# Table of Contents

PURPOSE: .................................................................................. 3

VENDOR CERTIFICATIONS: .............................................................. 3

INSTITUTIONAL BACKGROUND: .................................................... 3

RFP BACKGROUND: ................................................................. 4

NATURE OF THE RFP: ................................................................. 5

INSTRUCTIONS FOR PREPARING PROPOSALS FOR THIS RFP: ........ 5

CONTRACT TERM: ................................................................. 7

PAYMENT AND COMPENSATION: ........................................... 7

OWNERSHIP OF MATERIALS PRODUCED: ................................. 7

SCOPE OF SERVICES: ................................................................. 7

STATEMENT OF WORK: ............................................................... 8

RFP EVALUATION AND REVIEW CRITERIA: ............................... 9

ADDITIONAL INFORMATION: ..................................................... 9

COMPLIANCE BY CONSULTANT WITH LAWS AND REGULATIONS: .... 10

PUBLIC INFORMATION: ............................................................... 11

PUBLIC DISCLOSURE: ............................................................... 11

INSURANCE: ................................................................. 11
ADDENDUM: .................................................. 11

SUBMISSION OF RFP RESPONSE: ........................................ 12

BID RESULTS: ............................................................ 12

ATTACHMENTS: .......................................................... 12

AWARD: ................................................................. 12

SUMMARY OF FEES: .................................................... 12
  Appendix A .......................................................... 14
  Appendix B .......................................................... 15
  Appendix C .......................................................... 23
  Appendix D .......................................................... 24
REQUEST FOR PROPOSAL

Third Party Evaluation Services

NHTI, Concord’s Community College – lead grantee – Concord, NH

CON15-02

PURPOSE:
The purpose of this REQUEST FOR PROPOSAL is to establish a contract for consultants experienced and qualified to provide third party evaluation services for NHTI, Concord’s Community College (NHTI), under the federal Trade Adjustment Assistance Community College and Career Training (TAACCCT IV) grant sponsored by the U.S. Department of Labor (DOL) Employment and Training Administration, grant TC-26498-14-60-A-33.

VENDOR CERTIFICATIONS:
The consultant (also referred to as evaluator) who is awarded the contract must comply with the terms of the CCSNH P-37 contract and of the US DOL TAACCCT grant. Prospective bidders are encouraged to ensure they are able to comply with all applicable regulations. Compliance regulations are indicated further down in the document under the header COMPLIANCE BY CONSULTANT WITH LAWS AND REGULATIONS.

A completed Alternate W-9 form (no fee) must be submitted with the contract.

INSTITUTIONAL BACKGROUND:
The Community College System of New Hampshire (CCSNH) is a public system of higher education consisting of seven independent colleges, plus local academic centers. An academic center is a location where classes are offered, but certain student services are provided at the primary college location. The System is led by a Board of Trustees, a Chancellor, and the College Presidents. CCSNH is organized pursuant to NH RSA 188-F. The Chancellor's Office is located in Concord on the campus of NHTI, Concord's Community College.

- CCSNH serves over 27,000 learners annually
- 95% of CCSNH students are New Hampshire residents
- 2014-15 tuition is $200 per credit, or $4,800 - $6,000 a year for full-time enrollment
- CCSNH offers over 80 associate degree programs, plus over 120 short-term certificate programs and specialized training

All colleges in the CCSNH System are accredited by the New England Association of Schools & Colleges Commission on Institutions of Higher Education.

NHTI, Concord’s Community College was opened in 1965 under the name New Hampshire Technical Institute with three engineering technology programs. The college is located in south central New Hampshire in the capital city of Concord. The campus is located on 240 acres of fields and woods with frontage on the Merrimack River. It is an easy drive to the White Mountains, New Hampshire's Lakes Region, the New England seacoast and metropolitan Boston.

With a 66 academic programs, 110 full-time faculty and over 300 adjunct faculty members, the typical class size is 15 to 25 students. There are approximately 4,568 day, evening and weekend credit and noncredit students attending NHTI each year. Approximately, 5% of our students report ethnicity other than Caucasian (including African American, Hispanic, Pacific Islander and Native American), and the general student body is made up of 45% men and 55% women.
RFP BACKGROUND:
In April, 2014 the U.S. Department of Labor (DOL) announced the availability of up to approximately $450 million in grant funds to be awarded in round 4 of the Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant program (see Federal Register/Vol. 79, No. 81/Monday, April 28, 2014/Notices). This grant solicitation was the final installment under a four year, nearly $2 Billion initiative. The primary intent of the TAACCCT grant program is to meet the educational and career training needs of workers who have lost their jobs or are threatened with job loss as a result of foreign trade.

The DOL intends to fund multi-year grants to institutions for either developing new education and career training program strategies or for replicating existing evidence-based design, development, and/or delivery strategies for such programs. Through this grant, the DOL is helping to ensure that our nation’s institutions of higher education are able to help TAA-eligible workers and other adults succeed in acquiring the skills, degrees, and credentials needed for high-wage, high-skill employment while also meeting the needs of employers for skilled workers.

NHTI, Concord’s Community College has developed a single-institution proposal that focuses on Information Technology (IT) career pathways training. The project will seek to train TAA impacted individuals, dislocated workers, veterans, youth, and employed workers looking to advance their skills and career.

NHTI, Concord’s Community College, has spearheaded the development of GET IT, Growing the Economy Through Information Technology, an initiative which will implement activities following previously funded TAACCCT projects. Specifically, GET IT will build upon the (CCSNH) Advanced Manufacturing Partnerships in Educations (AMPED) project funded under TAACCCT Round 1 that addresses the needs of workers and employers in Advanced Manufacturing.

NHTI’s proposals to expand the capacity for new and existing associate degree and certificate programs by creating new physical facilities options (through renovation and/or leasing) and by developing new delivery options for these programs, which are currently delivered primarily face-to-face during day and evening programs in traditional semester formats. Accelerated, low-residency/hybrid, and online formats will be developed, as will competency-based and apprenticeship-based models.

