



Office of  
Procurement Services  
Service · Support · Solutions

## REQUEST FOR PROPOSAL

RFP NUMBER: CSP905114  
INDEX NUMBER: EDU070  
UNSPSC CATEGORY: 86000000

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:

### MEASURES OF QUALITY IN EARLY CHILDHOOD CLASSROOMS

**OBJECTIVE:** The purpose of this RFP is to provide Classroom Assessment Scoring System (CLASS) Training utilizing the published materials and trainings that are required via the CLASS program; develop and provide Environmental Rating Scale (ERS) Training utilizing the published materials and trainings that are required via the ERS program; develop and provide training on Using Environmental Rating Scales (ERS) and Classroom Assessment Scoring Systems (CLASS) for Technical Assistance to PD Providers, and develop and provide training to early learning professionals to support evaluating learning environments and adult child interactions.

RFP ISSUED:	September 10, 2013
INQUIRY PERIOD BEGINS:	September 10, 2013
INQUIRY PERIOD ENDS:	September 23, 2013 at 8:00 AM
PROPOSAL DUE DATE:	September 30, 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
CLASS:	Classroom Assessment Scoring System
Comprehensive Assessment System	An assessment that addresses all domains of school readiness and includes a kindergarten entry assessment as well as a formative assessment for children 36-72 months
CCR&R	Child Care Resource and Referral
Contractor:	Vendor after Award
CSP:	Competitive Sealed Proposal
DAS:	Department of Administrative Services
DODD:	Department of Developmental Disabilities
ELC:	Early Learning Challenge
ELLCO:	Early Language and Literacy Classroom Observation tool
EOD:	Equal Opportunity Division
ERS:	Environmental Rating Scale
FEI:	Federal Employer Identification
GRF:	General Revenue Fund
IDEA:	Individuals with Disabilities Act
Mandatory:	Must, Will, Shall
Measures of Quality	A term used to describe the quality of the learning environment as well as the quality of the adult-child interactions.
Module	A subject or topic area for professional development training; modules may contain 1-3 sessions.
OAC:	Ohio Administrative Code
OAKS:	Ohio Administrative Knowledge System (Ohio's Accounting System)
OBG:	Ohio Business Gateway
ODE:	Ohio Department of Education
ODH:	Ohio Department of Health
ODJFS:	Ohio Department of Jobs and Family Services
ODMH:	Ohio Department of Mental Health
Offeror:	Vendor Submitting Proposal
OPS:	Office of Procurement Services
ORC:	Ohio Revised Code
PD:	Professional Development
RFP:	Request for Proposal
RTT:	Race to the Top
Session	A segment of professional development training, 3 hours in length
SST:	State Support Teams
SOS:	Secretary of State
SUTQ:	Step Up to Quality
TA:	Technical Assistance. (TA) is the provision of targeted and customized supports by a professional(s) with subject matter and adult learning knowledge and skills to develop or strengthen processes, knowledge application, or implementation of services by recipients (from Early Childhood Professional Development Training and Technical Assistance Glossary).
TQRIS:	Tiered Quality Rating and Improvement System
UNSPSC:	The United Nations Standard Products and Services Code

## 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 Measures of Quality in Early Childhood Classrooms. 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 peers. Ohio is committed to improving the odds for every child to start school and begin life ready to succeed.

Ohio's RTT-ELC Initiatives Include the following.

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

The RTT-ELC grant work is being implemented collaboratively by the Ohio Departments of Education (ODE), Job and Family Services (ODJFS), Health (ODH), Mental Health (ODMH) and Developmental Disabilities (DODD) under the leadership of the Office of Governor John Kasich. The Office of Early Learning and School Readiness in the Ohio Department of Education (ODE) serves as the lead 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.) or [earlychildhoodohio.org](http://earlychildhoodohio.org)

As detailed in the grant application, Ohio's overarching goals for the RTT-ELC grant are that by 2015: 1,300 already funded early childhood settings will be rated as high-quality; 37,000 additional high-needs children will be placed in highly rated programs; the kindergarten-readiness gap will be closed by 5% for high-needs children and by 2020 Ohio will purchase services only in high-quality settings.

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

Professional development (PD) training and technical assistance (TA) for the providers of early childhood services are critical elements for the achievement of the State's desired outcomes for the RTT-ELC effort. The overarching goal of the PD training and TA components is for all early childhood professionals to have access to coordinated professional development opportunities and on-going supports that build their knowledge, competencies and skills for working with young children birth through kindergarten entry to achieve the outcomes of Ohio's RTT-ELC grant. The work of this RFP will support early childhood professionals understanding of the importance of adult child interactions as well as the importance of a quality classroom environment through PD and TA and will build Ohio's capacity for this new PD and TA 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 RFP is to:

1. Provide Classroom Assessment Scoring System (CLASS) Training utilizing the published materials and trainings required via the CLASS program (<http://www.teachstone.org/about-the-class/>);

2. Develop and provide Environmental Rating Scale (ERS) Training utilizing the published materials and trainings required via the ERS program (<http://ers.fpg.unc.edu/>);
3. Develop and provide Training on Using Environmental Rating Scales (ERS) and Classroom Assessment Scoring Systems (CLASS) for Technical Assistance to PD Providers, and
4. Develop and provide Training to early learning professionals to support evaluating learning environments and adult child interactions.

In December 2011, Ohio was awarded the Race to the Top Early Learning Challenge Grant (RTT-ELC). Ohio's RTT-ELC is designed to dramatically improve our existing network of state-funded early learning and development programs which are essential to helping high-needs children begin kindergarten ready to learn. 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, or disability/delay. The State knows that 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 through 5 and approximately 19 percent of children ages birth through 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.

Professional development (PD) training and technical assistance/ (TA) for the providers of early childhood services are critical elements for the achievement of the State's desired outcomes for the RTT-ELC effort. As part of the application process for the RTT-ELC, states had to address how they were going to ensure that quality classroom environments and positive adult-child interactions were part of the state's Tiered Quality Rating and Improvement System (TQRIS). The TQRIS was also required to involve all sectors including family childcare, childcare and district settings. Leadership team members from a variety of state agencies revised and expanded the existing TQRIS, titled Step Up To Quality (SUTQ) to address all of the federal requirements outlined in the RTT-ELC. This included not only addressing classroom environments and adult-child interactions but also including comprehensive screenings and assessments, addressing family and community engagement and addressing all domains of school readiness. Ohio SUTQ program standards now address classroom environments and adult-child interactions and the state is currently developing an observational tool that will evaluate these two elements.

