



Our Students. Their Moment.

Request for Proposal #TA-10: Implementation of the Diagnostic Tool for School and District Effectiveness

Bidder's Conference

Presented by

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www.engageNY.org

Purpose

As described in New York State's approved ESEA waiver, beginning in the 2012-13 school year, NYSED will conduct annual reviews of Focus Districts and selected Priority Schools and Focus Schools within these districts.

All reviews will be conducted using the Diagnostic Tool for School and District Effectiveness (DTSDE), the current version of which can be found at <http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/DTSDEHandbook.html>.

The purpose of the DTSDE is to ensure that the systems and structures developed by the districts and schools are informed by consistent feedback aligned to the Board of Regents Reform Agenda.

The RFP is intended to ensure that schools and districts receive timely, high quality DTSDE reports that serve as the basis for District Comprehensive Improvement Plans and School Comprehensive Education Plans.

Purpose

Through this RFP, NYSED is seeking proposals from vendors with:

- A proven track record of success with assessing the quality of school and district educational programs through on-site visits.
- Knowledge, expertise, and a proven record of success with this type of review.
- The internal capacity to complete a large number of visits across New York State using the DTSDE protocol with fidelity.

Theory of Action

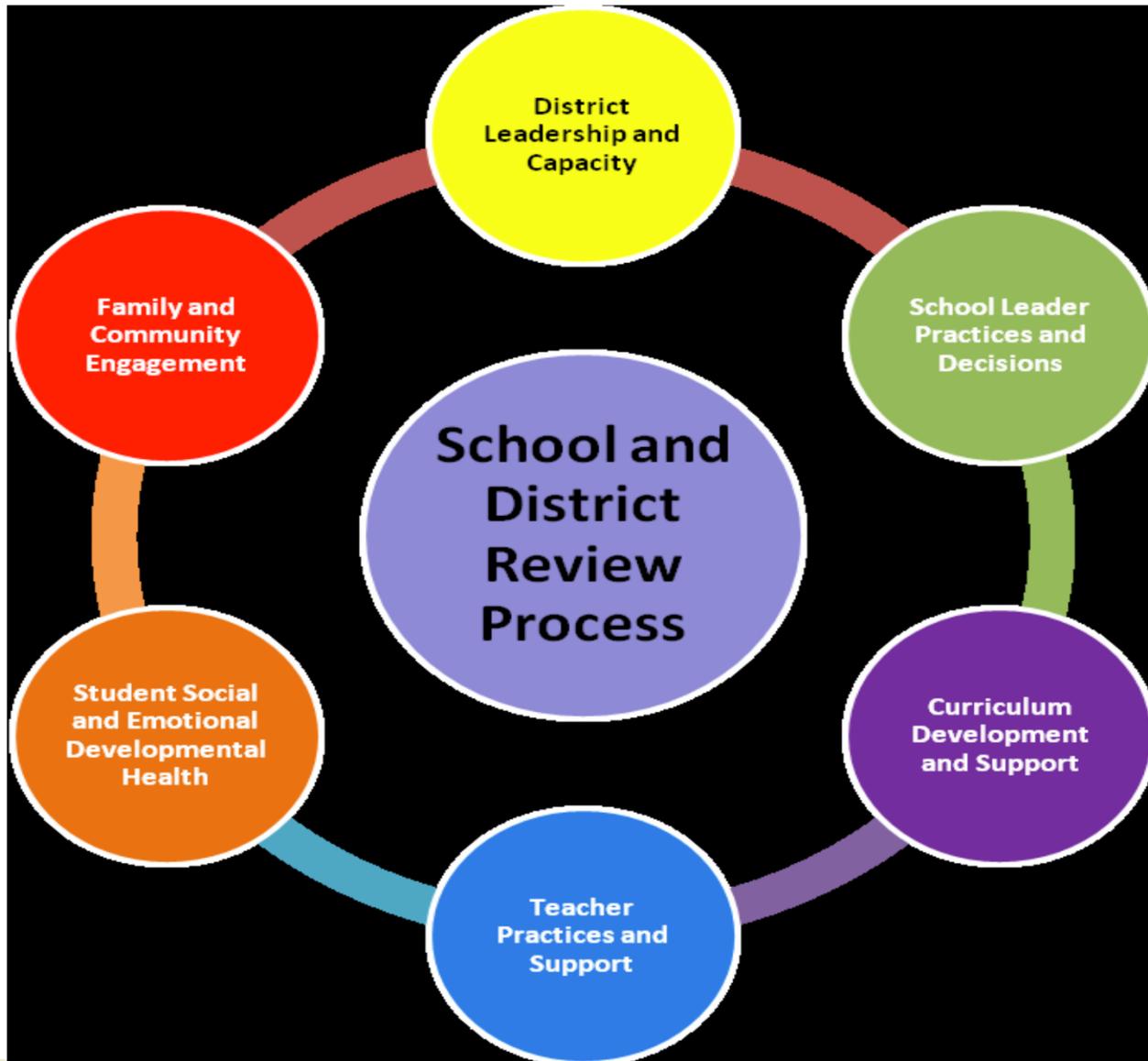
New York State's lowest achieving schools require targeted and specialized assistance in order to build school and district capacity to support sustainable school turnaround.