The college will work directly with industry partners to ensure that program content meets the current demands of local businesses and industries. Programs will be structured such that students can reach stopping points marked by eligibility to test for industry recognized certifications that can lead to immediate job opportunities but can also ultimately be “stacked” into an academic certificate and/or associate degree. Further, NHTI will work with its six sister colleges in the CCSNH to create a Common Core Curriculum for IT from which they can create their own stacked and/or latticed academic and career pathways.

In addition, the proposal includes development of a best-practice-based career counseling and academic advising model, which will incorporate prior learning assessment methods, including assessment of military experience, to ensure that program participants begin at the appropriate point on their chosen career paths and lose no academic ground should they choose to stop out and re-enter at a later date. For those participants who lack computer skills and/or are fearful of venturing into an IT field, NHTI’s Business Training Center proposes to develop a “Computer Skills Boot Camp” to walk these individuals, who are often 40+ years of age, along the first steps of a new career path until they can travel on their own.

Finally, NHTI proposes to create a Digital Fabrication Lab for Innovation and Invention and associated Industrial Design Technology program, which links this IT focus to its TAACCCT I-funded work in advanced manufacturing, and a Game Development Incubator and Co-Working Space, which will allow New Hampshire’s video game industry a place to create and experiment, while also sharing space with potential new workers in NHTI’s Animation and Graphic Game Programming degree program. The “Fab Lab” is a natural evolution from NHTI’s TAACCCT I-funded programs in Advanced Manufacturing and Robotics & Automation Engineering Technology. The Game Development Incubator will be developed in partnership with Game Dev New Hampshire (http://gdnh.org/about/) which is actively seeking to grow the game development industry in New Hampshire. These projects will complement NHTI’s current (non-grant funded) work with the local Chamber of Commerce to create a business incubator on campus.
NATURE OF THE RFP:
Introduction: NHTI, Concord’s Community College is soliciting proposals from consultants experienced and qualified to provide third party evaluation services on the development, implementation and impact of the GET IT initiative.

Selection Process
1. Evaluation Method
   A. NHTI will appoint an evaluation team consisting of at least three (3) members of its staff to evaluate proposals and to recommend two or three top proposals which meet the best interests of the College.
   B. NHTI shall be the sole judge of its own best interests and selection of the proposer resulting in a contract. The College’s decisions will be final. NHTI's associate vice-president for academic affairs in consultation with the TAACCCT team and other engaged NHTI employees shall make the final contract award.

2. Non-Responsive Proposals
   A. Non-responsive proposals may be rejected by NHTI, and will not be distributed to the evaluation team for consideration. Additionally, the evaluation team may determine that a proposal’s documentation is so inadequate as to be determined to be non-responsive. Non-responsive proposals may include, but are not limited to the following:
      - Failure to sign the proposal
      - Failure to acknowledge addenda (unless all changes are not material)
      - Failure to provide required submittals/documentation
      - Submission of a late proposal
      - Proposer does not meet minimum requirements
   B. The evaluation team will evaluate all responsive written proposals to determine which proposals best meet the needs of the College based on the evaluation criteria.

3. Short Listing
   Upon completion of the evaluation of all written proposals, the evaluation team may recommend award to the proposer with the highest score, or request additional information from up to three (3) proposers to best determine the proposal that is in the best interest of the College.

4. Statement of Qualifications
   A. To insure that all proposals in response to this RFP are fairly evaluated, scored and ranked, it is important that the proposals are prepared according to the prescribed format. Failure to follow this requirement may result in disqualification of the proposal.

INSTRUCTIONS FOR PREPARING PROPOSALS FOR THIS RFP:
To ensure that proposals are fairly evaluated, scored and ranked, it is important that the proposals to this RFP are prepared according to the prescribed format. Failure to follow this requirement may result in the disqualification of the proposal.

Please provide one (1) original hardcopy proposal and one (1) electronic copy in a PDF format
All costs related to the preparation and submission of the statement of proposal documents shall be paid by the respondent.

Section 1 - Basic Submittal Information and Forms:
   A. Letter of Intent: This letter will summarize in a concise manner what the proposer understands the scope of work to be and make a positive commitment to perform the work/service in a timely manner. The letter must be signed by an official authorized to make such commitments and enter into a contract with NHTI. The letter must indicate the official’s title or authority. The letter should not exceed two (2) pages in length.
   B. Contractor's Qualifications Statement
   C. Corporate Information: If proposer is a corporation, provide a copy of the certification from your state Secretary corporate status and good standing, and in the case of out of State Corporation, evidence of authority to do business in your state.
   D. Subsidiaries: Name any subsidiary or affiliated companies in which principals have a financial interest. Explain in detail the principal’s interest in this company.
   E. History of firm: Indicate brief firm history/bio.
   F. Drug Free Workplace Certification.
Section 2 – Experience and History of Proposing Firm:

Proposing Company Credentials: Provide a brief statement of qualifications that includes the firm’s size and geographic location. The firm must have a minimum of 8 years of experience in project evaluation, with proven experience in the evaluation of USDOL grants and/or other similar federally-funded grants. Experience with third party evaluation of Round 1, 2, and/or 3 TAACCCT awards is a plus. Experience with evaluations related to workforce development in the information technology industry is also a plus.

A. Principal’s Credentials: List experience of each principal within the firm assigned to this project. Include current job description, resume, education/college degrees, licenses, and professional certifications. Designate number of years with the company and if all experience is while employed by the proposer’s firm.

B. Project Personnel: Indicate any other persons that will be assigned to this project. For each of the project personnel, provide the following information:
   - Name, title and assignment for this project
   - Resume which includes:
     a) Number of years with this company
     b) Number of years with other company(s) doing this type of work
     c) Experience: Names of projects, types of projects, and size of projects specific project involvement.
   - Education/ Degrees earned
   - Active registration/certification/licenses
   - Current job description
   - Other experience and qualifications which are relevant to this project

C. Current References: The firm will provide a listing of, at minimum, five (5) clients it has or is providing successful evaluation services to that are similar in scope and intent as the requirements set forth in this RFP. The listing shall include name of the client, the name of the contact person, address, e-mail, and telephone number and a brief explanation of the services that were/are being provided.