With the newly revised and expanded SUTQ program standards, Ohio will be able to support programs in providing higher levels of quality care and education for all children and support better outcomes for those children. Through the verification process for programs that are part of the SUTQ system, Ohio will use a desk audit process to determine compliance of documentation. Ohio will also use interview questions as well as classroom observations to determine the quality of the classroom environment and adult child interaction. Originally, Ohio had planned to use CLASS and ERS tools to evaluate this portion of the verification but given the length of the observations and the capacity of the state to perform the observations, Ohio developed its own observational tool that will evaluate these two elements. However, Ohio still wants to utilize CLASS and ERS tools to provide PD and TA to early childhood professionals.

CLASS and ERS tools are already being utilized in some Ohio early learning programs. The CLASS is being utilized in Head Start classrooms across Ohio as part of the Federal Head Start Requirements. CLASS tools are also being utilized in some district settings from preschool through school age classrooms. ERS tools are also being utilized in some programs that are currently rated through SUTQ. The ERS tools are being utilized in some child care and family child care programs at the pre-K and infant/toddler levels currently rated through SUTQ.

Although the state is not using the CLASS and ERS as formal evaluation tools within SUTQ, these tools are recommended for use by programs as part of a self-assessment of their environments. As part of SUTQ, programs must select, be trained in and utilize a tool that examines the quality of the environment as well as the quality of the adult-child interactions. This self-assessment will be verified through the verification process and programs must show documentation that they completed these self-assessments as part of the SUTQ system. Ohio is also performing an extensive external evaluation of the SUTQ system and will utilize CLASS and ERS tools as part of that evaluation. Ohio is interested in seeing if higher scores on CLASS and ERS tools equate to higher levels of quality in programs.

Given all of the different ways CLASS and ERS tools are being used in Ohio, the State seeks to have a Contractor provide training that will allow the State's PD providers to become reliable on these tools and conduct observations with these tools. A majority of the observations that utilize CLASS and ERS tools will be used in Ohio's technical assistance model to help support programs in SUTQ. This includes conducting an observation with one of these tools, scoring the observation and then using the information to help inform an educator's plan for improving the environment or interactions with children. The State also anticipates that some of these PD providers may be utilized to conduct formal observations for the evaluation that will be conducted to evaluate the SUTQ system. The work of this RFP will support early childhood professionals' understanding of the importance of adult child interactions as well as the importance of a quality classroom environment through PD and TA. In turn, that will build Ohio's capacity 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.

### Ohio's Professional Development Networks

Ohio has several networks of professional development providers that are funded and governed by particular state agencies. ODE funds State Support Teams (SST) which are located in sixteen (16) regions of the state of Ohio. Each SST has at least two (2) early childhood personnel that focus on providing professional development and other technical assistance supports for staff in primarily public districts, educational service centers, and joint vocational schools that 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. SST staff has been trained in the past on CLASS tools, but few have maintained their reliability on the tool. Some SST staff support programs by completing CLASS observations and then sharing the results with programs for use in the improvement of classroom environments and adult-child interactions. SST staff has not gone through any training related to ERS tools.

The State anticipates that SST Staff will be trained in CLASS and ERS tools that are related to the preschool age programs. SST staff will be responsible for providing technical assistance to ODE licensed programs as they are rated and attempt to reach higher levels of quality. They may also perform formal observations on these programs as part of the evaluation of SUTQ system. SST Staff will also be responsible for providing trainings to ODE programs on selecting, conducting and using the results of tools related to evaluating environments and adult-child interactions that will be designed through this RFP.

ODJFS funds Child Care Resource and Referral (CCR&R) Agencies which are located in twelve (12) regions of the state of Ohio. Each CCR&R funds at least one (1) early childhood position and one (1) infant toddler specialist position that focus on providing professional development and other technical assistance supports for staff that are serving children birth to age 14 in child care, family child care, and other community based programs that are funded with local, state, or other federal dollars. Currently, the total number of CCR&R Specialists is as follows: 25 Preschool Specialists, 17 infant toddler specialists and 13 school age specialists. The focus of their PD and TA is on using of standards, curriculum, assessment, Step Up To Quality, and health and safety. Many of these CCR&R staff have used ERS tools to work with different programs that serve different age groups. They have provided observations using ERS tools and also shared these results with programs to use in planning for professional development needs, improving classroom environments and adult-child interactions. Even though staff members have utilized the tools, there are few CCR&R staff members that are currently reliable on the ERS tools. Although there have been a few CCR&R staff trained in the CLASS, there aren't any that are currently reliable.

The State anticipates that CCR&R staff will be trained in CLASS and ERS tools that are related to the infant/ toddler programs, preschool age programs as well as family childcare programs. CCR&R staff will be responsible for providing technical assistance to ODJFS licensed programs that are attempting to reach higher levels of quality. They may also perform formal observations on these programs as part of the evaluation of SUTQ system. CCR&R staff will also be responsible for providing trainings to ODJFS programs on selecting, conducting and using the results of tools related to evaluating environments and adult-child interactions that will be designed through this RFP.

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

More information can be found at: <http://www.ohpdnetwork.org/documents/CoreKnowledge.pdf>

The Ohio Department of Education also has educational consultants that support ODE licensed programs through performing licensing and monitoring audits of their programs as well as technical assistance, support and training. There are twelve (12) consultants that support these efforts. These consultants will conduct verification and on-site visits for SUTQ programs that are licensed by ODE and will perform the Ohio-developed classroom observation that is required to verify compliance of the program standard related to quality environments and adult-child interactions. Some of these staff attended an initial CLASS training several years ago, but none are currently reliable on CLASS or ERS.

The State anticipates that all twelve (12) ODE consultants will be trained in ERS tools along with at least five of ODE staff trained in CLASS tools that are related to the preschool age programs. These ODE staff will be responsible for providing technical assistance to ODE licensed programs that are being rated and attempting to reach higher levels of quality. They may also perform formal observations on these programs as part of the evaluation of SUTQ system.

The Ohio Department of Job and Family Services has staff that support ODJFS licensed programs on similar efforts, specifically licensing specialists who oversee and support programs around health and safety as well as Step Up to Quality (SUTQ) Specialists who support programs around quality efforts. There are fifty-two (52) licensing specialists and thirteen (13) SUTQ Specialists at ODJFS. The SUTQ Specialist will be responsible for conducting SUTQ visits and on-sites for programs that are licensed by ODJFS and will perform the Ohio developed classroom observation that is required to verify compliance of the program standard related to quality environments and adult-child interactions. None are currently reliable on CLASS or ERS tools.