Necessary supports for effective school turnaround must be based on, as well as be responsive to, the comprehensive needs of the school, driven by an assessment of the optimal conditions for learning as defined by research-based best practices, and delivered in a high quality manner and embedded in school practice.

Background

- The DTSDE uses multiple tools to gather evidence regarding the district or school's effectiveness, such as interviews, classroom observations and surveys. The instruments comprising the protocol have been created to measure how close to or far away a particular school is from the optimal conditions identified. For a comprehensive overview of the current DTSDE, including protocols, rubrics, review forms and templates, and report templates, please visit:
<http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/home.html>.
- At the present time, DTSDE reviews are carried out by an Integrated Intervention Team (IIT), which at minimum consists of a NYSED Lead, a district representative, and an Outside Educational Expert. Depending on the district's and/or school's reasons for identification, the Regional Bilingual Education Resource Network (R-BERN), Regional Special Education Technical Assistance Support Centers (RSE-TASC) and Special Education School Improvement Specialist (SEIS) staff may also be members of the IIT.

Tenets of the Diagnostic Tool for School & District Effectiveness



DTSDE Rubric

COMPREHENSIVE SCHOOL RUBRIC FOR DTSDE TENETS

New York State Education Department Diagnostic Tool for School and District Effectiveness

***Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.**

Statements of Practice	Highly Effective	Effective	Developing	Ineffective
Statement of Practice 2.2: Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	<p>a) The school community shares and promotes a distinctive and robust vision for student achievement and well-being based on data and holds itself accountable for working as a community to realize this vision as outlined in its SCEP and other school improvement documents.</p> <p>b) The vision is created and enthusiastically supported by staff, families and students such that it is uniformly seen, heard and known across the community.</p> <p>c) The school community develops and works toward specific, measurable, ambitious, results oriented and timely goals that reflect urgent priorities and ensure the realization of the vision.</p>	<p>a) The school community shares a vision concerning student achievement and well-being and for how they want to work as a community to realize this vision as outlined in the SCEP and other school improvement documents and data.</p> <p>b) The vision is created by a select group of staff and families and is supported by the school community such that it is uniformly seen, heard and known across the community.</p> <p>c) The school community develops and works toward specific, measurable, ambitious, results oriented and timely goals that reflect priorities that are aligned with the vision.</p>	<p>a) The school community has a vision for student achievement and well-being and is in the process of developing shared ownership and ways to incorporate findings from the school's data.</p> <p>b) The vision created is gaining more support with the staff, families and students across the community.</p> <p>c) The school community developing and working toward specific, measurable, ambitious, results oriented and timely goals; these goals are not priorities aligned to the vision.</p>	<p>a) The school community has a vision for student achievement and well-being and is misaligned to student achievement and well-being based on the school's data.</p> <p>b) The vision is unknown, not understood and/or has not been supported by the staff, families and students across the community.</p> <p>c) The school community does not develop and work toward goals, or, is working toward goals, that are not specific, measurable, ambitious, results oriented and timely.</p>
Statement of Practice 2.3: Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	<p>a) The school leader models excellence in the creation and use of systems that are dynamic, adaptive and interconnected and lead to the collection and analysis of outcomes that will guide a cycle of continuous improvement and action.</p> <p>b) The school leader espouses and supports practices in all areas that impact a school and student progress and achievement that are self-generative, which include virtuous feedback loops and examples of best practices that lead to sustained high performance.</p> <p>c) The school leader creates—and, where appropriate, collaborates with staff and families to explicitly communicate—pertinent school goals that are timely, transparent and widely available to all stakeholders and used by them to improve the quality of student life.</p>	<p>a) The school leader encourages the staff to use systems that are dynamic, adaptive, interconnected and lead to the collection and analysis of outcomes.</p> <p>b) The school leader espouses and supports practices in areas that impact a school and student progress and achievement, which include feedback loops and examples of best practices connected to student achievement.</p> <p>c) The school leader communicates pertinent school goals that are timely, transparent and widely available to all stakeholders.</p>	<p>a) The school leader encourages the staff to use systems that lead to the collection and analysis of outcomes.</p> <p>b) The school leader expects staff to use best practices related to school and student progress and achievement.</p> <p>c) The school leader is working on developing school goals and putting steps into place to communicate them to all stakeholders.</p>	<p>a) The school leader does not encourage the staff to use systems that lead to the collection and analysis of outcomes.</p> <p>b) The school leader expects staff to use best practices, but has not communicated what and how those practices should be used and how those practices should be used.</p> <p>c) Creating school goals is not a priority for the school leader; the school leader has not communicated school goals to the stakeholders.</p>
Statement of Practice 2.4: Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	<p>a) The school leader strategically recruits, hires (and, where the district makes the hiring decisions, the school leader ensures that the appropriate staff is assigned to the school) and sustains personnel. The leader also uses partnerships with organizations to create a pool of internal and external human capital that enables the school to creatively, equitably and adequately meet the academic and social needs of all students.</p> <p>b) The school leader creates and uses robust systems and structures that afford students and teachers the ability to fully</p>	<p>a) The school leader recruits, hires (and, where the district makes the hiring decisions, the school leader ensures that the appropriate staff is assigned to the school) and sustains personnel that enable the school to meet the academic and social needs of the students and school.</p> <p>b) The school leader creates and uses generic systems and structures for programming students and teachers that address student achievement, and</p>	<p>a) The school leader aspires to hire, but has not taken the appropriate steps to secure personnel that will allow the school to meet the academic and social needs of the students; where the district makes the hiring decisions, the school leader has not clearly articulated the school's needs.</p> <p>b) The school leader uses static systems and structures for programming students and teachers that do not address the changing needs of student</p>	<p>a) The school leader does not hire or sustain personnel with the needed skills to meet the academic and social needs of the students; where the district makes the hiring decisions, the school leader does not communicate the district's needs to the school leader.</p> <p>b) The school leader does not create or use established systems and structures for programming students and teachers that address student achievement, and</p>