Section 3 – Technical Proposal

Submit a detailed plan, including specific timelines for accomplishing each of the tasks outlined in the Statement of Work of this RFP. The technical proposal should be no more than 25 pages in length, double spaced, 12 point font.

Section 4 – Pricing Structure

There is a maximum of $200,000 available in the grant for this contract. Acceptable bids may not exceed this amount for the time period estimated to start on October 1, 2014 through September 30, 2018. The respondent must submit a detailed budget and budget narrative that describes the fees associated with services and requirements of the project including categories listed below at a minimum. The budget must be split by year (estimate October 1-September 2015 for Year 1; October 1, 2015-September 30, 2016 for Year 2; etc.) for each of the four years of implementation.

At a minimum, the following categories must be identified:
   - Staffing, listed by position (use of graduate assistants or students listed separately) and percent of full time equivalents
   - Daily/hourly rates for consultants, associates or subcontractors
   - Fringe benefits
   - Travel
   - Supplies/materials
   - Indirect Costs

Selection and Implementation Timeline

Friday, February 20, 2015 Publish RFP notice on CCSNH website
Friday, March 6, 2015 5pm ET  Deadline for RFP proposal submissions  
Monday, March 9, 2015  Review RFP proposals  
Wednesday, March 11, 2015  Telephone meeting with select responders, as needed  
Friday, March 20, 2015  Complete selection process  
Friday, March 27, 2015  Deadline for executing contract  
Friday, May 15, 2015  Detailed evaluation plan submitted to DOL  

**Duration of Offer**  
All proposal responses must indicate they are valid for a minimum of one hundred eighty (180) calendar days from the date of the proposal opening unless extended by mutual written agreement between Century College and the vendor.

Prices and terms of the proposal as stated must be valid for the length of the resulting contract.

**Authorized Signature**  
The proposal must be completed and signed in the firm's name or corporate name of the vendor, and must be fully and properly executed and signed in blue or black ink by an authorized representative of the vendor. Proof of authority of the person signing must accompany the response.

**Proposal Rejection and Waiver of Informalities**  
This RFP does not obligate CCSNH, its Board of Trustees or NHTI to award a contract or complete the proposed project and each reserves the right to cancel this RFP if it is considered to be in its best interest. NHTI also reserves the right to waive minor informalities and, notwithstanding anything to the contrary, reserves the right to:

1. reject any and all proposals received in response to this RFP;  
2. select a proposal for contract negotiation other than the one with the lowest cost;  
3. negotiate any aspect of the proposal with any vendor;  
4. terminate negotiations and select the next most responsive vendor for contract negotiations;  
5. terminate negotiations and prepare and release a new RFP;  
6. terminate negotiations and take such action as deemed appropriate.

**CONTRACT TERM:**  
The term of any resulting contract shall end upon completion and submission of the NH (Round 4) TAACCCT grant’s final report to US DOL, which is due on September 30, 2018. NHTI may terminate the contract at any time by giving the consultant a 30-day written notice, with or without cause. The consultant may terminate the contract upon 30-day written notice to NHTI, with or without cause.

**PAYMENT AND COMPENSATION:**  
Payment terms: 100% due within 30 days after satisfactory completion of work invoiced, receipt of the invoice, approval, and acceptance by NHTI, Concord’s Community College. Partial payments are allowed. While the evaluation component is a multi-year commitment, reimbursements will be made solely based on actual expenditures, and itemized lists of reimbursement charges must accompany all invoices. Contractual arrangements will be on an annual basis dependent upon continued funding from the USDOL. Contract may be canceled at any time based on funding availability and responder performance.

**OWNERSHIP OF MATERIALS PRODUCED:**  
NHTI shall own any and all materials created or produced by consultant, including but not limited to reports, surveys, interview protocols, research, analysis and recommendations. The consultant either shall provide all such elements to NHTI or shall maintain all such elements in a manner acceptable to NHTI, and shall provide all such elements to NHTI at any time and upon cessation or termination of contract.

**SCOPE OF SERVICES:**  
Work within this request for proposal (RFP) shall include the following:
In broad terms, the evaluator will support the operation and implementation of the grant by 1) analyzing progress against strategy implementation; 2) providing evaluation of deliverables produced under the grant to date; 3) assessing student outcomes; 4) developing an evaluation report that provides recommendations for adjustments and improvements to programs; 5) ensuring NHTI is in compliance with mandatory reporting requirements; 6) attending meetings with the grant management and staff from NHTI and grant office personnel from CCSNH; 7) participating in evaluator webinars including TAACCCT evaluator online community of practice and 8) attending evaluation conferences offered by DOL in Washington, DC.

The evaluator must have extensive knowledge of high quality project research, principles and methodologies; experience with data collection and analysis; demonstrated expertise in conducting same of similar federally funded grants as described herein; knowledge of postsecondary education; experience assessing student academic success; and the ability to evaluate and produce the deliverables specified in the Measurable Progress and Implementation and Outcome Measures in the GET IT technical grant proposal. The evaluator should be familiar with the American Evaluation Association’s Guiding Principles for Evaluators http://www.eval.org/p/cm/ld/fid=51 and the Program Evaluation Standards of the Joint Committee on Standards for Educational Evaluations (www.wmich.edu/evalctr/jc/).

The evaluator shall foster collaboration and evaluation relevance. The evaluator shall be expected to meet with NHTI faculty, staff and key stakeholders, including advisory boards, curriculum committees and Board of Directors periodically. Presentations to the Academic Affairs council, Systems Leadership Team and other groups will be made as necessary.

The evaluator shall also collaborate with external organizations including Department of Higher Education (DHE), NH Employment Security (NHES), Career Technical Education (CTE) and other state agencies, including political state representatives as required.

The evaluator’s primary liaison will be the Grant Project Manager, with the secondary liaison being the Grant Data Analyst.

The evaluator contract shall begin upon issuance of contract award and extend through the submission of the final annual report on September 30, 2018; contingent upon both GET IT’s successful operation and continued funding from the U.S. Department of Labor.