The State anticipates that ODJFS SUTQ Specialist staff members will be trained in CLASS and ERS tools that are related to the infant toddler programs, and preschool age programs. These staff members will be responsible for providing technical assistance to ODJFS licensed programs that are being rated and attempting to reach higher levels of quality. They may also perform formal observations on these programs as part of the evaluation of SUTQ system.

#### 1.4 SCOPE OF WORK

There are five areas the Offeror must address that will support Ohio's desire to address Measures of Quality in early childhood settings within Ohio. The five areas are:

- A. Develop and Provide Project Management Plans and Reporting
  - B. Develop and Provide CLASS Training
  - C. Develop and Provide ERS Training
  - D. Develop and Provide Technical Assistance Training
  - E. Develop and Provide Training on the Selection and Use of the Tools
- A. Develop and Provide Project Management Plans and Reporting
1. The Offeror must develop a Project Plan, in collaboration with and approved by ODE, for the development and implementation of the deliverables associated with this RFP. This may include meeting with the State of Ohio PD Project Team or other committees made up of ODE and ODJFS staff to review decisions regarding all aspects of the project. The project plan shall include, at a minimum:
    - a. A narrative of the work describing the technical approach and work plan to be implemented
    - b. A timeline that:
      - 1) Defines important milestones and shows any task's prerequisites, Internal or external to the Offeror's organization.
      - 2) Shows interdependencies between tasks, including prerequisites.
      - 3) Shows all prerequisites and deliverables with milestone dates.
      - 4) Assigns staff hours to each task for the staff personnel involved (by name or title) and subcontractors.
    - c. A planned organizational chart (including any subcontractors) for the work described in this RFP. Offeror shall specify the staff personnel who will be assigned to this project; describe how their skills and experience are applicable to the scope of the project and include their roles and responsibilities. The Offeror must provide the percentage of time each key management person will devote to the project.
  2. The Offeror must create and implement a Sustainability Plan that provides a delineated and achievable path for the State of Ohio to continue the work with this project in a coordinated way after this engagement is complete.
  3. There are a variety of reports that are required to be submitted by the awarded Contractor to ODE. At a minimum, the Offeror must provide the following
    - a. Bi-weekly status reports shall be submitted in a format specified by ODE to coincide with their Federal reporting requirements and scheduled to precede ODE's Federal Report due dates. Each Bi-Weekly report shall show all work accomplished and remaining.
    - b. Quarterly reports regarding the status of the project reports shall be submitted in a format specified by ODE to coincide with their Federal reporting requirements and scheduled to precede ODE's Federal Report due dates
    - c. The Offeror shall maintain and share an Action Item log of all issues affecting their scope of work. The log shall be made available in a timely periodic fashion to ODE so that both parties can resolve their issues effectively. At a minimum the log shall be provided with each bi-weekly status report.
- B. Provide Classroom Assessment Scoring System (CLASS) Training
- Ohio has a history of using formal observation tools to examine the quality of its early childhood environments. Providers who are currently participating in Ohio's Step Up To Quality (SUTQ) may utilize the Early Language and Literacy Classroom Observation tool (ELLCO), the Classroom Assessment Scoring System (CLASS) as well as the Environmental Rating Scales (ERS) that relate specifically to the age group they serve for self-assessments. ODE also utilized ELLCO in a formal external evaluation of ODE funded programs from 2005 through 2012. Programs utilize observation tools each year to help determine professional development goals.

Also, as stated in the background section, Ohio's PD providers have used these various tools to provide technical assistance to programs.

As Ohio moves to one TQRIS for all programs, it is important to have PD providers be reliable on the Measures of Quality tools that will be highlighted for use in the newly revised program standards of SUTQ. Because of this, the Offeror must train PD providers on the Classroom Assessment Scoring System (CLASS) as well as the Environmental Rating System (ERS) as cited in the Objectives section of this RFP. The Classroom Assessment Scoring System (CLASS) provides assessments of effective teacher-child interactions and a set of resources for enhancing the quality of these interactions. It provides a common language that supports teacher effectiveness and enhances teacher knowledge and skills necessary to promote children's social development and academic learning through professional development. Reliability Observation Training ensures the observer understands the content of the CLASS tool, its interpretations across settings, and how the content relates to the overall goals and objectives of the CLASS tool. Teachstone Training, LLC is the sole provider of CLASS so the Offeror must work with this vendor to provide the CLASS training.

The Offeror shall organize trainings for our PD providers using the published materials and trainings that are required through the CLASS program per the following table.

Year	Type of Training	Number of PD Providers
2013	CLASS Toddler observer training	15
2013	CLASS Pre-k observer training	45
2013	Train the trainer CLASS toddler training	10
2013	Train the trainer CLASS Pre-k training	10
2013	Video resources for train the trainers	15 kits
2014	Arrange testing to continue reliability of observers	60
2014	Train the trainer test	20
2014	CLASS Toddler observer training (for PD providers not previously trained)	15
2014	CLASS Pre-K observer training (for PD providers not previously trained)	15
2015	Arrange testing to continue reliability of observers	90
2015	Trainer the trainer test	20
2015	CLASS Toddler observer training (for PD providers not previously trained)	15
2015	CLASS Pre-K observer training (for PD providers not previously trained)	15

C. Develop and Provide Environmental Rating Scale Training

As noted in the background information, Ohio has utilized ERS scales in a variety of program types. It has been utilized as part of the SUTQ system in the past to draw attention to a programs environment. CCR&R specialists have also utilized it as part of their technical assistance to help programs reach higher levels of quality. Although the ERS Scales will not be required as part of the newly revised and expanded SUTQ program standards, it is an optional tool that programs may utilize as part of their self-assessment of the quality of the environment. It also may be used as part of the evaluation process that Ohio will be conducting to examine the revised and expanded SUTQ system.

The Environment Rating Scales (ERS) are observational tools used to assess the quality of the environment in early care settings. Observations using the environment rating scales provide a brief snapshot of the classroom environment, as well as the children's experiences in that classroom. There are four versions of the Environment Rating Scales, each designed to assess a specific age group and early care setting which includes The Infant/Toddler Environment Rating Scale-R (ITERS-R), The Early Childhood Environment Rating Scale-Revised (ECERS-R), The Family Child Care Environment Rating Scale-Revised (FCCERS-R) and The School-Age Care Environmental Rating Scale (SACERS).

Reliable Observation Training consists of ensuring the trainee understands the content of the listed ERS tools, their interpretations across settings, and how the content relates to the overall goals and objectives of the ERS tools. Reliable Observation Training consists of bringing together a varied group of ERS Observers and providing guidance/training so that the observers are normalized relative to each other and the listed ERS Tool Standards such that as a group they have little deviation in scoring the same observations.