*Note: In addition to the above tenet and statements of practice, districts and schools must align all improvement plans with the performance of students with disabilities and English language learner sub-groups, as well as any other group of students not performing well or who have a significant achievement gap compared to other groups of students within their school and district.

**Note: Statements of practice 2.1, 3.1, 4.1, 5.1 and 6.1 measures how the school perceives the district's efforts with supporting the school's effort in this area.

***Note: Curriculum appropriately aligned to the Common Core Learning Standards will be determined by schools having a robust and active plan addressing the expectations articulated in New York's Vision and Metrics for Implementing CCSS, APPR and DDI for SY 2012-2013 located at <http://www.engageny.org/sites/default/files/resource/attachments/ccss-appr-and-ddi-workbook-for-network-teams-implementation.pdf>

DTSDE Rubric- Origins

Origins of Diagnostic Tool Statements of Practice	
ISLLC	Education Leadership Policy Standards: ISLLC 2008, as Adopted by the National Policy Board for Educational Administration http://www.wallacefoundation.org/knowledge-center/school-leadership/principal-evaluation/Documents/Educational-Leadership-Policy-Standards-ISLLC-2008.pdf
Tri State Rubric	Tri State Quality Review Rubric & Rating Process: ELA/Literacy Lessons/Units http://www.engageny.org/sites/default/files/resource/attachments/tri-state-ela-rubric.pdf Tri State Quality Review Rubric & Rating Process: Mathematics Lessons/Units http://www.engageny.org/sites/default/files/resource/attachments/tri-state-math-rubric_0.pdf
Teacher Standards	NYSUT's Teacher Practice Rubrics: New York State Teacher Standards. June 22, 2011 http://usny.nysed.gov/rttt/teachers-leaders/practicerubrics/Docs/NYSUT_PracticeRubric.pdf
SEDL	Guidelines and Resources for Social and Emotional Development and Learning: Educating the Whole Child Engaging the Whole School http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=2&ved=0CDIQFjAB&url=http%3A%2F%2Fwww.p12.nysed.gov%2Fsss%2Fexpandedlearningopps%2Fesd-svp%2FSEDL.ppt&ei=DUIYT8bVFcHD6AG6xOzRBg&usq=AFOiCNH9RqTaXh8ePV4hBcRaWO7cmYtSOQ
CPRE: District Role in Building Capacity	The District Role in Building Capacity: Four Strategies. CPRE Policy Briefs. Author: Diane Massell http://www.cpre.org/images/stories/cpre_pdfs/rb32.pdf
Data-Driven Rubric	Implementation Rubric Data-Driven Instruction and Assessment, by Paul Bambrick-Santoyo and New Leaders for New Schools http://engageny.org/wp-content/uploads/2011/07/9A-Implementation-Rubric-fordata-driven-instruction-08-09-v3.pdf
PTA Nat'l Standards for Family-School Partnerships Assessment Guide	PTA National Standards for Family-School Partnerships: Assessment Guide (2007) http://www.pta.org/National_Standards_Assessment_Guide.pdf
ELL Bilingual PET Procedural Manual/Self Assessment Instrument	The State Education Department: The University of the State of New York Office of Accountability, Office of Bilingual Education and Foreign Language Studies: PET LEP/ELL Program Evaluation Kit: Procedural Manual: A Companion Guide and Resources http://academicenterprises-us.com/tenets/origins/pet-manual.html The State Education Department: The University of the State of New York Office of Accountability, Office of Bilingual Education and Foreign Language Studies: PET LEP/ELL Program Evaluation Kit: Self-Assessment Instrument http://academicenterprises-us.com/tenets/origins/pet-instrument.html
RSE-TASC Walk-through Tool	NYS Education Department Regional Special Education Technical Assistance Support Center (RSE-TASC) Walk-Through Tool Supportive and Accessible Classroom Environment; Special Designed Instruction
SQR	New York State Education Department Differentiated Accountability School Quality Review (SQR) Quality Indicators School Information Sheet

