



collaborative.org
Collaborative for Educational Services

**Commonwealth of Massachusetts Virtual School
Request for Proposal**

**Full-time & Supplemental
Online Learning Provider**

July 2013

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1.0 INTRODUCTION AND GENERAL INFORMATION

The Collaborative for Education Services in partnership with Lower Pioneer Valley Educational Collaborative (jointly referred to in this RFP as the "Collaborative") is interested in contracting for and implementing a K-12 Virtual Educational Program, which includes full-time and supplemental options. Responding vendors should have a proven track record of managing and delivering a full-time and/or supplemental online education program. All courses shall comply with Massachusetts curriculum standards and instructors shall possess valid Massachusetts teacher credentials.

A response to this RFP by no means obligates the Collaborative to respond to or negotiate with any Provider.

1.1 About the Collaboratives

Collaborative for Educational Services

Since its inception in 1974, CES has worked closely with schools, school districts, educators, pre-school providers, educational organizations, families, and a range of community, foundation, and business partners to enhance educational opportunities for children and youth, with a focus on those at risk of failure. The mission of CES is to foster educational excellence and opportunity for all learners through resource sharing, collaboration, and leadership. The agency identifies emerging needs, develops resources, shares effective practices, provides exemplary programs, informs policy, trains educators, and manages educational initiatives.

CES provides a range of educational direct and support services for its 36 member school districts as well as for other districts throughout Massachusetts and New England. It is the largest Collaborative in Massachusetts; CES successfully managed more than forty substantive projects, six hundred staff (475 FTE) and close to \$30 million in grants and contracts in FY 2013. CES has robust fiscal and human resource management, and, importantly, is adept at collaboratively working with state agencies, school districts, and schools to accomplish mutually established goals.

The Collaborative has major initiatives in many areas, such as professional development, coaching, and other educator supports in all grade levels and across all academic subjects; effective use of technology; educational research and evaluation; curriculum development and implementation; literacy, ELL and second language acquisition; early childhood education and care; and the analysis and use of data to improve practice and student outcomes. CES has been the recipient of numerous state and federal grants, including from: the Massachusetts Departments of Elementary and Secondary Education (DESE), Early Education and Care (EEC), and Youth Services (DYS); the U.S. Department of Education, U.S. Department of Health & Human Services (Administration for Children & Families), National Science Foundation, National Endowment for the Arts, National Endowment for the Humanities, Center for Substance Abuse Prevention, and the Library of Congress.

Lower Pioneer Valley Educational Collaborative

The Lower Pioneer Valley Educational Collaborative (LPVEC), organized in 1974, is a

group of seven school districts legally bound in a collaborative governance structure under the provisions of Chapter 40, Section 4E, and Chapter 797 of the General Laws of the Commonwealth of Massachusetts. The member school districts are: Agawam, East Longmeadow, Hampden-Wilbraham Regional, Longmeadow, Ludlow, Southwick-Tolland-Granville Regional, and West Springfield.

The LPVEC is governed by a Board of Governors (School Committee) comprised of one representative from each of the member school committees. The Collaborative's current budget is approximately \$20 million and it employs approximately 375 staff.

The primary purpose of the LPVEC is to expand the quality of education in the member school districts. Basic to the Collaborative's efforts is the premise that there are numerous educational services which can be provided more effectively and efficiently by pooling the resources and students from several school districts. Since March of 1975, the LPVEC has been able to substantially broaden the quantity and quality of educational programs and services available within the participating school districts.

The Lower Pioneer Valley Educational Collaborative, while the second largest of the Massachusetts educational collaboratives, is the most multi-purpose. It conducts a greater variety of education-related programs and services than do other collaboratives. While the foundation of the LPVEC remains the special education and vocational-technical education programs, the Collaborative is dedicated to assisting its member school districts in the development and operation of both efficient and cost-effective education-related services.