The Offeror shall organize trainings for our PD providers (CCR&R Specialists and SST consultants) using the published materials and trainings that are required through the ERS program. For 2013, the Offeror shall arrange training for seventeen (17) PD providers to become observers on the ITERS-R, fifty-seven (57) providers to become observers on the ECERS-R, and twenty-five (25) PD providers to become observers on the FCCERS-R.

Also, in 2013, the Offeror shall plan to arrange reliability training for fifteen (15) providers, which will include five (5) providers becoming reliable on ITERS-R, five (5) PD providers becoming reliable on ECERS-R and five (5) PD providers becoming reliable on FCCERS-R. In 2014 and 2015, the Offeror shall arrange for recalibration training for each participant trained in ITERS-R, ECERS-R and FCCERS-R. A summary of each of these trainings is provided in the table below:

Schedule of Trainings for CCR&R Specialists and SST consultants on ERS

Year	Type of Training	Number of PD Providers
2013	Observer Training ITERS-R	17
2013	Observer Training ECERS-R	57
2013	Observer Training FCCERS-R	25
2013	Reliability Training for ITERS-R, ECERS-R and FCCERS-R	15
2014	Recalibration Training ITERS-R	17
2014	Recalibration training ECERS-R	57
2014	Recalibration training FCCERS-R	25
2015	Recalibration training ITERS-R	17
2015	Recalibration training ECERS-R	57
2015	Recalibration training FCCERS-R	25

D. Develop and Provide Technical Assistance Training

In addition to training existing PD providers to become reliable in CLASS and ERS, it is also important for them to understand how to use information in a way that will support programs which may include providing technical assistance to programs around adult child interactions and quality classroom environments. The definitions and descriptions in the NAEYC and NACCRRA Training and Technical Assistance Glossary define what Ohio considers to be the elements of technical assistance. As described in the glossary, technical assistance is the provision of targeted and customized supports by a professional(s) with subject matter and adult learning knowledge and skills to develop or strengthen processes, knowledge application, or implementation of services by recipients. We expect that PD Providers will take the knowledge gained from the CLASS and ERS tools training with support from a trainer with expertise in supporting a TA Model to support programs in providing quality environments and positive adult-child interactions.

The Offeror must secure an expert in technical assistance as it relates to the quality of adult child interactions and classroom environments. This expert will be responsible for developing a TA model that will support the implementation of technical assistance around CLASS and ERS results. This expert will develop training and materials to support PD providers in implementing technical assistance around CLASS and ERS results. The model should include strategies to engage early childhood professionals in conversation around results, plans for changing practice, suggestions for professional development as well as other appropriate strategies. As noted above, Ohio has agreed as a State to use the definitions referred to in the NAEYC and NACCRRA Training and Technical Assistance Glossary. The definition of Technical Assistance within that document also has strategies that will support PD providers' implementation of Technical Assistance. The Offeror should use the TA definition as part of the TA model.

Following the development of the TA model and the training and materials that support that model, the Offeror must organize meetings to provide training and materials around TA for PD Providers. This would include all CCR&R specialists, SST specialists and twenty-two (22) contracted PD staff served through other contracts. The Offeror must hold one (1) face-to-face training all day training for PD providers by November 30, 2013. An additional two (2) trainings at a minimum of 3 hours each shall be developed and delivered by June 30, 2014, two (2) trainings at a minimum of 3 hours each shall be developed and delivered by June 30, 2015 and one (1) training at a minimum of 3 hours shall be developed and delivered by Dec. 30, 2015. The Offeror will be responsible for covering all costs associated with developing and providing materials, conducting the trainings and meeting space. When possible, the Offeror should plan to utilize web-based meetings or conference calls to hold these training sessions.

E. Develop and Provide Training to Support the Selection, Administration and use of Data Related to all Specified Tools used to Evaluate Learning Environments and Adult Child Interactions

As part of the Tiered Quality Rating and Improvement system, Step Up To Quality, programs must engage in a self-assessment of their classroom using a tool related to adult child interactions and/or classroom environments. The programs will have the ability to choose what tools they would like to use based on the needs of their programs. Although the State's PD providers will be offering technical assistance around quality environments and positive adult child interactions, the State realizes that it will be beneficial to have some professional development trainings to support programs selection, use and interpretation of different tools that support measures of quality. These PD trainings will be offered by the PD providers which include the SST staff, CCR&R staff and possibly twenty-two (22) contracted staff from another contract. Participants of the training will include

staff that are working to obtain higher levels of quality within the SUTQ system or who are preparing to enter the SUTQ system. The Offeror must develop training related to measures of quality including an introductory training on measures of quality, using measures of quality to self-assess programs and using the results of the tools used to measure quality to inform practice. The module structure and content is outline below.

Modules represent the subject or topic area of professional development training. Each module will contain 1-2 sessions, which are segments of instruction that are three (3) hours in length. The structure of these sessions must allow for the participant to implement new strategies or knowledge through an “into practice” component, which promotes the use of new knowledge gained from the training to be applied into the early childhood professional’s setting and in the case of multiple sessions within the module, will allow for the results of the “into practice” component to be shared during the next session. The modules also should be developed so they align with Ohio’s Core Knowledge and Competencies (CKC) which promotes the idea of professional development that would address the varying degrees of knowledge and experience that early childhood professionals possess.

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

To deliver modules most effectively and efficiently, the modules being designed should be formatted in a consistent format/with consistent media. This includes formatting the modules so they may be disseminated electronically and also be hosted in 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.

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

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

1. Introduction of Measures of Quality

The Offeror shall create a module that contains one (1) session related to Measures of Quality which are outlined below. The following are suggested topics and the Offeror may add additional sessions or topics or modify the module, session or topics as long as the topics are related to an Introduction to Measures of Quality.

- a. Quality indicators of positive adult child interaction
- b. quality indicators of supportive learning environments for children
- c. methods of determining Measures of Quality

2. Using Measures of Quality Tools for Self-Assessment

The Offeror shall design a module that contains three (3) sessions related to using Measures of Quality Tools for Self-Assessment. The following are suggested topics and the Offeror may add additional sessions or topics or modify the module, session or topics as long as the topics are related to using Measures of Quality tools for self-assessment.

- a. Overview of CLASS
- b. Overview of ERS
- c. Selecting the appropriate self-assessment for your program
- d. Conducting the self-assessment and creating action plans

3. Using Measures of Quality Tools to Inform Practice

The Offeror shall design a module that contains two (2) sessions related to using Measures of Quality tools to inform practice. Given that PD providers may be using CLASS and/or ERS in a technical assistance model, early childhood professionals will need to not only understand how to use their data from self-assessments but also from a more formal use of these tools. The following are suggested topics and the Offeror may add additional sessions or topics or modify the module, session or topics as long as the topics are related to using Measures of Quality tools to inform practice.