Applicant Eligibility

- The eligible applicants for this RFP include for-profit and not-for-profit organizations, and institutions of higher education (IHEs).

Project Timeline and Contract Period

Activity	Date
Release of RFP	June 10, 2013
Bidder's Conference	Posted June 18, 2013
Final Date for Receipt of Questions	June 24, 2013
Official Responses to Questions	July 1, 2013
Proposal Received Date / RFP Close	July 19, 2013
Recommendation/Determination	September 2013
Projected Contract Start Date	October 22, 2013
DTSDE Initial Professional Development	October/November 2013
DTSDE Reviews	November 2013- May 2014 October 2014- April 2015
Projected Contract End Date	June 30, 2015

NYSED will award one (1) contract pursuant to this RFP. The contract resulting from this RFP will be for a term anticipated to begin October 22, 2013, and to end June 30, 2015. *Please note: funding beyond September 23, 2014, will be subject to the availability of Federal funds.*

RFP Questions

- **Questions regarding this request** must be submitted by email to DTSDEPD@mail.nysed.gov no later than the close of business on June 24, 2013. Questions should be identified as Program, Fiscal or M/WBE.
- A Questions and Answers Summary will be posted to <http://usny.nysed.gov/rttt/rfp/> no later than July 1, 2013. No individual responses will be provided.

The following are the designated contacts for this procurement:

Program	Fiscal	M/WBE
Alexandra Pressley DTSDEPD@mail.nysed.gov	Nell Brady DTSDE@mail.nysed.gov	Joan Ramsey DTSDEPD@mail.nysed.gov

Description of Services

Initial Professional Development (October/November 2013):

The vendor will participate in all training events for reviewers. Specifically, training will be provided to the vendor reviewers pertaining to the DTSDE review protocol, rubric, supporting documents and optimal implementation of the Common Core Learning Standards, data-driven instruction, and teacher-leader effectiveness specific to the unique features of New York State's lowest-achieving schools. Vendor reviewers will participate in the following trainings in late October or early November 2013, in New York City:

- Four (4)-day training session focused on the DTSDE protocol and usage of supporting documents during the review and report writing period.
- A three (3)-day training focused on report writing, calibration and rubric alignment.
- A one (1)-day training focused on the usage of the Tri-State Rubric, Statement of Practice (SAP) Tracker and Teacher Leader Effectiveness expectations aligned to the DTSDE statements of practice pertaining to use of data (i.e., 2.5, 3.5, 4.5, 5.5 and 6.5 in the most current DTSDE rubric, which can be found in Appendix C.2).

Description of Services

Additional Professional Development (November, February, and May, 2013-2015), in Albany, New York:

- Two (2) days each in November 2013, February 2014, and May 2014- This professional development will concentrate on developing IIT members' inter-rater reliability, calibration and alignment to the DTSDE rubric.
- One (1) day each in November 2014, February 2015, and May 2015- This professional development will continue to address and refine IIT members' inter-rater reliability, calibration and alignment to the DTSDE rubric.

Description of Services

DTSDE On-Site Reviews (November 2013 through May 2014 and October 2014 through April 2015):

- ❑ The vendor will be responsible for providing vendor reviewers to serve as Outside Educational Experts on 105 district level and 270 school level DTSDE IIT New York State reviews over the two year contract period.
- ❑ Across the state, the vendor will not be expected to conduct more than 10 visits a week, and each vendor reviewer will not be scheduled for more than two (2) visits per month. 135 school level visits will be 3 days in duration and 135 school level visits will be 2 days in duration. District level visits will take one day at the most, with some portions of the review to be completed via phone interview.