**STATEMENT OF WORK:**
The consultant awarded this contract shall perform the tasks and sub-tasks listed below:

**Task 1: Design**
The evaluator will develop a thorough understanding of the GET IT initiative and create a detailed evaluation plan due May 15, 2015 to the DOL. This plan will build upon the original evaluation plan submitted with the grant application and will incorporate feedback from DOL. It will include the methodology to be used to gather and evaluate data, measures used to keep personal data secure and a timeline of tasks during the period of performance. Requirements include submittal of a final evaluation report, due to the DOL at the end of the grant period of performance, and at least one interim report to include an evaluation design and evaluation findings-to-date at a time determined by the evaluator.

**Task 1.1: Conduct start-up Meetings.** Start-up meetings will be conducted between the TAACCCT grant management team, fiscal agent and systems office grant personnel to discuss the project, priorities for the evaluation, methods and sources of data collection, timelines, expectations, etc.

**Task 1.2: Prepare Detailed Plan Report.** The evaluator will prepare a report to describe a detailed strategy for carrying out project activities. This will be submitted to the GET IT grant management team and be revised as necessary based on the management team’s comments or to accommodate additional data collection needs.

**Task 1.3: Submit Detailed Plan Report.** The evaluator will submit the detailed plan and agreements to the GET IT grant management team and DOL by May 15, 2015.

**Task 2: Data Collection**
Data will be collected from multiple sources including, but not limited to: grant proposal documents, grant management personnel, CCSNH databases Banner and Cognos, the New Hampshire Department of Employment Wage data, and NHTI’s
registrar offices. The Data Analyst and Grant Manager will help facilitate access to these data. While obtaining these data, focus will be on the following: Performance metrics of the scorecard, outcomes and outputs, outcome projections and analysis of those projections, targets, and balance of deliverables and outcomes. The evaluator will develop indicators and data definitions, identify data sources and data collection methods.

**Task 2.1: Collecting Participant Level Administrative Data**
1) The evaluator will have access to Banner/Cognos data. These data will be entered into the Banner system by the CCSNH system office IT department for NHTI’s students and participants. Queries and reports can be generated for individual participants, schools and aggregate across the consortium as needed. It may be necessary to utilize a state-wide data system to supplement the Banner data and for data validation purposes. Access to College Registrar data as needed.
2) The evaluator will have access to NHEC wage data to verify employment, wage information and employment retention.
3) The evaluator will understand CCSNH data security measures and confidentiality procedures.
4) The evaluator will be responsible for survey creation, implementation and analysis of results in a timely manner.

**Task 3: Analysis and Reporting**
1) The evaluator will be expected to assure compliance with mandatory reporting requirements. **Note:** The final report at the end of the evaluation period should include: executive summary, evaluation methodology, summary of program, presentation of formative and summative results (including a mix of graphic data representations and narrative explanations of findings, with an emphasis on outcomes, comparisons and observations), conclusions and implications and recommendations for future research.
2) Deliver quarterly presentations to faculty, industry partners, state agencies and other stakeholders to communicate and explain useful data results based on GET IT progress.
3) Prepare a narrative and data analysis that assesses and draws conclusions about the efficacy of the GET IT initiative as it impacts employment outcomes for project participants.
4) Prepare all required reports in a format that follows Open Source and Creative Commons requirements.
5) Support the evaluation design and implementation process during any DOL monitoring visits.

**Task 4: Deliverables Review**
Conduct reviews of the deliverables produced through the grant to include: articulation agreements, IT performance improvements, system enhancements, common and fully transferable credit-bearing courses, common core IT competencies, efficiencies of scale, career pathways, curricula, course materials, teacher guides, and other products developed with grant funds.

**RFP EVALUATION AND REVIEW CRITERIA:**

Section 1 - Basic Submittal Information and Forms: **10 points**

Section 2 – Experience and History of Proposing Firm: **30 points**

Section 3 – Technical Proposal: **40 points** Scoring on this criterion will be based on the extent to which the applicant presents a clear strategy and related deliverables, outlines timelines and demonstrates an understanding of the scope of the Third party Evaluator’s role; requirements of the SGA; DOL reporting requirements; and the goals and outcomes of the GET IT technical grant proposal.

Section 4 – Pricing Structure: **20 points**

**ADDITIONAL INFORMATION:**
NHTI, Concord’s Community College reserves the right to make a written request for additional information from a consultant to assist in understanding or clarifying a bid proposal. The responses are to be provided in writing.

All local, state and federal regulations are to be followed. Any fines assessed to NHTI due to the lack of these regulations being followed will be the responsibility of the successful bidder.

The consultant who is awarded the contract will need to complete a P-37 contract (sample available upon request) and provide the required Corporate Resolution (corporations/LLC) or Partnership Certificate of Authority or Sole Proprietor Certification of Authority, whichever applies, to show the individual signing the contract is authorized to do so.

Workers’ compensation requirements as outlined in the P37 (15) and as required by New Hampshire law must be followed.
and includes, in part, providing proof of workers’ compensation insurance coverage for all of its employees on this site. The consultant awarded the work also to submit information as required under RSA 21:1-81 B. This law requires that the consultant provide timely information on employee and sub-consultant identity, including all CFOs and principals on a log for this purpose, and for the College to potentially post this information on a publicly accessible website. (Note: Any exemptions demonstrated by the consultant can be noted in the contract at Exhibit C.)

After the Award of Bid, the consultant shall submit a list of all employees, all sub-consultant employees, and other related personnel who will be physically required to work at any New Hampshire community college campus.

NHTI, Concord’s Community College reserves the right to request a criminal background check on any employee of consultant. NHTI, Concord’s Community College also in its discretion may decide that anyone with a criminal history, other than traffic violations that have not been annulled, will not be allowed to work at the project site.