- a. Types of information collected from Measures of Quality Tools
- b. interpreting data from CLASS and ERS
- c. interpreting data from self-assessments
- d. using information to inform instruction
- e. monitoring progress

Module Development Timeline. The State's expectation is to have the Offeror develop 3 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 the July 1, 2014.

DELIVERABLE	July 1, 2013-December 30, 2013	January 1, 2014-June 30, 2014
		TOTAL: 1 module
BREAKDOWN OF MODULE DEVELOPMENT	<u>December 2013:</u> Introduction to Measures of Quality	<u>March 2014:</u> Using Measures of Quality Tools for Self-Assessment  <u>June 2014:</u> Using Measures of Quality Tools to Inform Practice

Training PD providers to deliver Measures of Quality Modules. The Offeror must provide training on each module to existing professional development providers in a train the trainer model. This includes presenting the trainings to the PD providers and distributing any materials related to the PD including the PowerPoint, Handouts and any videos that accompany the training. The Offeror will be responsible for covering all cost associated with developing materials, trainings and meeting space. When possible, the Offeror should plan to utilize electronic media to hold these training sessions.

1.5 DELIVERABLES

A. Project Management and Reporting.

1. Meet with stakeholders, regional PD providers or State Agency Committees as determined by ODE to review decisions regarding all aspects of the project to create the detailed Project Plan. Deliverables are the agenda, the topics discussed, the resolutions or agreements, the open items in an action item log.
2. A Project Plan
3. Project organizational chart
4. Sustainability Plan
5. Bi-weekly Status Reports with Action Item log
6. Quarterly status reports
7. Special Reports for Federal Reporting by ODE
8. All Data required for external for external evaluation as part of the overall RTTT-ELC Grant
9. Project Final Report

B. Provide Classroom Assessment Scoring System (CLASS) Training

1. Provide Reliability Observation Training for PD Providers to become reliable observers to utilize the CLASS in programs that serve children (toddlers through kindergarten entry) by:
  - a. Training fifteen (15) PD providers on the Toddler CLASS by December 31, 2013
  - b. Training forty-five (45) PD providers on the Pre-Kindergarten CLASS by December 31, 2013
  - c. Training fifteen (15) PD providers on the Toddler CLASS by December 31, 2014
  - d. Training fifteen (15) PD providers on the Pre-Kindergarten CLASS by December 31, 2014
  - e. Training fifteen (15) PD providers on the Toddler CLASS by December 31, 2015
  - f. Training fifteen (15) PD providers on the Pre-Kindergarten CLASS by December 31, 2015

2. Ensure PD providers maintain reliability after they are trained by arranging for each reliable observer to complete reliability testing by:
    - a. Providing reliability testing to sixty (60) PD providers by December 31, 2014
    - b. Providing reliability testing to ninety (90) PD providers by December 31, 2015
  3. Ensure there are certified CLASS Trainers which include training ten (10) PD providers to become Certified Observers for the Toddler CLASS in 2013 and an additional ten (10) Certified Observers for the Pre-Kindergarten CLASS in 2013 and maintain this reliability in 2014 and 2015 by arranging for each CLASS Trainer by:
    - a. Providing reliability testing to ten (10) Toddler CLASS Trainers and ten (10) Pre-Kindergarten CLASS Trainers by December 31, 2014
    - b. Providing reliability testing to ten (10) Toddler CLASS Trainers and ten (10) Pre-Kindergarten CLASS Trainers by December 31, 2015
    - c. Providing 15 CLASS video resource kits to be used by CLASS Trainers
- C. Develop and Provide Environmental Rating Scale (ERS) Training
1. Develop and Provide Training for PD providers to become reliable observers in the following areas:
    - a. The Infant/Toddler Environment Rating Scale-R (ITERS-R) for seventeen (17) PD Providers to become observers by January 31, 2014
    - b. The Early Childhood Environment Rating Scale-Revised (ECERS-R) for fifty-seven (57) PD providers to become observers by January 31, 2014.
    - c. The Family Child Care Environment Rating Scale-Revised (FCCERS-R) for twenty-five (25) PD providers to become observers by January 31, 2014.
  2. Provide recalibration training in the following areas:
    - a. ITERS-R for seventeen (17) observers by January 31, 2014 and by January 31, 2015
    - b. ECERS-R for eighty (80) observers by January 31, 2014 and by January 31, 2015
    - c. FCCERS-R for twenty (20) observers by January 31, 2014 and by January 31, 2015
  3. Provide reliability observer training to fifteen (15) participants in by January 31, 2014 including:
    - a. Reliability training for five (5) participants in ITERS-R
    - b. Reliability training for five (5) participants in ECERS-R
    - c. Reliability training for five (5) participants in FCCERS-R
- D. Develop and Provide Training on Using Environmental Rating Scales (ERS) and Classroom Assessment Scoring Systems (CLASS) for Technical Assistance to PD Providers
1. Secure an expert in technical assistance related to adult child interactions and quality classroom environments. This expert will be responsible for developing a TA model that will support the implementation of technical assistance around CLASS and ERS results. This expert will develop training and materials to support PD providers in implementing technical assistance around CLASS and ERS results.
  2. Develop a technical assistance model that will support PD providers implementing technical assistance around CLASS and ERS results.

Develop a total of six (6) training sessions with support materials for existing PD providers to support technical assistance related to adult child interactions and quality classroom environments. The Offeror should plan on an average of 120 providers to attend each session. The Offeror must hold one (1) face-to-face training all day training for PD providers by November 30, 2013. An additional two (2) trainings at a minimum of 3 hours each would be developed and delivered by June 30, 2014, two (2) trainings at a minimum of 3 hours each would be developed and delivered by June 30, 2015 and one (1) training at a minimum of 3 hours would be developed and delivered by Dec. 30, 2015. The Offeror will be responsible for covering all costs associated with developing materials, trainings and meeting space. When possible, the Offeror should plan to utilize web-based meetings or conference calls to hold these training sessions.

E. Develop and Provide Training on the Selection and Use of the Tools

1. Develop training on the following by July 1, 2014:
  - a. Selecting the appropriate tool to assess learning environments and adult child interactions.
  - b. How to use the tools to record observations and score the tools (i.e. the mechanics of using the tools)
  - c. How to use the data from the tools to assess learning environments and adult child interactions to improve program quality
2. Format trainings in both Electronic and on DVD media. Offeror is to specify the formats and platforms in their proposal. In general it is desired that the format is long lived, readily available without special add-ons to one's computer, and can run on a variety of platforms. Platforms include, but not limited to: Windows PCs and laptops, Apple computers and laptops, as well as both Apple and Android Tablets. Both the electronic and DVD versions are to be in a "runnable" format such that the training is invoked with a double click on a

file and then the training Modules are selectable and executed within the program just invoked. Offeror shall provide 5 Master DVD copies, with the electronic files provided on a separate DVD in Windows Folder structure format.