1.2 About the proposed Commonwealth Virtual School

The new law, "An Act Establishing Commonwealth Virtual Schools", established the conditions for school districts in the Commonwealth to develop and implement virtual schools. As a result, the Collaborative is designing a solution to provide member districts and programs with affordable online learning options, digital content, instructional tools, and professional development opportunities to support innovative teaching and learning.

1.3 Revisions to the RFP

If it becomes necessary to revise any part of this RFP, addenda will be provided to all organizations that have been asked to respond to this RFP. Any responses that are received that do not adequately address such changes will be identified and the issuing Provider will be given an opportunity to add additional information that only addresses the said change.

1.4 Cancellation of the RFP

The Collaborative may cancel this RFP, in whole or in part, at any time.

1.5 Response Acceptance and Rejection

Potential contractors are cautioned that this document is a Request for Proposals, not a request to contract. The Collaborative reserves the unqualified right to accept or reject any or all offers for the purpose of establishing a contract to perform the work described

herein. The Collaborative reserves the right to award a contract upon the evaluation of the received responses without discussion.

1.6 Incurred Expenses

Potential contractors are totally responsible for the cost of producing their responses, which would include any travel to both or either educational consortium as part of the review process. The Collaborative will not reimburse any vendor for the cost of the preparation of response.

2.0 SCOPE OF SERVICES

The purpose of this RFP is to assist with the selection of a provider(s) for the delivery of online courses and instruction (grades 6-12 covering core and elective course offerings) for the 2014-15 school year. The respondent to this RFP is requested to address one or more of the Models Engagement described below.

Potential Models of Engagement

Model A: Provider responsible for the delivery, hosting, and instruction of online courses. Provider will not only provide the online content, but will also provide the qualified online instructors and host the course management system in which the content is delivered and a registration system in which students are enrolled and are activated into selected courses. Provider will provide all services to the student.

Model B: Provider responsible for the delivery, hosting, and instruction of online courses. Provider will not only provide the online content, but will also provide the qualified online instructors and host the course management system in which the content is delivered and a registration system in which students are enrolled and are activated into selected courses. Collaborative will provide administrative and supplemental services to students.

Model C: Collaborative will employ online instructors utilizing Provider's courses, hosted by the Provider. Collaborative will provide administrative and supplemental services to students.

Model D: Provider responsible for the delivery, hosting, and instruction of online school offering only supplemental courses.

Providers are encouraged to submit a response even if only a subset of the content areas and/or grade levels are addressed by your offerings.

All potential contractors should take notice and be aware that the Collaborative reserves the right to reject any or all proposals without comment. A response to this RFP does not obligate the Collaborative to respond, negotiate, or enter into a business agreement with any responding organization.

2.1 Term

The term of this contract shall be effective with the 2014-15 school year and be subject to renewal for each subsequent year. The Collaborative reserves the right each fiscal year to

terminate this contract without cause with sixty days notice. This right to termination is in addition to any other rights to termination contained herein.

2.2 Estimated Usage

The Collaborative estimates that up to 100 students may enroll in the full-time K-12 program beginning in the 2014-15 school year.

2.3 Curriculum

All offerings must:

- a) Align with Massachusetts Frameworks curriculum standards and the Common Core State Standards.
- b) Provide a mixture of online and offline activities; incorporate 21st century learning skills; feature a high degree of interactivity and multimedia.
- c) Utilize various assessment strategies as a means for students to demonstrate mastery of concepts and skills.

All ancillary materials such as workbooks, texts, lab equipment if applicable, and supplies are provided to the student by the vendor at no additional cost.

2.4 Highly Qualified Teachers

All online teachers employed by the Provider shall:

- a) Be highly qualified meaning teaching within the field of their certification.
- b) Hold a valid and current Massachusetts state-issued teaching certificate.
- c) Be appropriately trained to teach effectively in the online environment, and be proficient interacting with students and parents using both synchronous and asynchronous technologies.
- d) Be subject to employment requirements such as, but not limited to, a background check and drug testing as set forth by the Commonwealth of Massachusetts.