Description of Services

DTSDE On-Site Reviews (cont.):

- ❑ At the time of award, NYSED will provide the vendor with a schedule for the visits that details when and where the visits will take place. The vendor will not be responsible for arranging the visit schedule.
- ❑ The reviews must be conducted using the DTSDE Review protocols described in the most current version of the Handbook (<http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/DTSDEHandbook.html>) and be consistent with the professional development provided by NYSED on the DTSDE Review Protocol, the Tri-State Rubric, and six tenets outlined in the DTSDE rubric.

Description of Services

Drafting and Finalizing DTSDE Reports (November 2013 through June 2014 and October 2014 through June 2015):

- ❑ Each vendor reviewer must coordinate and synthesize the findings of the IIT and will be responsible for drafting the DTSDE report for each on-site visit conducted.
- ❑ It is estimated that the drafting and finalization of the report will take three (3) days each for the school level and the district level visits.
- ❑ The vendor reviewers must follow the latest versions of the DTSDE Report Writing Style Guide and use the School Final Report Template (both resources can be found at: http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/DTSDESchoolReviewDocuments_000.html).

Description of Services

Drafting and Finalizing DTSDE Reports (cont.):

- The vendor reviewer is responsible for producing a draft DTSDE Visit Final Report and submitting it to NYSED's Calibration Assurance Team (CAT) no more than 10 business days after the last day of the visit. The vendor reviewer, with the vendor's Calibration Liaison, is then responsible for addressing any question or feedback given by CAT in a second draft. The second draft is due to the CAT two weeks after receiving the initial feedback. The report must be completed for submission to the district for final verification no later than 60 calendar days after the last day of the visit.

RFP Deliverables and Timeline

Activity	Event Length/Time Monthly	Event Length/ Time for Length of Contract	Geographic Location
<p>Professional Development for Vendor Reviewers on DTSDE</p>	<p>October/November 2013: 8 days</p> <p>November 2013: 2 days</p> <p>February 2014: 2 days</p> <p>May 2014: 2 days</p> <p>November 2014: 1 day</p> <p>February 2015: 1 day</p> <p>May 2015: 1 day</p>	<p>17 full days</p>	<ul style="list-style-type: none"> •October/November sessions in New York City. •November, February, and May sessions in Albany, NY.

RFP Deliverables and Timeline (cont.)

Activity	Event Length/Time Monthly	Event Length/Time for Length of Contract	Geographic Location
<p>Pre-Review Preparation for DTSDE On-Site Reviews (1 day prior to each district visit and 2 days prior to each school visit) Year 1: November 2013 - May 2014 Year 2: October 2014 to April 2015</p>	<p>Year 1: 55 district visits, 140 school visits Year 2: 50 district visits, 130 school visits</p>	<p>Approximately 645 days</p>	<ul style="list-style-type: none"> • Vendor Offices • Monthly meetings with Logistics Team via phone, video conference, or at NYSED Offices in Albany, NY, when necessary. No more than 8 meetings (each one day) will occur at the NYSED Offices in Albany, NY over the contract period. • Meetings with IIT or school and district leaders via phone or video conference.

RFP Deliverables and Timeline (cont.)

Activity	Event Length/Time Monthly	Event Length/Time for Length of Contract	Geographic Location
<p>NYSED DTSDE On-Site Reviews Year 1: November 2013 - May 2014 Year 2: October 2014 to April 2015</p>	<p>Year 1: 55 one day district visits, 70 two day school visits, and 70 three day school visits. Year 2: 50 one day district visits, 65 two day school visits, and 65 three day school visits</p>	<p>Approximately 780 days</p>	<p>New York State-wide Reviews: See Attachment C for the list of districts and schools that are eligible for the DTSDE review.</p>

RFP Deliverables and Timeline (cont.)

Activity	Event Length/Time Monthly	Event Length/Time for Length of Contract	Geographic Location
<p>NYSED DTSDE Reports (3 days following each school and district review) Year 1: November 2013 - June 2014 Year 2: October 2014 to June 2015</p>	<p>Year 1: 55 district reports, 140 school reports Year 2: 50 district reports, 130 school reports</p>	<p>Approximately 1,125 days</p>	<ul style="list-style-type: none"> •Vendor Offices •Monthly meetings with Calibration Assurance Team via phone, video conference, or in NYSED Offices in Brooklyn, NY, when necessary. No more than 8 meetings (each one day) will occur at the NYSED Offices in Brooklyn, NY over the contract period.