3. Train PD providers in a train-the-trainer model and provide materials. The Offeror should plan on an average of 120 providers attending each session. The Offeror must provide training on each module to existing professional development providers in a train-the-trainer model. This includes presenting the trainings to the PD providers and distributing any materials related to the PD including the PowerPoint, handouts and any videos that accompany the training. The Offeror is responsible for covering all cost associated with developing materials, trainings and meeting space. When possible, the Offeror should plan to utilize electronic media to hold these training sessions.

- 1.6 Offeror's Work Plan must clearly demonstrate how it meets all requirements and addresses every deliverable in detail.

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.

Proposals prepared in response to this RFP must employ a sound design with the aim of producing high-quality PD Training 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.

1.7 QUALIFIED APPLICANTS.

Qualified applicants must meet the Mandatory Requirements listed in Table 1, as well as provide the in-depth information requested in the Offeror Profile tab of the Proposal (See Form 5.2.3). The form must be filled out completely, in typed form. The form may be recreated electronically, but all fields and formats must be retained. Failure to recreate the form accurately may lead to the rejection of the Offeror's Proposal. Also, failure to respond to all information requested on the form may lead to rejection of the Offeror's Proposal.

- A. The Profile tab of the Offeror's Proposal must present evidence that demonstrates experience in the successful management, development and delivery of professional development, technical assistance programs of similar size and scope to this engagement.;
- B. The Staffing Plan and Offeror's Candidate Information must demonstrate the following:
  1. The Project Team must contain individuals that have knowledge and expertise that represent the various sectors of early childhood educators/providers (districts, child care providers including infant, toddler, preschool, school-age centers and family child care homes).
  2. The Project Team must demonstrate experience with the following:
    - a. Developing and delivering PD and transforming PD into an electronic format
    - b. Developing trainings or programs that support delivery of an effective technical assistance across a complex system.
  3. The Project Team must demonstrate experience with the following types of credentials:
    - a. Early childhood content and context experts linked to higher-education organizations, with an understanding of current research related to quality environments and positive adult-child interactions
    - b. PD developers across multiple media types
    - c. PD delivery staff, experienced with multiple media
    - d. Technical assistance design and delivery across a complex system
    - e. Knowledge of adult learning styles.
  4. It is desirable for the Project Team to demonstrate experience with the following:
    - a. PD with State agencies or related entities such as ODE, ODJFS, Board of Regents, public institutions of higher education and/or School Districts and/or child care programs
    - b. Creating Professional Development that is hosted in a Learning Management System (LMS).
- C. Specifically for the proposed Project Director, the Offeror must present evidence that demonstrates the following:
  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. Active and successful management of a multi-vendor team;
  5. Management of a large-scale, successful engagement through the use of a MSPProject (or alternative) work plan;
- D. Key Staff Qualifications.
  1. Key Staff cannot be changed within the project without approval of their departure and of a replacement, with at least one month notice. For at least two named, key members of the Project Team, experience and depth in the following:

- a. Early childhood development and education for the entire age spectrum -- from infant through Kindergarten-entry lifecycle;
  - b. Early childhood PD design;
  - c. PD delivery to adult learners;
  - d. Technical assistance/consulting; and
  - e. Other skills identified by the Offeror that are deemed critical for the successful completion of this engagement.
2. Key Staff must be committed for at least 50% of the project time.

1.8 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.

1.9 ORGANIZATIONAL REQUIREMENTS

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

1.10 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.

1.11 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.

1.12 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.

Funding: \$528,909

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

A. July 1, 2013-June 30, 2014

1. Management of the budget, implementation, schedule, performance measures and work plans for the Project
2. Secure an expert in technical assistance related to adult child interactions and quality classroom environments
3. Begin to develop training sessions with support materials for existing PD providers to support technical assistance related to adult child interactions and quality classroom environments
4. Begin to develop Introduction of Measure of Quality Module and format the modules so they may also be disseminated electronically
5. Train PD Providers on CLASS
6. Train a select group to become Trainers on CLASS
7. Provide 15 CLASS video resource kits to be used by CLASS Trainers
8. Train PD Providers on ERS
9. Provide reliability observer training to 15 PD providers on ERS
10. Continue to develop and conduct training sessions with support materials for existing PD providers to support technical assistance related to adult child interactions and quality classroom environments
11. Continue to develop Using Measures of Quality Tools for Self-Assessment Module and Using Measures of Quality Tools to inform Practice Module
12. Begin to format the modules so they may also be disseminated electronically
13. Train PD providers in a train the trainer model and provide materials and meeting space

B. July 1, 2014-June 30, 2015

1. Train any new PD Providers on CLASS
2. Provide reliability testing on CLASS to PD providers
3. Provide reliability testing on CLASS for Trainers
4. Provide recalibration training on ERS to PD providers
5. Continue to format the modules so they may also be disseminated electronically
6. Continue to develop and conduct training sessions with support materials for existing PD providers to support technical assistance related to adult child interactions and quality classroom environments
7. Continue to train PD providers in a train the trainer model and provide materials and meeting space

C. July 1, 2015-Dec 30, 2015

1. Train any new PD Providers on CLASS
2. Provide reliability testing on CLASS to PD providers
3. Provide reliability testing on CLASS for Trainers
4. Train any new PD Providers on ERS
5. Provide recalibration training on ERS to PD providers
6. Continue to format the modules so they may also be disseminated electronically
7. Continue to develop and conduct training sessions with support materials for existing PD providers to support technical assistance related to adult child interactions and quality classroom environments

1.13 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.

1.14 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.

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

1.16 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.

1.17 NUMBER OF PROPOSALS TO SUBMIT Offeror must submit one (1) original, completed and signed in blue ink, and three (3) copies for a total of four (4) 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 1 - MANDATORY PROPOSAL REQUIREMENTS

Mandatory Requirements	Accept	Reject
1. Offeror has completed at least one large-scale PD project that includes training development and implementation and has a minimum of three (3) years' experience.		
2. Offeror Team has demonstrated experience in managing multiple partners to deliver Professional Development and coaching and/or 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 3), followed by the scoring of the Cost Proposals. In the Proposal evaluation step, DAS rates the Proposals based on the following listed criteria and the weight assigned to each criterion. The possible points allowed in this RFP are distributed as indicated in the Table 2 - Scoring Breakdown. Each Proposal passing the Mandatory Requirements will be evaluated by an evaluation committee made up of a representative(s) from DAS, Agency team members, and potentially a subject matter expert or an independent consultant.