**COMPLIANCE BY CONSULTANT WITH LAWS AND REGULATIONS:**
In connection with the performance of the Services, the consultant shall comply with all statutes, laws, regulations, and orders of federal, state, county or municipal authorities which impose any obligation or duty upon the Consultant, including, but not limited to the following:

i) The consultant shall allow access by the grantee, the sub-grantee, the Federal agency, the Comptroller General of the United States, or any of the their duly authorized representatives to any books, documents, papers, and records of the Consultant which are directly pertinent to that specific contract for the purpose of making audits, examinations, excerpts, and transcripts.


iii) Copeland Anti-Kickback Act (18 U.S.C. 874 and 40 U.S.C. 276c), as supplemented by Department of Labor Regulations 29 CFR part 3. Consultants and Sub recipients performing services in excess of $2,000 for construction or repair, shall be prohibited from inducing, by any means, any person employed in the construction, completion, or repair of public work, to give up any part of the compensation to which he is otherwise entitled.

iv) Davis-Bacon Act, as amended (40 U.S.C. 276a to a-7) and supplemented by Department of Labor regulations (29 CFR part 5). Consultants and Sub recipients performing services in excess of $2,000 for construction or repair, shall be required to pay wages to laborers and mechanics at a rate not less than the minimum wages specified in a wage determination made by the Secretary of Labor. In addition, Consultants shall be required to pay wages not less than once a week.

v) Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333 sections 102 and 107), as supplemented by the Department of Labor Regulations (29 CFR part 5). Construction Consultants performing services in excess of $2,000 and other Consultants performing services in excess of $2,500 shall be required to compute the wages of every mechanic or laborer on the basis of a standard work week of 40 hours. Work in excess of the standard work week is permissible provided that the worker is compensated at a rate of not less than 1 and ½ times the basic rate of pay for all hours worked in excess of 40 hours in the work week. Section 107 of the Act is applicable to construction work and provides that no laborer or mechanic shall be required to work in surroundings or under working conditions which are unsanitary, hazardous or dangerous.

vi) Clean Air Act (42 U.S.C 7401) and the Federal Water Pollution Control Act (33 U.S.C. 1251), as amended. Consultants and Sub Recipients performing services in excess of $100,000 agree to comply with all applicable standards, orders or regulations issued pursuant to the Clean Air Act and the Federal Water Pollution control Act. Violations will be reported to the Federal awarding agency and the Regional Office of the Environmental Protection Agency.

vii) Byrd Anti-Lobbying Amendment (31 U.S.C. 1352). Consultants who apply or bid for an award of $100,000 or more shall file a certification stating that it has not and will not use Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant or any other award covered by this regulation. The Consultant shall also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award.

viii) Rights to Inventions Made Under a Contract or Agreement. For contracts involving the performance of experimental, developmental, or research work, the Consultant agrees to comply with 37 CFR part 401 and give rights to the CCSNH and the Federal Government for any resulting invention.

ix) Debarment and Suspension (E.O.s 12549 and 12689. For contracts equal to or greater than $25,000, contract awards shall not be
made to parties listed on the government-wide Excluded Parties List System, in accordance with the OMB guidelines at 2 CFR Part 180. CCSNH will be checking this system for the Consultant’s information, and if found, reserves the right to not award and/or rescind said contract.

x) The Consultant agrees to supply CCSNH with any necessary information as it relates to this contract for the purpose of any required federal reporting, either programmatic or financial.

xi) The Consultant agrees to the retention of all required records and documentation for three years after the College makes final payment and all other pending matters are closed.

**PUBLIC INFORMATION:**
The responding consultant hereby acknowledges that all information relating to this bid and any resulting order (including but not limited to fees, contracts, agreements and prices) are subject to the laws of the State of New Hampshire and rules under the federal TAACCCT grant regarding public information.

**PUBLIC DISCLOSURE:**

*Get IT* is sponsored by a $2.5 million grant from the U.S. Department of Labor, Employment & Training Administration TAACCCT Grant #TC-26498-14-60-A-33. The Community College System of NH is an equal opportunity employer, and adaptive equipment is available upon request to persons with disabilities.

Any information contained in the bid that a consultant considers confidential must be clearly designated. Marking of the entire bid or entire section of the bid (e.g. pricing) as confidential will neither be accepted nor honored. Notwithstanding any provision of this bid to the contrary, consultant pricing will be subject to public disclosure upon the effective date of all resulting contracts or purchase orders.

Generally, each bid shall become public information upon the effective date of all resulting contracts or purchase orders; however, to the extent consistent with applicable state and federal law and regulations, as determined by the State, including, but not limited to, RSA Chapter 91-A (Right to Know Law), the state/CCSNH shall endeavor to maintain the confidentiality of portions of the bid that are clearly and properly marked confidential. If a request is made to CCSNH to view portions of a bid that a consultant has properly and clearly marked as confidential, CCSNH will notify consultant of the request and of the date that CCSNH plans to release the records. By submitting a bid, consultants agree that unless the consultant obtains a court order, at its sole expense, enjoining the release of the 6 requested information, CCSNH may release the requested information on the date specified in the CCSNH’s notice without liability to the consultants.

**INSURANCE:**

Insurance will be more fully addressed at the time a P37 is submitted after the bidding process. The consultant awarded the contract will need to furnish an insurance certificate which includes the following:

The consultant shall, at its sole expense, obtain and maintain in force, and shall require any subcontractor or assignee to obtain and maintain in force, both for the benefit of the State and the NHTI, Concord’s Community College, the following insurance: Comprehensive general liability insurance against all claims of bodily injury, death or property damage, in amounts of not less than $250,000 per claim and $2,000,000 per incident, and fire and extended coverage insurance covering all property subject to subparagraph 9.2 (P-37) of these general provisions, in an amount not less than 80% of the whole replacement value of the property.

This insurance is in addition to the workers’ compensation insurance requirements outlined above in this document.

The policies shall be the standard form employed in the State of New Hampshire, issued by underwriters acceptable to the State, and authorized to do business in the State of New Hampshire.

The certificates shall contain a clause prohibiting cancellations or modifications of the policy earlier than 10 days after written notice thereof has been received by the NHTI, Concord’s Community College.

