impact; defining an appropriate methodology/delivery of effective technical assistance/coaching; and creating/executing large-scale conferences.	2		
6. The Offeror describes and provides evidence that the proposed Project Team members have 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; coaching and technical design/delivery; and understanding of adult learning styles.	3		
7. The Offeror describes and provides evidence that the proposed Project Team has experience with knowledge transfer/ongoing sustainability of programs similar to CDPS in government environments	3		
<b>Offeror Prior Projects</b>			
1. The Offeror documents, at a minimum, three (3) previous references for jobs similar to this Project and provides details of similarities (see 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:  a. At least one (1) previous references for jobs similar in size, scope and nature to this Project b. At least two (2) additional previous references for jobs with major elements similar in nature to this Project.	10		

<b>Staffing Plan</b>			
<p>1. The Offeror must demonstrate sufficient staffing and training to administer this program.</p> <p>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.</p> <p>The Offeror must identify the amount of time key project personnel will be expected to spend on this project.</p>	10		
<p>2. The Offeror must:</p> <p>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).</p> <p>b. Demonstrate it can quickly undertake and successfully complete the required tasks for this project.</p> <p>c. Document it has an adequately skilled staff to develop quality deliverables in the allowable time frame.</p>	10		
<p>3. The Offeror must demonstrate that its proposed Project Director meets all requirements outlined in the Staff Profiles section.</p>	10		
<b>Scope of Work and Work Plan</b>			
<p>1. The Offeror must express a sound and thorough grasp of the intentions, realities and dynamics of Ohio's new vision for the professional development system and the reforms in Ohio's RTT-ELC.</p>	20		
<p>2. The Offeror must include any anticipated difficulties in performing the specified Project requirements and proposed solutions to those difficulties.</p>	20		
<p>3. The Offeror must demonstrate a clear understanding of the Project requirements and propose strategies that have a record of success in meeting the project requirements.</p>	30		
<p>4. The Offeror must clearly explain how it will accomplish this Project (Work Plan) incorporating all of the deliverables including a complete and clear plan how all of the requirements specific to this project will be implemented as required by the Scope of Work. Work must include:</p> <ol style="list-style-type: none"> <li>1. A description of the Offeror's leadership structure and proposed partners or consortium of entities. Detail how this group will work in collaboration.</li> <li>2. An outline of how the Offeror will organize and hold regular meetings with partners or consortium of entities within the system.</li> <li>3. A proposed process for developing a project plan, in collaboration with and approved by ODE, for the development and implementation of the CPDS.</li> <li>4. A proposed sustainability plan with implementation plan.</li> <li>5. A proposed report plan and schedule with samples of data reported.</li> </ol>	30		

<ol style="list-style-type: none"> <li>6. A plan to design, conduct and analyze results of needs assessment and propose a coordination and delivery model for CPDS.</li> <li>7. A plan to utilize the state PD registries and track professional development supports that are offered to, as well as received by, early childhood professionals.</li> <li>8. A proposed plan for developing modules including use of subject matter experts.</li> <li>9. A description of how the Offeror will address consideration of audience for PD.</li> <li>10. A detailed plan for module development.</li> <li>11. A plan for evaluating prior knowledge and determining knowledge growth.</li> <li>12. A plan to format and host modules in an Offeror-provided LMS.</li> <li>13. A plan to transfer the modules to an ODE identified LMS.</li> <li>14. A location plan and proposed time frame for Regional conferences.</li> <li>15. A plan to build the PD delivery teams.</li> <li>16. A plan to prepare the PD teams for delivery of the PD.</li> <li>17. A description, in detail, of the plans for dedicating the 12 staff, the type of coaching model that will be implemented, how technology will be used to efficiently disperse the coaching model and ways the staff will utilize a targeted coaching approach.</li> <li>18. A proposed system to ensure the fidelity of the content and delivery of the PD.</li> <li>19. Description of process to maintain confidentiality.</li> <li>20. Project timeline.</li> <li>21. A discussion of any anticipated difficulties in performing the specified Project Requirements and proposed solutions to those difficulties.</li> </ol>			
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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.