2.4 TABLE 2 - SCORING BREAKDOWN

Criteria	Maximum Allowable Points
Proposal Technical Requirements	800 Points
Proposal Cost	270 Points
Total	1,070 Points

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

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

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

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

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

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

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

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

2.5 TABLE 3 - TECHNICAL PROPOSAL EVALUATION

Criterion	Weight	Rating (0 to 5)	Extended Score
<b>Offeror Profile</b>			
1. The Offeror describes and provides evidence of experience and success (through a presentation of data) with PD projects similar in size and scope. The Offeror shall complete Form 5.2.3 and expand as necessary.	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.	5		
3. The Offeror describes and provides evidence that the proposed Project Team has experience in developing/delivering: data-driven, research-based, job-embedded PD that has demonstrated practice changes in the field; PD that uses multiple media/delivery vehicles, and defining an appropriate methodology/delivery of effective technical assistance/coaching.	5		

Criterion	Weight	Rating (0 to 5)	Extended Score
<p>4. The Offeror describes and provides evidence that the proposed Project Team has experience in leveraging quality organizations/staff with: early childhood content/experts linked to higher-education organizations with an understanding of current research; PD developers across multiple media; PD delivery and experience with multiple media; and PD delivery; coaching and technical design/delivery; and understanding of adult learning styles.</p>	5		
<b>Offeror Prior Projects</b>			
<p>1. The Offeror documents, at a minimum, three (3) previous references for jobs similar to this Project and provides details of similarities. The references must include the following:</p> <ul style="list-style-type: none"> <li>a. At least one (1) previous reference for jobs similar in size, scope and nature to this Project</li> <li>b. At least two (2) additional previous references for jobs with major elements similar in nature to this Project.</li> </ul> <p>Complete Form 5.2.4 for each project given as a reference.</p>	10		
<b>Staffing Plan</b>			
<p>1. The Offeror must demonstrate sufficient staffing and training to administer this program.</p> <ul style="list-style-type: none"> <li>a. The Offeror must submit a list of the key qualified personnel that will be involved in the Work and demonstrate they are well-qualified for their assignments. The key staff must have specific experience in projects and circumstances of a similar nature. The Offeror is to attach their resume to the response and include a curriculum vitae and description of their responsibility to the Work. Offeror must demonstrate the proposed staff meets the qualifications as outlined in section 1.7, Qualified Applicants.</li> <li>b. The Offeror must identify the amount of time key project personnel will be expected to spend on this project.</li> <li>c. The Offeror shall complete Forms 5.2.5 and 5.2.6 for all proposed key staff, along with the resume and curriculum vitae requested above.</li> </ul>	10		
<p>2. The Offeror must:</p> <ul style="list-style-type: none"> <li>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).</li> <li>b. Demonstrate it can quickly undertake and successfully complete the required tasks for this project.</li> <li>c. Document it has an adequately skilled staff to develop quality deliverables in the allowable time frame.</li> </ul>	10		
<p>3. The Offeror must demonstrate that its proposed Project Director meets all requirements outlined in the Qualified Applicants section.</p>	10		
<b>Scope of Work</b>			
<p>1. The Offeror must express a sound and thorough grasp of Ohio's intentions, realities and dynamics related to this project and the reforms in Ohio's RTT-ELC. 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>	20		
<p>2. The Offeror describes its plan for Project Management and Reporting, which meets all requirements and provides all deliverables.</p>	10		

Criterion	Weight	Rating (0 to 5)	Extended Score
3. The Offeror describes its plan for Developing and Providing CLASS Training, which meets all requirements and provides all deliverables.	15		
4. The Offeror describes its plan for Developing and Providing ERS Training, which meets all requirements and provides all deliverables.	15		
5. The Offeror describes its plan for the Technical Assistance Module, which meets all requirements and provides all deliverables.	10		
6. The Offeror describes its plan to Develop and Provide Training on Selection and Use of the Tools, which meets all requirements and provides all deliverables.	10		
7. The Offeror must include any anticipated difficulties in performing the specified Project requirements and proposed solutions to those difficulties.	20		

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  
Attention: Michelle K. Smith

3.5 FUNDING SOURCE

Race to the Top: Early Learning Challenge Grant Funds

REQUIRED SUPPLEMENTAL TERMS FOR ARRA CONTRACTS

DAS TERM CONTRACTS. In the event a state of Ohio agency obligates funds under the Recovery Act on an existing DAS contract, it must report the purchase as a "Recovery" action per FAR Section 4.625(c) and Subpart 5.7.

TIMELY AND ACCURATE REPORTING. The Act requires periodic reporting on projects using ARRA funds to ensure accountability and transparency on all activities associated with the purchase. The Office of Budget and Management has and continues to issue guidance memos to assist state agencies when using ARRA funds. These memos are posted on the OBM Web site at: <http://obm.ohio.gov/>. The following guidance memos are relevant to reporting requirements:

1. Guidance Memo #3 – Preliminary Reporting Guidance
2. Guidance Memo #5 – Risk Management
3. Guidance Memo #6 – Award Notices and Cash Receipts
4. Guidance Memo #7 – Ohio ARRA Hub & Reporting Requirements

Furthermore, Supplement Three at the end of this guidance is a template form for subcontractors and subgrantees using ARRA funds.

JOB POSTING. All jobs created with ARRA funds are required to be posted on [www.ohiomeansjobs.com](http://www.ohiomeansjobs.com) and at the closest ODJFS One-Stop location (stops: <http://jfs.ohio.gov/owd/wia/wiamap.stm>).

The Act requires reporting of all jobs created and retained with ARRA funds. The federal Office of Management and Budget defines jobs created as "those positions created and filled, or previously existing unfilled positions that are retained as a result of Recovery Act funding." Positions retained are "those previously existing filled positions that are retained as a result of Recovery Act funding." A job cannot be reported as both created and retained. It is not necessary to post an unfilled position if a laid-off worker is being recalled to re-fill that position, but the position, when filled, must still be reported as a position created.

When an employer posts a job on OhioMeansJobs, the posting has a job post number. All grantees, contractors, and subcontractors will use this number to meet certain reporting requirements of the previous section.

ACCESSIBILITY TO RECORDS AND PROJECT SITES. The Act requires that each contract and grant awarded using ARRA funds must include a provision to allow certain access to information by the U.S. Comptroller General and the Inspector General. This access includes the examination of records of contractors and subcontractors, and ability to interview any employees or officers associated with the contracts.