The certificates are required to name NHTI, Concord’s Community College/CCSNH as additional insured.

**ADDENDUM:**
In the event it becomes necessary to add to or revise any part of this RFP prior to the scheduled submittal date, NHTI, Concord’s Community College will fax addenda to all who have already submitted bids and post any changes to its website www.ccsnh.edu/open-bids. Before your submission, always check for any addenda or other materials that may have been issued which would affect the RFP by checking this website.

Any change, correction or deviation to this RFP must be addressed in a written addendum. Verbal changes will not be allowed.

**SUBMISSION OF RFP RESPONSE:**
Bids are due on or before Friday March 6, 2015 at 5:00 p.m. **If any Addenda to the RFP are issued, please acknowledge this in your bid.** Your response must include all the materials requested in this RFP document if applicable. One hard copy of the bid should be either mailed to NHTI, Concord’s Community College, 31 College Drive, Concord, NH 03301, Attention: Melanie Kirby, Chief Financial Officer, hand carried to Melanie Kirby at the address above. You are also required to send an electronic copy to mkirby@ccsnh.edu.

NHTI, Concord’s Community College is not responsible for proposals not received due to equipment failure, mail delays, etc. If you want to ensure your proposal was received please verify by calling Melanie Kirby at 603-271-6484 ext. 4225

If you have any questions regarding the bid they should be addressed to Lynn Szymanski at 603-271-6484 ext. 4139

**BID RESULTS:**
Bid results may be viewed when available, once the award has been made, on our web site only at: http://www.ccsnh.edu/open-bids. Select among the options in the left banner for open, closed or under review status.

**ATTACHMENTS:**
The following attachments are an integral part of this bid invitation:

- Appendix A- Proposal Contact and Cost Form (Must be fully completed)
- Appendix B- Technical Assistance for Developing Detailed Evaluation Plans Document (must sign that this document has been reviewed)
- Appendix C- Grant Resources https://etagrantees.workforce3one.org/page/resources/1001235252826360515 (must sign that this website has been reviewed)
- Appendix D- Scoring Criteria (must sign that this document has been reviewed)

Note: To be considered, bid must be signed on front cover sheet in the space provided.

**AWARD:**
NHTI, Concord’s Community College reserves the right to accept or reject any or all of the proposals.

NHTI, Concord’s Community College reserves the right to waive any and all informalities in its best interest.

**SUMMARY OF FEES:**
In Appendix A provide a summary of fees that would be charged based on the 20-point Budget line items in RFP Evaluation and Review Criteria. These should be quoted as fully burdened (i.e., direct labor + overhead + profit) hourly or project-based rates offered on a time-and-materials basis. Prices stated below must be valid for the length of the resulting contract unless extended by mutual written agreement between NHTI and the consultant. Make any explanatory notes/comments on a separate page following this appendix.
Get IT is sponsored by a $2.5 million grant from the U.S. Department of Labor, Employment & Training Administration TAACCCT Grant #TC-26498-14-60-A-33. The Community College System of NH is an equal opportunity employer, and adaptive equipment is available upon request to persons with disabilities.
Appendix A

**PROJECT:** Third Party Evaluation Services  
**COLLEGE NAME:** NHTI, Concord’s Community College

**PROPOSAL CONTACT AND COST FORM**

**CON15-02**

Company Name: _________________________
Address: _______________________________
_____________________________________
Telephone Number: _____________________
Fax Number: __________________________

Labor Costs (Include anticipated hours and rates) $______________
Material and Supply Costs (Include list of resources) $______________
Miscellaneous Costs (Include travel) $______________
Total Costs $______________

Signature: ______________________________
Printed Name: _________________________
Date: _________________________________

Acknowledging Inclusion of Addendum:
Signature: _____________________________
Printed Name: _________________________
Date: _________________________________

*This form must be signed by a person authorized to legally bind the applicant organization.*
The Trade Adjustment Assistance Community College Career Training (TAACCCT) Grant Program requires grantees to retain a third-party evaluator who will design and execute a rigorous evaluation of each funded project. The third-party evaluation contractor must oversee the design of the evaluation, the impact/outcomes analysis, the implementation analysis, data collection and analysis, and development of the interim and final reports.

The TAACCCT Solicitation for Grant Applications (SGA PY12-10) required applicants to submit a summary evaluation plan with their grant applications, including their plans for: 1) a participant impact or outcomes assessment; and 2) a program implementation assessment. Applicants were encouraged to consider randomized controlled trials, although non-experimental designs are allowed as long as they meet evidence standards and provide a convincing argument for how the alternative design (e.g., quasi-experimental designs such as regression discontinuity) would allow for drawing causal inferences about the effects of the program.

SGA PY12-10 also required those awarded grant funds to submit a detailed evaluation plan. The detailed evaluation plan must reflect an expansion of the summary evaluation plan, incorporate feedback received from DOL on the summary plan, and discuss the required components of the evaluation detailed in SGA PY12-10. The plans should be double-spaced, use 12-point font, and be no more than 30 pages in length.

Below is a suggested framework and outline for the detailed evaluation plans with column names defined as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
<th>Reference</th>
</tr>
</thead>
</table>

- **Component** – Labels the elements of the suggested detailed evaluation plan outline. (Note: numbering is not associated with the numbering in the SGA).
- **Description** – Offers a description of what to include in this section of the plan.
- **Reference** – Indicates which components are required and cites the specific language in the SGA. Where no reference is provided, the component is recommended, but not required.
• **Recommendation/Tip** – Provides information on expectations for a high-quality evaluation plan and offers some tips on the development of the plan.

For additional resources, please see the TAACCCT Evaluation SharePoint site at [https://sp-rc.urban.org/ibp/taaccct/default.aspx](https://sp-rc.urban.org/ibp/taaccct/default.aspx) (log-in required). You need to sign up to access SharePoint by emailing TAACCCTeval@urban.org.