2.5 Learning Management System

The LMS utilized by the provider shall manage the content supplied to the student, be easy to use and navigate, and be accessible on Mac, PC, and mobile platforms.

2.6 Student Data and Reporting

The Provider shall maintain all student data as required to meet Massachusetts reporting requirements including but not limited to:

- a) Demographic and enrollment information of the student.
- b) Gradebook, including all assessment and test results.
- c) Monitoring reports of student progress, attendance/time spent online and progress status. Student progress shall be shared and accessible to parents, students and district personnel.

Provider will submit to the Collaborative necessary student data for grades, reporting of FTE, etc. to meet Massachusetts Department of Education reporting requirements.

Provided will identify additional costs that would be associated with accomplishing the above.

2.7. Student Technology and Academic Support

Provider is responsible for providing all technical and academic support that is required for student to be successful in the online course environment. Support shall include but is not limited to:

- a) Technical support to students, parents, and appropriate Collaborative staff
- b) Online registration processes for students
- c) Delivery and collection of all course materials
- d) Coordination and delivery of all high-stakes exams (AP®, SAT®, etc) and statewide testing requirements

3.0 QUESTIONNAIRE

Responses to this RFP must answer the following questions in the order that they are presented. Answers should address the specific question posed and be as informative yet brief as possible.

3.1 Company Profile

- 3.1.1 Date established/incorporated.
- 3.1.2 Type of company (corporation, partnership, or sole proprietorship). If applicable, please provide a brief resume on principal ownership.
- 3.1.3 Statement of your company's experience in managing a full-time or supplemental online program. Include data that supports your company's success in this area and a list of districts and states that have contracted with your company to manage their full-time online learning program.
- 3.1.4 Corporate address and name of parent company, if different.
- 3.1.5 Address of the branch where support will be provided if different from your corporate address.
- 3.1.6 Name(s) of Project Account Manager/Team and a brief bio for each member.
- 3.1.7 A copy of your last annual report and audit report or a certification letter from a CPA firm attesting to the solvency of your company.
- 3.1.8 Names of all other school districts in Massachusetts for whom you are providing similar services as requested by this RFP and brief description of that relationship and contacts at each organization that will serve as references. If you are not providing services in Massachusetts, please provide the names and contact information for two districts elsewhere in the country for whom you are providing similar services and whom will serve as references.
- 3.1.9 Identify all accreditations and other state or nationally recognized endorsements.

3.2 Courseware, Instructional Design, and Delivery

The following paragraphs outline key course content criteria for online course implementation. This is not a complete list of the content requirements. A review of the Provider's online courses will be conducted if it is determined that such a review is desired based on the review of RFP response.

- 3.2.1 Please identify which Model of Engagement listed in Section 2.0 (Model A, B, C, D, or all models) that your organization is prepared to deliver in response to this RFP.