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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. 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

FUNDING SOURCE.  
Race to the Top: Early Learning Challenge Grant Funds

RTT-ELC Professional Development Coordination, Development and Technical Assistance  
CSP905213

UNSPSC CATEGORY CODE: 86000000, 80111500

BUDGET: The State estimates a budget for this Project of approximately \$8,638,280 for the term of the contract. Proposals priced at more than \$8,638,280 for the NOT-TO-EXCEED TOTAL PROJECT COST for the Contract term may be considered non-responsive due to excessive cost, and eliminated from the evaluation process.

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

Deliverables	Year 1 Jan 1, 2013-June 30, 2013	Year 2 July 1, 2013-June 30, 2014	Year 3 July 1, 2014-June 30 2015	Year 4 July 1 , 2015-Dec 30, 2015
Deliverables related to Governance, Project Management and Reporting				
1. Management of the budget, implementation, schedule, performance measures and work plans for the Project.	\$	\$	\$	\$
2. Submit reports to ODE regarding the status of the project.	\$	\$	\$	\$
Subtotal for Deliverables related to Governance, Project management and Reporting	\$	\$	\$	\$
Deliverables for Data Gathering, Analysis and Specifications of Coordination and Delivery Model Ohio's Comprehensive Professional Development System				
1. Completion of an analysis of the needs for professional development coordination, delivery and technical assistance.	\$			

2. Propose and Develop a Coordination and Delivery Model in cooperation with ODE.	\$			
Subtotal for Deliverables for Data Gathering, Analysis and Specifications of Coordination and Delivery Model Ohio's Comprehensive Professional Development System	\$			
Deliverables Related to Module Development for Early Childhood Professionals				
1. Develop content for Young English Language Learner Modules (5 Modules).	\$			
2. Develop content for Screening and Assessment Modules (3 Modules)		\$		
3. Develop content for Using Technology in Early Childhood Settings (2 Modules)		\$		
4. Develop content for Additional Modules based on need (5 Modules)			\$	
5. Design and implement a consistent method of pre and post surveying that would be used for each module delivered through the CPDS.	\$	\$	\$	\$
6. Format Overview of Standards Based Education Professional Development Training and Young English Language Learners Modules (6 Modules) and host in LMS.	\$			
7. Format Level 1 Standards Professional Development Training Modules (12 Modules) and host in LMS..		\$		
8. Format Level 2 & 3 Standards Professional Development Training Modules and Technology in Early Childhood Settings Modules (17 Modules) and host in LMS.			\$	
9. Format Additional Modules based on need (5 Modules) and host in LMS.				\$
Subtotal for deliverables related to module development for Early Childhood Professionals	\$	\$	\$	\$
Deliverable Related to Regional Conferences to Support Early Learning Programs and Professional Development Providers				
1. Plan and execute regional conferences in three locations in the fall of 2014 and in three locations in the fall of 2015		\$	\$	\$
Subtotal for Deliverable Related to Regional Conferences to Support Early Learning Programs and Professional Development Providers	\$	\$	\$	\$
Deliverables related to Professional Development Delivery				

1. The Offeror must build on Ohio's existing Professional Development system and promote the idea of team delivery within each region of the State.	\$	\$	\$	\$
2. Provide train the trainer training and assess professional development (including providing supplies and resources) prepare PD providers to differentiate support.	\$	\$	\$	\$
3. Secure and utilize 12 staff in the delivery of PD training and targeted coaching model (including providing training, materials and supplies) and support the facilitation of online communities of practice	\$	\$	\$	\$
4. The Offeror must design and utilize a system to ensure the fidelity of the content and delivery of the Professional Development Modules and coaching project	\$	\$	\$	\$
Subtotal related to Deliverables related to Professional Development Delivery	\$	\$	\$	\$
Total for all Deliverables	\$	\$	\$	\$

All Offerors who seek to be considered for a contract award must submit the above information in the format specified. The Original Cost Summary and required copies 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/RFP%20Instructions/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 <http://eodreporting.oit.ohio.gov/searchEODReporting.aspx>

Office of Budget and Management <http://obm.ohio.gov/LandingPages/Vendor/default.aspx>

Office of Procurement Services <http://procure.ohio.gov/proc/index.asp>

Ohio Shared Services <http://www.ohiosharedservices.ohio.gov/Home.aspx>

Ohio Business Gateway <http://business.ohio.gov/>

Ohio Secretary of State <http://www.sos.state.oh.us/SOS/Businesses.aspx>

Ohio's RTT-ELC application:

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=463&ContentID=120000&Content=120250>

Early Learning and Development Standards Birth to Kindergarten Entry:

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1389&ContentID=1629&Content=135483>

Draft SUTQ Program Standards:

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=463&ContentID=134443&Content=1345736>

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.