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>DESCRIPTION</th>
<th>REFERENCE</th>
<th>RECOMMENDATION/TIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Table of Contents</td>
<td>• List of sections and any tables and figures in the detailed evaluation plan with page number references</td>
<td></td>
<td>• Tip: The Table of Contents does not count against the suggested 30-page limit</td>
</tr>
<tr>
<td>II. Introduction</td>
<td>• What the evaluation will try to achieve</td>
<td></td>
<td>• Include an introduction that provides a high-level summary of the evaluation design, outlining the research questions, data, methods, and reporting that will be provided</td>
</tr>
</tbody>
</table>
| III. Intervention  | • What the intervention is and how it is supposed to effect change for the target population  
|                    | • How the funded programs build institutional capacity                      |           | • Discuss whether funded program is using a particular evidence-based model and describe model  
|                    | • What part of the intervention will be evaluated                           |           | • Describe ancillary components of each intervention, such as coaching, job placement assistance, and tutoring  
|                    |                                                                            |           | • Describe each intervention that will be evaluated (if the grant is funding more than one)  
<p>|                    |                                                                            |           | • Tip: The SGA provides potentially useful references for understanding the evidence base for selected models |</p>
<table>
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<th>COMPONENT</th>
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</table>
| IV. Implementation Analysis     | • How the third-party evaluator will analyze the steps taken by the institution to create and run the training program  
• How the third-party evaluator will assess the operational strengths and weaknesses of the project after implementation  
• How the third-party evaluator will suggest how implementation might be strengthened within appropriate timing so as not to interfere with the impact/outcomes analysis | SGA, p. 60-61, section V.C.1.b | • Include a conceptual framework for implementation analysis (e.g., theory of change, logic model) and describe how conceptual framework will be used to guide the implementation analysis  
• Examine fidelity to the model, including whether program, processes, and systems are operating as intended, and, if not, how and why  
• Tip: Changes may be needed to a program, but they should be described as part of the evaluation  
• Tip: For new programs, it may make sense to delay the impact analysis until after adequate timing has been allowed for implementation and model adjustments |
| Design                          |                                                                              |                      |                                                                                  |
| IV.A. Implementation Analysis   | • The research questions that will guide the evaluation  
• Required research questions  
  1. How was the particular curriculum selected, used, and/or created?  
  2. How were programs and program designs improved or expanded using grant funds? What delivery methods were offered? What was the program administrative structure? What support services and other services were offered?  
  3. Was an in-depth assessment of participants’ abilities, skills, and interests conducted to select participants into the grant program? What assessment tools and processes were used? Who conducted the assessment? How were the assessment results used? Were the assessment results useful in determining the appropriate program and course sequence for participants? Was career guidance provided, and if so, through what methods?  
  4. What contributions did each of the partners (employers, workforce system, other training providers and educators, philanthropic organizations, and others as applicable) make in terms of: |
| Research Questions              |                                                                              | SGA, p. 61, section V.C.1.b.1-4 | • Take into account all of the required research questions from the SGA, but include additional questions as appropriate based on the intervention being tested  
• Include questions regarding efforts to expand institutional capacity |
| IV.A. Implementation Analysis   |                                                                              |                      |                                                                                  |