- 3.2.1.1 Discuss how your product provides a full-time or supplemental virtual solution for students in grades 6-12, aligned with Massachusetts (MA) Curriculum Standards.
- 3.2.1.2 Discuss the pedagogical basis for your instructional approach. How is it similar to and how does it differ from traditional classroom approaches or other virtual school programs?
- 3.2.1.3 Identify the registration/enrollment calendar that your organization uses. Can students enroll and begin their online courses with you at any time in the school year or at set intervals?
- 3.2.1.4 Are teachers [F2F classroom] able to use content in their classrooms to blend instruction?
- 3.2.2 What Learning Management System(s) are used in the delivery and instruction of your online courses?
 - 3.2.2.1 How is your courseware updated? Please address the frequency and the process.
 - 3.2.2.2 Will you provide training to the appropriate Collaborative staff, teachers, and school facilitators in helping them assist with a student enrollment and instructional support? If yes, briefly describe how training is delivered. Is this included in the cost of course? Are PDPs or graduate credits available for participants?
- 3.2.3 Provide a list (by grade level) of the online courses that your organization has available that are specific to grades 6-12.
 - 3.2.3.1 Identify which courses have an Honors level opportunity.
 - 3.2.3.2 If course offerings vary based on Model A or Model B, please describe.
 - 3.2.3.3 Is the content offered both developed and owned by your organization? If no, please describe.
- 3.2.4 Describe the differentiated instruction and interactive features that meet the varying learning needs of students. In your description please address the following questions:
 - 3.2.4.1 Can students work at their own pace?
 - 3.2.4.2 Are audio capabilities to read the screen to students, interactive labs or other activities, videos, hyperlinks to vocabulary definitions, or remediation in reading and math available?
- 3.2.5 Does the system automatically route students to questions covering lower-level skills based on incorrect responses?
 - 3.2.5.1 Does the system provide “hints” or feedback to lead students to correct responses?
 - 3.2.5.2 Are pacing guides or average completion time per lesson included?
 - 3.2.5.3 Is the content platform dependent? Can it be transferred to a different platform?
 - 3.2.5.4 Does the system work with other accessibility apps?
- 3.2.6 Describe what ancillary (offline) materials are available. Include specific parameters as to how such materials are obtained.
 - 3.2.6.1 Are materials available in print form only or are they posted online?
 - 3.2.6.2 Do students and teachers and/or facilitators have access?
 - 3.2.6.3 How are ancillary materials provided to students?
 - 3.2.6.4 Are ancillary materials included in the cost of the course?
 - 3.2.6.5 What is the process for providing & procuring materials?
 - 3.2.6.6 Are course syllabus & lists of course activities available to Collaborative staff?

- 3.2.7 Provide evidence that online content is aligned to the appropriate MA Frameworks and curriculum standards and Common Core of Learning.
 - 3.2.7.1 Include a brief explanation for the process you utilize to ensure that such standards are addressed in your content.
 - 3.2.7.2 In the event that courses are not currently aligned to Massachusetts State Curriculum Frameworks, please provide commentary in your response as to the reasons why and what accommodations to meet such standards can be made.
 - 3.2.7.3 In an effort to ensure a continuum of service for students in transition, please describe the process for converting content mastery to Carnegie Units.
- 3.2.8 Describe your typical business practices for addressing content additions or edits. In your description please address the following questions:
 - 3.2.8.1 Client-initiated edits to content
 - 3.2.8.1.1 Do clients have the ability to add or edit content themselves? Do teachers?
 - 3.2.8.1.2 Are various user-types / roles available to enable client to assign editing capabilities to select staff?
 - 3.2.8.1.3 What is the process for client to submit ideas for content edits?
 - 3.2.8.1.4 What is an average time frame for making content changes?
 - 3.2.8.2 Provider-initiated edits to content
 - 3.2.8.2.1 How often is content upgraded or otherwise edited?
 - 3.2.8.2.2 How are edits to content relayed to client and how much advance notice is provided?
- 3.2.9 Please identify teacher support materials that are provided to assist Collaborative teachers and learning center facilitators with becoming familiar with online content, as well as supporting their instructional efforts.
 - 3.2.9.1 Are answer keys and/or rubrics provided?
 - 3.2.9.2 Are hints for providing instructional support offered?

3.3 Online Instruction Specifications

The following paragraphs outline key online instructional criteria for online course implementation.

- 3.3.1 Briefly describe the requirements that your organization has in terms of who you will employ as online instructors. Include in your response answers to the following questions:
 - 3.3.1.1 Do all of your online instructors possess a valid MA issued teaching certificate in the subject that they are teaching?
 - 3.3.1.2 Are your online instructors employed on a full-time or part-time basis?
 - 3.3.1.3 Will instructors be sheltered English immersion (SEI) endorsed following the timeline established by the Massachusetts Department of Elementary and Secondary Education?
- 3.3.2 Briefly describe how you prepare online teachers, and how you monitor their instructional practices and their overall effectiveness.
 - 3.3.2.1 Does your system align to the Massachusetts model Educator Evaluation system?
 - 3.3.2.2 Do you employ the use of ePortfolios?