Mandatory Bid Requirements

- For those activities that will be subcontracted, the proposed subcontractors' names, M/WBE status, specific services, and costs must be specifically indicated on the Subcontracting Form located in the "Submission Documents" section of this RFP.
- The bidder must have one designated full-time Project Director who has three (3) years or more of experience in conducting school and/or district reviews. This experience will be verified through the Project Director's resume, which must be submitted with the application. The Project Director must be employed by the vendor and not by a subcontractor.
- The bidder must have a full-time Calibration Assurance Liaison and a part-time Logistics Liaison (at least .50 FTE) to work with NYSED, each with at least 2 (two) years or more of experience conducting school and/or district reviews **OR** five (5) years or more of experience serving in an instructional or administrative role within a school district. This experience will be verified through the Liaisons' resumes, which must be submitted with the application. The Liaisons must be employed by the vendor and not by a subcontractor.

Mandatory Bid Requirements (cont.)

- The bidder must have at least fifteen (15) vendor reviewers who each have two (2) years or more of experience conducting school and/or district reviews **OR** the vendor reviewers must each have five (5) years or more of experience serving in an instructional or administrative role within a school district. This experience will be verified through resumes for each of the vendor reviewers. At the time of submission, the vendor must provide the resumes of any and all vendor reviewers that the vendor plans to use to execute the deliverables outlined in this RFP. The vendor reviewers may be employed by either the vendor or a subcontracting entity.
- All bidders must return the Mandatory Requirements Certification form (located in 5. Submission Documents), signed by an authorized individual. By signing the Mandatory Requirements Certification Form, the vendor certifies that they agree to provide and/or meet all of the Mandatory Requirements listed. Proposals that do not include the signed Mandatory Requirements Certification form will be disqualified and removed from further consideration.

Mandatory Contract Requirements

- Any vendor staff travel must be in accordance with the approved NYS rates. New York State rates are available at: <http://www.gsa.gov/portal/category/21287>.
- All invoices submitted for payment must include dates of services and an itemized list of activities and costs consistent with the approved Schedule of Deliverables contained in the executed contract. Payment(s) for subcontractor(s) must list the subcontractor's name(s), payment amount(s), and nature of services provided separately on the invoice submitted. Invoices with incomplete information will be returned to the vendor.

Mandatory Contract Requirements

- The vendor project staff and all of its subcontractors performing work on the contract resulting from this RFP must sign a Non-Disclosure Agreement (Appendix G) provided by NYSED, assuring the confidentiality of all work and discussions carried out under this contract after the contract is awarded. These signed agreements must be submitted to NYSED prior to the initiation of work under this contract.
- The Project Director, Calibration and Logistics Liaisons, and the reviewers cannot be replaced without approval of NYSED, upon justification for the change, and must be replaced by staff with comparable experience and expertise, and at a cost equal to or less than the key staff person identified in the vendor's proposal.

RFP Components

	Component	Points
Technical Proposal	Organizational Capacity and Experience	40
	Monitoring Implementation and Ensuring Quality	5
	Work Plan	25
	Cost Proposal	30
	Total	100

Organizational Capacity & Experience

The proposal must show evidence of adequate human, organizational, technical and professional resources and associated abilities to meet the needs of this RFP. The proposal must provide detailed information explaining the vendor's experience and expertise in areas specific to the type of review to be conducted, and its capacity to successfully undertake the scope of work this project entails. Vendors should demonstrate familiarity with the NYS Accountability System and/or prior experience conducting school and/or district reviews. Applicants should highlight any experience with district and school review in New York State.

Organizational Capacity & Experience

A response that meets the standard for this section will:

- Provide detailed information explaining the vendor's specialized knowledge in the six (6) fundamental tenets of the DTSDE.
- Describe the vendor's capacity to successfully undertake the scope of work this project entails, including a description of the vendor's conceptual approach to completing the work.
- Describe vendor's previous experience working with LEAs, particularly low performing LEAs, that is relevant to conducting school and district reviews, and provide evidence of success. Highlight any experience with district and school reviews in New York State.
- Highlight the vendor's ability to execute a critical and honest assessment of structural/systems gaps and needs within schools and districts, based on the reviews conducted by the vendor reviewers.
- Provide details about the proposed staffing plan, including an organizational diagram and whether staff are full- or part-time. The staffing plan must also indicate the current quantity of available staff and historical staff retention rates.