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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: Secretary of State Certification, Affirmative Action, 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.

SUPPLEMENT A  
REGIONAL CONFIGURATION FOR OHIO

Region	State Support Team Region	Counties
1	1	Defiance, Fulton, Henry, Lucas, Ottawa, Paulding, Williams, Wood
2	2	Lorain, Erie, Huron
	7	Seneca
	1	Sandusky
3	3	Cuyahoga
	4	Geauga, Lake
	5	Ashtabula
4	5	Mahoning, Trumbull
	8	Medina, Portage, Summit
	9	Stark
5	7	Ashland, Knox
	9	Columbiana, Wayne
	12	Carroll, Coshocton, Harrison, Holmes, Jefferson, Tuscarawas
6	13	Butler, Clermont, Hamilton, Warren
	14	Clinton
7	1	Hancock, Putnam, Van Wert
	6	Allen, Auglaize, Hardin, Mercer
	7	Wyandot
8	6	Champaign, Logan, Shelby
	10	Clark, Darke, Greene, Miami, Montgomery, Preble
	14	Fayette
9	11	Delaware, Fairfield, Franklin, Licking, Madison, Pickaway, Union
10	12	Belmont, Guernsey, Monroe, Muskingum, Perry
	16	Athens, Hocking, Morgan, Noble, Washington
11	14	Adams, Brown, Highland
	15	Lawrence, Pike, Ross, Scioto
	16	Gallia, Jackson, Meigs, Vinton
12	7	Marion, Morrow, Richland, Crawford

**SUPPLEMENT B**  
**OUTLINE OF MODULES DEVELOPED FOR ANOTHER PROJECT**

Overview or Introduction	
Standards Modules in Development	Number of Session (Each Session is 3 hours in length)
Birth-Kindergarten Entry Standards-Based Education	1 session
Level 2 Module Design	
Standards Modules in Development	Number of Sessions (Each Session is 3 hours in length)
Birth-36 Months: Social and Emotional Development	2 sessions
36 Months-Kindergarten Entry: Social and Emotional Development	2 sessions
Birth-36 Months: Physical Well-Being and Motor Development	2 sessions
36 Months-Kindergarten Entry: Physical Well-Being and Motor Development	2 sessions
Birth-36 Months: Approaches Towards Learning	2 sessions
36 Months-Kindergarten Entry: Approaches Towards Learning	2 sessions
Birth-36 Months: Language and Literacy Development	2 sessions
36 Months-Kindergarten Entry: Language and Literacy Development	2 sessions
Birth-36 Months: Cognition and General Knowledge: Mathematics, Social Studies, Science	2 sessions
36 Months-Kindergarten Entry: Mathematics	2 sessions
36 Months-Kindergarten Entry: Social Studies	2 sessions
36 Months-Kindergarten Entry: Science	2 sessions
Total Modules for Level 1 Training: 12	
Level 3 Module Design	
Modules for Design	Number of Sessions (Each Session is 3 hours in length)
Birth to 36 months: Social/Emotional Levels 2 & 3 Diving Deeper	2 sessions
36 months to Kindergarten Entry: Social/Emotional Level 2 & 3 Diving Deeper	2 sessions
Birth to 36 months: Approaches towards Learning	2 sessions
36 months to Kindergarten Entry: Approaches towards Learning	2 sessions
Birth to 36 months: Physical Well Being and Motor Development	2 sessions
36 months to Kindergarten Entry: Physical Well Being and Motor Development	2 sessions
Birth to 36 months: Cognition and General Knowledge: Mathematics, Social Studies, Science	2 sessions
36 months to Kindergarten Entry: Mathematics	2 sessions
36 months to Kindergarten Entry: Social Studies	2 sessions
36 months to Kindergarten Entry: Science	2 sessions
Birth to 36 months: Language and Literacy	2 sessions
36 months to Kindergarten Entry: Language and Literacy	2 sessions