See previous page
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<th>DESCRIPTION</th>
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<th>RECOMMENDATION/TIP</th>
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<tbody>
<tr>
<td>Research Questions (continued)</td>
<td>program design, 2) curriculum development, 3) recruitment, 4) training, 5) placement, 6) program management, 7) leveraging of resources, and 8) commitment to program sustainability? What factors contributed to partners’ involvement or lack of involvement in the program? Which contributions from partners were most critical to the success of the grant program? Which contributions from partners had less of an impact?</td>
<td>See previous page</td>
<td></td>
</tr>
<tr>
<td>IV.B. Implementation Analysis Data Strategies</td>
<td>• Identification of data sources that will be utilized to address the research questions • How data will be collected and analyzed</td>
<td>SGA, p. 60-61, section V.C.1.b</td>
<td>• Include interviews with staff and stakeholders, which are critical for obtaining information for the implementation analysis • Use other methods/sources, where feasible, including surveys, observations, document review, focus groups, etc. • When measuring capacity building, include a description of the indicators that will be used</td>
</tr>
<tr>
<td>V. Outcomes/Impact Analysis Design</td>
<td>• The plan for rigorously evaluating the participant outcomes or impacts, including a complete description of the study methodology • How the methodology proposed is the most rigorous for the participant outcomes or impacts, given the number of participants (including TAA-eligible workers) the project intends to serve</td>
<td>SGA, p. 60, section V.C.1.a</td>
<td>• Justify the selected strategy, whether experimental or non-experimental impact analysis or outcomes-only analysis will be conducted • If small sample sizes prevent from using a treatment/comparison cohort design, identify other strategies for benchmarking the program’s outcomes or consider pre/post tests to measure changes over time • Tip: Only impact analyses with carefully designed comparison groups can be used to assess the effectiveness of TAACCCT-funded programs • Tip: For programs with small sample sizes, benchmarks could include outcomes of other similar programs for the target population</td>
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<td>COMPONENT</td>
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<tr>
<td>V.A. Outcomes/Impact Analysis Research Questions</td>
<td>• The research questions the evaluation will use to guide the data collection and analysis for this component</td>
<td></td>
<td>• While the SGA does not specify questions to be answered, it does indicate that the purpose of the outcomes/impact analysis is to rigorously evaluate participant outcomes and impacts. Thus, research questions should be developed to guide this analysis.</td>
</tr>
<tr>
<td>V.B. Outcomes Analysis</td>
<td>• Outcomes to be analyzed, expanding on or refining what was discussed in your summary evaluation plan • How the nine outcomes required in the SGA will be used in the evaluation</td>
<td>SGA, p. 60, section V.C.1.a</td>
<td>• Offer hypotheses for how the intervention will affect the outcomes of interest • Specify how/when outcomes will be measured • Include an analysis of outcomes, whether it is an outcomes or impact study • Tip: The SGA provides a list of nine required outcomes, but grantees may add others as deemed appropriate (See SGA Appendix F) • Tip: Study the size of the earnings change, in addition to if there was an earnings increase</td>
</tr>
<tr>
<td>COMPONENT</td>
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<td>RECOMMENDATION/TIP</td>
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</table>
| **V.C. Experimental Design (if selected method for impact analysis)** | • How the recruitment plan will yield a sufficient number of qualified applicants (both program and controls) to produce valid estimates of these key outcomes: program completion, credential attainment, placement into employment, and employment retention (Outcomes # 2, 5, 7, and 8 in Appendix F), as well as average earnings for those who retain employment  
• How random assignment will be performed  
• What procedures will be in place to ensure compliance with random assignment procedures (i.e., that all eligible individuals that apply and who are randomly assigned to treatment can receive it and those who were assigned to the control do not receive the treatment)  
• What procedures will be in place to ensure the fidelity of implementation (i.e., that the features of the intervention occurred in the treatment condition as intended and did not occur in the control condition) | SGA, p. 60, section V.C.1.a | • Provide information on why grantee believes it will be able to recruit enough people for the study based on their past experience or their plans for expanded outreach  
• Describe how TAA-eligible workers and veterans will be treated in the evaluation  
• Indicate if different programs or colleges will be merged in the analysis, and describe if and how merging them will allow the detection of impacts  
• Tip: Different evaluation approaches may be needed for TAA-eligible workers and veterans, who cannot be randomly assigned |
| **V.D. Non-Experimental Design (if selected method for impact analysis)** | • Argument for how the design (e.g., quasi-experimental designs such as regression discontinuity) will allow for drawing causal inferences about the effect of the program  
• Comparison Group Design  
  1. The source of the comparison group(s) and how individuals are selected for the comparison group  
  2. If matching across groups is used (e.g., demographics, pretest scores, level of education), the statistical techniques for matching should be described, including an explanation of how these techniques are appropriate for the sample size  
  3. The procedures that will be in place to ensure the fidelity of implementation (i.e., that the features of the program) | SGA, p. 60, section V.C.1.a | • Provide information on why the comparison group was selected and why the third-party evaluator/grantee believes it is similar to the treatment group  
• Provide information on the treatment group: 1) How is entry into the treatment group determined? 2) Will there be placement tests? 3) Are there other explicit or implicit mechanisms underlying allocation to the treatment group? 4) Do college staff play a role in determining entry into the treatment group?  
• Describe statistical techniques that will be used to correct for possible selection bias  
• Use a power analysis such as minimum detectable effect analysis to guide determination of appropriate sample sizes  
• Collect as much pre-program data and characteristics at entry |
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</table>
| **V.D. Non-Experimental Design (continued)** | the intervention occurred in the treatment condition as intended and did not occur in the comparison condition | See previous page | as possible, especially data on pre-program earnings and employment  
• Indicate if different programs or colleges will be merged in the analysis, and describe if and how merging them will allow the detection of impacts  
• Tip: Since treatment and comparison group members need to be as similar as possible, a broad set of variables is preferred to match on observable characteristics. If feasible, include variables related to attitudes/motivations, especially if there is strong treatment group self-selection. Note that a broader set of variables requires larger sample sizes. |
| **V.E. Outcomes/Impact Data Collection and Analysis** | • The data collection methods and data source(s) that will be used for the outcomes/impact analysis  
• How the anticipated follow-up data will be successfully collected from participants and the control/comparison group (if using experimental or non-experimental design)  
• The plan for data analysis, including the statistical methods that will be used to measure impacts of the training on participants | SGA, p. 60, section V.C.1.a | • Specify source of data on employment outcomes and plans for collecting unemployment insurance wage records or other state data  
• Indicate whether outcomes will be analyzed using descriptive statistics and/or causal analysis  
• Describe variables to be used for estimation models  
• Describe any subgroup analysis to be conducted, such as by program, college, year of funding, or any demographic subgroup  
• Discuss planned sensitivity analyses to determine the robustness of the findings  
• Tip: Analysis could be conducted regarding how sensitive results are to the selection of covariates, comparison groups, and timing of the outcomes |
<p>| <strong>VI. Limitations</strong> | The challenges and limitations likely to be encountered throughout the execution of the evaluation and their implications for findings | | • Discuss limitations related to such issues as the ability to collect certain data, small sample sizes, inability to assure that the comparison group is sufficiently similar to the treatment group, or other factors that might affect the analysis |</p>
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</table>
| VII. Reports    | • Plans to submit a final evaluation report, due to the Department at the end of the grant period of performance.  
                   • Plans to submit at least one interim report to include an evaluation design and on evaluation findings to date at a time determined by the grantee.  
                   • A timeline for transmitting these reports | SGA, p. 59, section V.C. | • Include a discussion of evaluation activities and milestones in the timeline in addition to the reports  
                   • Discuss how the outcomes/impact analysis results and implementation analysis findings will be integrated  
                   • Describe how the third-party evaluator will provide information on the evaluation to the grantee for the purpose of quarterly report submission |
| VIII. Reference List | • List of literature that was cited in the detailed evaluation design plan |                    | • Tip: This does not count toward the suggested 30-page limit |

**REVIEWED:**

Initials: ____________________ Date: ____________________
Appendix C

PROJECT: Third Party Evaluation Services
COLLEGE NAME: NHTI, Concord’s Community College

TAACCCT IV Resources

CON15-02

https://etagrantees.workforce3one.org/page/resources/1001235252826360515

REVIEWED:

Initials: ____________________  Date: ____________________
Appendix D

PROJECT: Third Party Evaluation Services
COLLEGE NAME: NHTI, Concord’s Community College
CON15-02

SCORING CRITERIA

<table>
<thead>
<tr>
<th>Category</th>
<th>Possible Points</th>
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</thead>
<tbody>
<tr>
<td>1. Submittal Information and Forms</td>
<td>10</td>
</tr>
<tr>
<td>2. Experience and history of proposing firm</td>
<td>30</td>
</tr>
<tr>
<td>3. Technical proposal</td>
<td>40</td>
</tr>
<tr>
<td>4. Pricing Structure</td>
<td>20</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

REVIEWED:

Initials: ___________________________        Date: _______________