- 3.3.3 How do your instructors communicate with students, parents, and school officials? What requirements do you have in place in terms of the ensuring the frequency of teacher communication with each of these parties? Are parents / students able to self-select their communication preferences?
- 3.3.4 When and how are your instructors available to students for real-time (synchronous) communication?
- 3.3.5 What policies do you have in place regarding how quickly communication and student work must be responded to?
- 3.3.6 Will you provide weekly progress reports to students, Collaborative staff, and facilitators at member schools? If not, what is the frequency of such reports? Is real-time data available?
- 3.3.7 Do Collaborative staff, school facilitators, and parents have access to the students' online grade book and teacher comments?
- 3.3.8 What is the typical class enrollment size? Student to teacher ratio? Is there a minimum number of students required to offer a class?
- 3.3.9 What is your student code of conduct and policy regarding consequences for violations?

3.4 Assessment, Monitoring, and Testing

Describe the student assessment process that exists within the online courses. In your description of options, please address the following questions as appropriate:

- 3.4.1 Describe how students are assessed in your virtual environment.
- 3.4.2 What various types of assessment are used?
- 3.4.3 To what extent are computer graded assessments utilized?
- 3.4.4 Are test banks capable of giving multiple versions of exams and quizzes to promote mastery learning included?
- 3.4.5 Do clients have the ability to modify or create their own assessments?
- 3.4.6 Can students proceed through the course if an assessment is not mastered?
- 3.4.7 Can the level of mastery be adjusted?
- 3.4.8 Are test questions randomized?
- 3.4.9 What types of items do the tests include (i.e. short response)?
- 3.4.10 Does digital content include both unit tests and final exams?
- 3.4.11 Are answer keys and/or rubrics included?
- 3.4.12 Does system provide safeguards to prevent students from merely guessing answers until correct answer is obtained?
- 3.4.13 Are assessments dynamically aligned to content?
- 3.4.14 Is active time tracked?
- 3.4.15 Can teachers create their own assessments? Or select assessment items?
- 3.4.16 Are your assessments platform dependent?
- 3.4.17 Provide item information including: date of development, where the items were obtained, if developed by provider, provide technical manual.
- 3.4.18 What has been the result of standardized testing with students using your courseware? (Provide supporting documentation as evidence.)

- 3.4.19 Describe your process for ensuring that students take mandated high stakes exams and other exams such as Advanced Placement tests.
- 3.4.20 How is student progress monitored?
- 3.4.21 What reporting or software management tools are available to the district, to parents and/or to students to monitor progress?

3.5 Support

- 3.5.1 What materials are provided to students and how are they managed?
- 3.5.2 How will your company determine if technology needs to be provided to a student or family?
- 3.5.3 How is technical support provided to students, parents, Collaborative staff, teachers, and school facilitators?
- 3.5.4 How is registration managed?
- 3.5.5 How are parents counseled concerning the appropriateness of virtual schooling for their family/child?
- 3.5.6 Explain the roles/responsibilities of the school district for successful implementation of this virtual school. What role are you prepared to take in marketing this program to families?
- 3.5.7 What services are you prepared to provide to support students with special needs?
- 3.5.8 Describe your approach to meeting the state's physical education requirements.
- 3.5.9 How are teachers trained to recognize and report suspected abuse of student?
- 3.5.10 Describe your plan for complying with the state's free and reduced lunch regulations.

3.6 Fee Structure

The following paragraphs outline key financial considerations that the Collaborative will consider for online course implementation.

- 3.6.1 Identify the per-student cost to the Collaborative for being the online provider of their full-time online learning program. Provide specific costs by grade level if such per-student costs vary.
- 3.6.2 Identify your best-offer pricing structure for Model A, Model B, Model C, Model D or all. Do you offer multiple plans and pricing structures?
- 3.6.3 Identify any ancillary course materials (such as print or online textbooks) or other subscription fees that may not be included in the cost identified above.
- 3.6.4 Identify all fees associated with the training of Collaborative staff to implement and/or facilitate the online courses.
- 3.6.5 Identify any other costs that Collaborative will incur should they select your program as their full-time online learning provider.