EQUAL OPPORTUNITY LAWS AND PRINCIPLES. The Act requires all contractors and subcontractors and subgrantees to comply with federal and state laws pertaining to civil rights and discrimination. Among the applicable federal laws are:

1. Title VI & Title VII of Civil Rights Act of 1964
2. Equal Pay Act of 1962
3. Age Discrimination in Employment Act of 1967
4. Title IX of Educational Amendments of 1972
5. Section 504 of the Rehabilitation Act of 1973
6. Age Discrimination Act of 1975
7. Title I & Title V of Americans with Disabilities Act of 1990
8. Fair Housing Act
9. Fair Credit Reporting Act
10. Equal Educational Opportunities Act
11. Uniform Relocation Act

Among the applicable Ohio laws and provisions are:

1. Ohio revised code 122.71, 125.111, 153.59, 4112.01, 4112.02
2. Governor's Executive Order 2007-S

PREVAILING WAGE. The Act requires that all contractors and subcontractors pay not less than the prevailing wage under the Davis-Bacon Act to all laborers and mechanics on projects funded directly by or assisted in whole or in part by ARRA funds. The agency must communicate this requirement to contractors and subcontractors and issue the appropriate federal wage rates to them. Once this is completed, Ohio's prevailing wage rates do not apply and the agency is exempt pursuant to ORC 4115.04(B)(1). The project then becomes a federal project administered by a state agency.

In the event that the Contract work does not lie within the purview of the Davis-Bacon Act, then the agency must apply Ohio prevailing wage law, in accordance with ORC sections 4115.03 to 4115.06.

WHISTLEBLOWER PROTECTIONS. The Act contains new language regarding whistleblower protections that prohibit non-federal employers from discharging, demoting, or discriminating against an employee as a reprisal for disclosing information. Contracts and grant agreements using ARRA funds must include reference to these revised provisions, which are contained in ARRA section 1553, FAR case 2009-012.

Measures of Quality in Early Childhood Classrooms  
CSP905114

UNSPSC CATEGORY CODE: 86000000

BUDGET: The State estimates a budget for this Project (Years 2, 3 and 4) of approximately \$528,909. Proposals priced at more than \$528,909 for the NOT-TO-EXCEED TOTAL PROJECT COST for the initial term of the Contract term may be considered non-responsive due to excessive cost, and eliminated from the evaluation process.

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

<b>Deliverables</b>	<b>Year 2 July 1, 2013-June 30, 2014</b>	<b>Year 3 July 1, 2014-June 30 2015</b>	<b>Year 4 July 1 , 2015-Dec 30, 2015</b>
Management of the budget, implementation, schedule, performance measures and work plans for the Project.	\$	\$	\$
Train PD Providers on CLASS	\$	\$	\$
Provide reliability testing on CLASS to PD providers		\$	\$
Train a select group to become Trainers on CLASS	\$	\$	\$
Provide 15 CLASS Video Resource kits to be used by CLASS Trainers	\$		

<b>Deliverables</b>	<b>Year 2 July 1, 2013-June 30, 2014</b>	<b>Year 3 July 1, 2014-June 30 2015</b>	<b>Year 4 July 1 , 2015-Dec 30, 2015</b>
Provide reliability testing on CLASS for Trainers		\$	\$
Train PD Providers on ERS	\$		
Provide recalibration training on ERS to PD providers		\$	\$
Provide reliability observer training to 15 PD providers on ERS	\$		
Secure an expert to develop a technical assistance model related to adult child interactions and quality classroom environments.	\$	\$	\$
Develop a total of 6 training sessions with support materials for existing PD providers to support technical assistance related to adult child interactions and quality classroom environments.	\$	\$	\$
Develop Introduction of Measure of Quality Module.	\$		
Develop Using Measures of Quality Tools for Self-Assessment Module and Using Measures of Quality Tools to inform Practice Module.	\$		
Format the modules so they may also be disseminated electronically.	\$	\$	\$
Train PD providers in a train the trainer model and provide materials and meeting space.	\$	\$	\$
<b>Total Cost</b>	\$	\$	\$
<b>Not-to-Exceed Project Total Cost</b>			

All costs must be in U.S. Dollars.

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

4.0 AWARD OF THE CONTRACT

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

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

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

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

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

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

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

## 5.0 LINKS

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

### 5.1 Instructions

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

### 5.2 Forms

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

### 5.3 Terms and Conditions

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

### 5.4 Additional Resources

EOD Reporting	<a href="http://eodreporting.oit.ohio.gov/searchEODReporting.aspx">http://eodreporting.oit.ohio.gov/searchEODReporting.aspx</a>
Office of Budget and Management	<a href="http://obm.ohio.gov/LandingPages/Vendor/default.aspx">http://obm.ohio.gov/LandingPages/Vendor/default.aspx</a>
Office of Procurement Services	<a href="http://procure.ohio.gov/proc/index.asp">http://procure.ohio.gov/proc/index.asp</a>
Ohio Shared Services	<a href="http://www.ohiosharedservices.ohio.gov/Home.aspx">http://www.ohiosharedservices.ohio.gov/Home.aspx</a>
Ohio Business Gateway	<a href="http://business.ohio.gov/">http://business.ohio.gov/</a>
Ohio Secretary of State	<a href="http://www.sos.state.oh.us/SOS/Businesses.aspx">http://www.sos.state.oh.us/SOS/Businesses.aspx</a>
Ohio's RTT-ELC application:	<a href="http://earlychildhoodohio.org/files/elcg/ELCG_Application.pdf">http://earlychildhoodohio.org/files/elcg/ELCG_Application.pdf</a>
Early Learning Challenge Grant	<a href="http://www.education.ohio.gov">www.education.ohio.gov</a> (enter "Early Learning Challenge grant" in the search box)
Early Learning Challenge Grant	<a href="http://earlychildhoodohio.org">earlychildhoodohio.org</a>
Early Learning and Development Standards Birth to Kindergarten Entry:	<a href="http://earlychildhoodohio.org/elds.php">http://earlychildhoodohio.org/elds.php</a>
Draft SUTQ Program Standards:	<a href="http://earlychildhoodohio.org/sutq_standards.php">http://earlychildhoodohio.org/sutq_standards.php</a>
CLASS program	<a href="http://www.teachstone.org/about-the-class/">http://www.teachstone.org/about-the-class/</a>
Environmental Rating Scale	<a href="http://ers.fpg.unc.edu/">http://ers.fpg.unc.edu/</a>

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

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).



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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.