Organizational Capacity & Experience

A response that meets the standard for this section will:

- Describe how the vendor will ensure that the work of the contract has the necessary priority within the organization to be completed with the highest quality and on time, and that the minimum number of reviewers and key staff are available at all times necessary so there is no delay in provision of deliverables.
- Describe how staff members (specifically the Project Director and the two liaisons) will work with NYSED staff, including planning and coordinating status meetings and conference calls, providing summaries and minutes of meetings, developing status reports, notifying NYSED of any potential problems or changes to dates or deliverables, and submitting all deliverables according to the agreed upon schedule with appropriate time for NYSED review and approval.

Organizational Capacity & Experience

A response that meets the standard for this section will:

- Provide the resumes for the Project Director and the two liaisons (Calibration and Logistics). Please also provide a detailed description of their specific qualifications, as they pertain to the services outlined in this RFP, and as they are related to one or more of the six (6) tenets in the DTSDE Rubric. The key staff members (the Project Director, and the Calibration and Logistics Liaisons) with primary responsibility for ensuring completion of the deliverables listed in this RFP should have demonstrated experience with district and school reviews of the scope and type described in this RFP. The Calibration Assurance Liaison should have excellent writing and editing skills.
- Provide the resumes of any vendor reviewers that serve the vendor currently, and that the vendor plans to use to execute the deliverables outlined in this RFP. Provide a detailed description of their qualifications, as they pertain to those that are outlined in Appendix E and as they are related to one or more of the six (6) tenets in the DTSDE Rubric.

Organizational Capacity & Experience

A response that meets the standard for this section will:

- Provide letters of reference from at least three current professional references to substantiate qualifications. “Current” shall mean references for which the vendor has performed work within the last three years. The letters should speak to any or all of the vendor’s/subcontractor’s experience that is described in this “Organizational Capacity and Experience” section of the technical proposal. At least one reference submitted should represent an organization that has been the recipient of district or school reviews that were conducted and delivered by the bidder or a subcontractor. At least one reference submitted must be from an organization for which the bidder or a subcontractor has provided services related to one or more of the six DTSDE tenets. If the bidder intends to use a subcontractor(s) to carry out any of the reviews, the vendor must provide an additional letter of reference(s) for each subcontractor that speaks to the qualifications of the applicable subcontracting entity/entities. Do not use NYSED staff as references.

Monitoring Implementation and Ensuring Quality

The proposal must include:

- a detailed description of the vendor's approach to monitoring the implementation of the training the vendor reviewers will receive from NYSED and ensuring the quality of the reviews and reports completed by the vendor reviewers.
- a coherent framework for ensuring that vendor reviewers implement with fidelity the DTSDE process as presented in the professional development sessions provided by NYSED and in the DTSDE Handbook.

Monitoring Implementation and Ensuring Quality

A response that meets the standard for this section will:

- Describe the proposed approach to monitoring the implementation of the training the vendor reviewers receive on the six tenets, specifically related to school and district reviews.
- This must include:
 - A description of the types of materials used to monitor and support how vendor reviewers receive and respond to professional development sessions, including but not limited to, supervision and re-teaching specific concepts by providing tutorials and follow-up sessions.
 - A description of implicit and explicit supervision and feedback pertaining to the school reviews conducted by vendor reviewers.
 - A description of diagnostic, formative, and summative assessment of vendor reviewers' ability to create cogent, calibrated reports that align to the DTSDE protocol.

Monitoring Implementation and Ensuring Quality

A response that meets the standard for this section will
(cont.):

- Describe how the vendor will ensure quality control and fidelity to the DTSDE process through supervision of all identified vendor reviewers.
- The vendor must describe how it will ensure that the resulting reports are calibrated by the vendor's Calibration Liaison, in collaboration with NYSED's Calibration Assurance Team and according to the timeline and report quality standards set forth in this RFP.

Work Plan

In this section, bidders must use the work plan template (Appendix F in the RFP) to identify the activities/ deliverables/ milestones necessary to ensure effective DTSDE Reviews and quality reports over the life of the contract.

Work Plan

A response that meets the standard for this section will:

- Present a work plan that clearly delineates all activities, deliverables, and milestones.
- Provide clear and realistic timelines for task completion.
- Clearly identify a specific person who will be responsible for the delivery of each task and major activity.
- Describe specifically the role and duties of the Project Director and the Calibration and Logistics Liaisons.
- Demonstrate consistency and congruence with the overall design for NYSED DTSDE On-site Reviews.

Cost Proposal

The original plus two (2) copies of the completed Cost Proposal must be mailed in a separate envelope labeled **RFP #TA-10-Cost Proposal-Do Not Open** and must include the following:

- 1.) Bid Form Cost Proposal
- 2.) NYSED Subcontracting Form
- 3.) NYSED M/WBE Subcontracting/Supplier Form

Budgets must be submitted using whole dollar figures.