3.7 Technical Requirements

- 3.7.1 Provide details regarding the hardware and software requirements that each of the following entities would need to have available in order to participate in online courses through your program:
 - 3.7.1.1 Students
 - 3.7.1.2 Collaborative staff, teachers, school facilitators
- 3.7.2 Identify if any components of the course or ancillary course resources require software to be loaded on to a server at local school site. Is it possible for required software & resources to be replaced by an equivalent substitute?

- 3.7.3 What Learning Management System(s) are used in the delivery and instruction of your online courses? Is your content compliant with other platforms? Please explain.
- 3.7.4 Describe the reporting functionality for your learning management system. Can data be exported and into what programs? Can data, such as a list of student names or demographic information be imported? Are there any additional fees for reporting?
- 3.7.5 Do you store information at multiple data centers to ensure optimal availability in case one center is down or otherwise unavailable? Do you have a SLA (Service Level Agreement)?
 - 3.7.5.1 What is your privacy policy?
 - 3.7.5.2 If at any time we want to end our subscription can we export our data into a usable format?
 - 3.7.5.3 Do you have any 3rd party certification like TrustE or SAS70?
 - 3.7.5.4 How often do you backup data and how are the backups stored?
 - 3.7.5.5 Are you FERPA compliant?
 - 3.7.5.6 Do you integrate with Google Apps? Please list any other providers with which you integrate.
- 3.7.6 Is it possible to run your content / platform on a secure intranet? Are there additional fees for added security features? If so, please itemize.

3.8 Deliverables and Timeframes

Identify any important information that the RFP review team will need to consider regarding how quickly your organization would be able to implement a full-time and/or supplemental online learning program if selected. Include a typical implementation timeline based on your experience of providing such services.

If awarded, the Collaborative will have a planning year prior to 2014-15 implementation.

3.9 Provider Qualifications and Contact Information

In order for the Collaborative to judge the prospective Provider's prior experience and ability to deliver the prescribed service on time, the Provider must, at a minimum, submit the following information in the response:

- 3.9.1 Legal name and address of company and identify the name and contact information for one representative from your organization who shall serve as the point of contact for all questions and inquiries regarding your response.
- 3.9.2 Is your company privately or publically owned? Please provide information about your Board of Directors (or Advisory Board if appropriate); a web link to this information will suffice.
- 3.9.3 Is your company non-profit? If so, please supply documentation of status.
- 3.9.4 Length of time in existence.
- 3.9.5 List of agencies/clients for which services comparable to those requested in this RFP have been rendered, the dates of services, and the name, address, and telephone number of the prospective contractor's contact person in that agency. The Collaborative reserves the right to contact clients that have worked or are working with the prospective contractor.

- 3.9.6 Identify all accreditations, state or nationally recognized endorsements that your organization has received. Describe any outside evaluations that have been conducted on your digital content. Are evaluations available if requested?
- 3.9.7 Provide evidence of student success in your online courses in the form of student achievement results, scores on high stakes exams (including MCAS, AP, etc.). Provide any concurrent validity studies.
- 3.9.8 Has your organization been approved as a multi-division online provider by the MA Department of Elementary and Secondary Education?
- 3.9.9 Have your AP courses been reviewed and approved by The College Board's course auditing process?
- 3.9.10 Describe any experience you have implementing online learning with youth in institutional settings (incarcerated students or a special needs population).
- 3.9.10.1 If you do not have experience, please describe the challenges you would face in providing online learning to youth in institutional settings and how you would address them.

3.10 Disclosure

Providers having existing business relationship with the Collaborative (e.g. either the Collaborative for Educational Services or the Lower Pioneer Valley Educational Collaborative) must include a statement with their response identifying the scope of any such relationship.

3.11 Litigation

Providers who are currently in litigation or have been in litigation for providing similar services as requested in this RFP must include a statement in their response that provides details about the litigation.