Minority and Women-Owned Business Enterprise (M/WBE) Compliance Requirements

- Article 15-A: For purposes of this procurement, NYS Education Department hereby establishes an overall goal of 20% for M/WBE participation, 12% for Minority-Owned Business Enterprises (“MBE”) participation and 8% for Women-Owned Business Enterprises (“WBE”) participation based on the current availability of qualified MBEs and WBEs
- NYSED’s intent is to comply with Article 15-A and all bidders must demonstrate a good faith effort to comply with these goals. Bidders are required to comply with NYSED’s Minority and Women-Owned Business Enterprise goals by completing and submitting **M/WBE 100**, Utilization Plan, **M/WBE 102**, Notice of Intent to Participate and **EEO 100**, Staffing Plan. These forms can be found at **www.oms.nysed.gov/fiscal/MWBE/forms.html**.
- All firms utilized must be certified with the NYS Division of Minority and Women Business Development before beginning any work on this contract. For additional information and a listing of currently certified M/WBEs, see **www.esd.ny.gov/MWBE.html**.

RFP Evaluation and Scoring

- An evaluation committee will complete a review of all proposals submitted. The committee will review each proposal to determine compliance with the requirements described in the RFP and detailed in the Technical Proposal Submission section. NYSED retains the right to determine whether any deviation from the requirements of this RFP is substantial in nature and may reject in whole or in part any and all proposals, waive minor irregularities and conduct discussions with all responsible bidders.
- Each evaluation committee member will complete a scoring rubric for each proposal submitted. Proposals receiving at least seventy percent (70%) or more of the points available for the Technical Proposal (49 of the 70 points) will move on to the next step of the process: scoring of the Cost Proposal. Proposals with a score of less than 49 points in the Technical Proposal section will be eliminated from further consideration.

RFP Evaluation and Scoring

- The Cost Proposal will be scored based upon the grand total cost of the Two Year Budget Summary. The Cost Proposal score will be computed by the Contract Administration Unit upon completion of the technical scoring by the technical review panel. NYSED reserves the right to reduce the project budget by removing any unallowable expenditure in the proposal.
- The submitted cost information will be awarded points pursuant to a formula which awards the highest score of 30 points to the proposal that reflects the lowest overall cost. The remaining proposals will be awarded points based on a calculation that computes the relative difference of each proposal against the lowest cost submitted. The resulting percentage is then applied to the maximum point value of 30 points.

RFP Evaluation and Scoring

- NYSED reserves the right to request best and final offers. In the event NYSED exercises this right, vendors with a technical evaluation score that meets or exceeds the minimum will be asked to provide a best and final offer. The Contract Administration Unit will recalculate the financial score.
- When the Cost Proposal review process is complete, the Technical Proposal and Cost Proposal scores will be summed to create a Final Score out of 100 points.

Method of Award

- The contract issued pursuant to this proposal will be awarded to the vendor whose aggregate technical and cost score is the highest among all the proposals rated. If NYSED exercises the right to request best and final offers, the contract must be issued to the vendor with the highest aggregate technical and financial score that results from the best and final offer.
- In the event that more than one proposal obtains the highest aggregate score, the contract will be awarded to the vendor in that group of highest aggregate scores whose budget component reflects the lowest overall cost.

Submission Requirements

The following documents must be submitted in separately sealed envelopes, as detailed in the Submission section of the RFP, and must be received at NYSED by July 19, 2013, no later than 3:00 PM EST:

- Submission Documents labeled **Submission Documents – RFP #TA-10 Do Not Open**
- Technical Proposal labeled **Technical Proposal – RFP #TA-10 Do Not Open**
- Cost Proposal labeled **Cost Proposal – RFP #TA-10 Do Not Open**
- M/WBE Documents labeled **M/WBE Documents – RFP #TA-10 Do Not Open**
- CD containing the technical, cost, submission and M/WBE proposals submitted using Microsoft Word. Place in a separate envelope labeled **CD– RFP #TA-10 Do Not Open.**

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Submission Requirements

The mailing address for all documentation is:

**NYS Education Department
Bureau of Fiscal Management
Attn: Nell Brady RFP #TA-10
Contract Administration Unit
89 Washington Avenue, Room 503W EB
Albany, NY 12234**

(Facsimile copies of the proposals are NOT acceptable)

Thank you for your participation.

**Any questions on this RFP should be
sent via email to
DTSDDEPD@mail.nysed.gov**

**Please be sure to identify your
question as Programmatic, Fiscal, or
M/WBE**