3.12 Additional Features and Information (Optional) Please identify any unique features or additional information about your digital content offerings that you believe is important for the Collaborative to consider. Please keep narrative response concise and only provide information not requested in earlier questions in Section 3.0.

4.0 RFP SUBMISSION PROCESS

Proposals should be concise and clear. Proposals must be complete. Failure to include all required information may result in disqualification or lower evaluation rankings.

Responses to the RFP will be the primary source of information used in the evaluation process. Proposals should be as complete as possible. However, the Collaborative may:

1. Contact any applicant to clarify any response.
2. Contact any user of an applicant's services.
3. Solicit information from any available source concerning any aspect of the proposal.
4. Seek and review any other information it deems pertinent to the evaluation process.

The following paragraphs provide an overview of the submission process.

4.1 Collaborative Contact

All questions and inquiries regarding this RFP should be directed to:

Casey Daigle-Matos
Digital Learning Manager
cdaiglematos@collaborative.org
413.320.7346

The above contact is the authorized representative for the Collaborative. Communication with other consortium staff regarding this RFP may be grounds for eliminating a Provider from consideration. Communication with other Commonwealth of Massachusetts Virtual School staff regarding this RFP may be grounds for eliminating a Provider from consideration.

Queries must be received by Friday, August 1, 2013. All queries and answers will be posted on the CES and LPVEC websites by August 6, 2013.

4.2 Pre-submission Conference Call

The Collaborative will host an open conference call on July 30, 2013 at 9am to field questions from prospective providers regarding this RFP and implementation plans. If your organization would like to participate on this call, please email cdaiglematos@collaborative.org for the conference call number.

4.3 Submission Deadline

The deadline for submitting responses to this RFP is: August 23, 2013
All responses must be received by 5:00 pm on the above date.

4.4 Sending Your RFP Response

Providers should submit their responses electronically to the email address provided in Section 4.1. Word .doc/.docx files or Google Docs are preferred. Providers must also include a signed *Appendix A* with their response (signed document may be scanned and included in the response). It is the Provider's responsibility to assure that all addenda have been reviewed and, if need be, signed and returned with the RFP response.

Responses should be limited to addressing requested information and questions identified in Sections 2.0 and 3.0 of this RFP. **Providing additional marketing materials and other company information beyond the scope of what is requested is neither necessary nor desired.**

5.0 EVALUATION PROCESS

The following paragraphs provide an overview of the evaluation process that will be used when reviewing Provider responses.

5.1 Review of Received Responses

The Collaborative will assemble a team to carefully review each response to this RFP that is received. This initial review (Phase I) will focus on ensuring that all information requested in this RFP has been provided. Based on this review, a determination as to which Providers' courses and services warrant a more in-depth review will be made (Phase II).

5.2 Selection of Providers for In-Depth Course Reviews (Phase II)

Based on the Phase I review process, the review team may request the Provider to provide a demonstration of their online courses and to participate in a Q&A session with the review team regarding their responses to this RFP. This demo and Q&A session may be conducted via a webinar or in-person, depending on the availability of the Provider.

By responding to this RFP, the Provider agrees to provide the Collaborative review team with access to desired courses in an effort to conduct such a review. Access to courses should be provided at least five calendar days prior to the scheduled demo session.

Unsigned responses will not be considered

Appendix B

Proposed Timeline

The Collaborative reserves the right to modify or amend this timeline at any time.

July 23, 2013 – Release RFP

July 30, 2013 at 9am – Pre-Submission Conference Call (Section 4.2)

August 1, 2013 by 5pm – Queries must be received

August 6, 2013 – Queries and answers will be posted on CES & LPVEC websites

August 23, 2013 by 5pm – Deadline for responses to be received

PROVIDER RESPONSE CHECKLIST

- Response provides information specific to the requests for information identified in Section 2.0 and 3.0 of this RFP.

- All documents associated with the response to this RFP shall be submitted via email to the address identified in Section 4.0. The response and all ancillary documents, including Appendix A, should be submitted in PDF format.