



Request for Proposals

Career & Technical Education STEM Comprehensive Dropout Prevention
Program for grades 8 & 9 at Mound Fort Junior High School

RFP 8-009

General Information

A. Purpose

Ogden City School District (the "District") (OCSD) is seeking to adopt a comprehensive dropout prevention program that provides learning experiences for at-risk students in academic classes that make connections to their Career & Technical Education course of study. The approach must utilize authentic performance based learning (PBL) that integrates academic concepts with career training. The program needs to be designed to engage students in a rigorous course of study that includes producing team projects that solve real world problems and is supported by academic teachers, CTE teachers and industry partners.

The program must also meet all of the requirements outlined in the Utah Career & Technical Education STEM Comprehensive Dropout Prevention Pilot Grant. This initiative is funded by the Utah Legislature and will provide pilot funds for academic integration into Career and Technical Education to effectively re-engage students through a rigorous progression of instruction that incorporates hands-on learning, individualized instruction, cooperative learning, team-based instruction, and real-world career connections. This program includes an emphasis on college and career readiness skills with a goal of reducing dropout rates. The funds require the LEA and School to agree to the following:

- Provide four certified teachers from core content areas (English, math, science, social studies).
- Coordinated work with LEA CTE Director and school site staff.
- Enroll a minimum of 60 qualified (at risk) 8th and/or 9th grade students to participate in the program.
- Provide sufficient classroom space for each teacher and a lab space in close proximity to each other.
- Provide appropriate infrastructure for necessary technology in each core classroom, including student computers, individual teacher computers, and printers.
- Provide for teachers and site administrators to attend professional development training necessary to implement the chosen program with fidelity.
- Allow for the installation of furniture, program materials, and supplies in the facility as necessary for the program.
- Students participating in the program should be awarded high school credits for completed courses.
- Permit onsite visits in the facility for evaluation of progress and observation of program implementation.
- Commit to a minimum program length of three years, pending legislative funding is provided

for FY19 and FY20.

- Establish performance outcomes and provide data required for reports to USBE.

Student Qualifications:

- No chronic disciplinary issues that may interfere with the student's participation in the program.
- Minimum of 5th grade reading level.
- Students are able to work independently and in cooperative learning groups to complete computer-based learning activities.

The district's goal in this program is to provide up-to-date, research-based, relevant, and appropriate curriculum and learning experiences that will effectively support teaching and learning practices in our 8th and 9th grade English Language Arts, Mathematics, Science, Social Studies classes with connection to a student's Career Technology Education Career Pathway in Engineering & Health Sciences that will also offer teachers and all students greater access to relevant digital resources/tools.

Goals of Proposed Mound Fort Program:

1. Create student success in the Engineering & Health Sciences pathways.
2. Provide greater mastery and retention of Academic Core Standards.
3. Develop 21st century skills: Communication, Collaboration, Creative Problem Solving and Critical Thinking.
4. Provide learning experiences that are engaging and relevant, cross-curricular, focus on 21st century skills, differentiate learning, incorporate non-fiction reading and writing and provide an authentic assessment of their students' understanding.
5. Support school turnaround by targeting students who are below State Standards and are at risk at dropping out of school.
6. Integrate and support existing school systems including data driven instruction, Advancement Via Individual Determination (AVID) and Positive Behavior Intervention Supports (PBIS).
7. Develop capacity to provide PBL experiences for all Mound Fort students.

Moreover, through this program, the District aims to advance the Board of Education's mission, vision, and values by improving access to (a) meaningful content, (b) increasing awareness of sound instructional practices, (c) providing technological assets that promote creativity, connections, and innovation, and (d) engaging students in rigorous activities/assessments.

The purpose of the RFP is to solicit complete proposals in accordance to the Proposal Response Format listed in the RFP, from agencies with expertise in providing high-quality, standards-aligned primary curricular resources for medium to large public school districts. Therefore experience with successful management of similar projects is integral to this project's success.

This RFP is designed to provide interested parties with sufficient basic information to submit proposals meeting minimum requirements, but is not intended to limit a proposal's content or exclude any relevant or essential information. Respondents are at liberty and are encouraged to expand upon the specifications as to provide further evidence of service capability under any proposed agreement. Bids will be evaluated and each requirement

will be scored. Emphasis will be placed on alignment to the Utah Core Standards, research/evidence base for instructional strategies/resources, quality of supporting texts, support for improved writing practices, complimentary digital resources, data privacy, set-up costs, initial training, and ongoing support.

The District reserves the right to reject any and all proposals or waive any non-statutory informality. The District further reserves the right to make the contract award deemed by the Ogden City School Board of Education to be in the best interest of the district regardless of the selection committee's evaluation and scoring. The Board's decision to accept or reject the contract will be final. Upon completion of the program adoption process and selection, Ogden City School District will assume ownership of all materials provided as part of the proposal and will assume full responsibility for student record management in all related digital systems.

The Career & Technical Education STEM Comprehensive Dropout Prevention Program Committee (the "Committee") is composed of highly-qualified teachers, district content specialists, parents and school administrators. To maintain a fair and independent evaluation process, all Committee members serve on a volunteer, non-stipend basis. Each member will personally review all materials submitted for approval. The Committee will then review all Committee evaluations and submit the final recommendation directly to the Ogden School District Board of Education. This evaluation process, involving numerous people, guarantees to each vendor equity and fairness in the bidding, evaluation, and selection process.

Respondents are strongly encouraged to carefully read the entire request for proposals.

B. Background

Ogden City School District has a 8th-9th-grade student enrollment of approximately 1600 students. The District currently operates fourteen (14) elementary schools, three (3) junior high schools, two (2) comprehensive high schools, and one (1) alternative high school. Mound Fort Junior High School has an 8th-9th-grade student enrollment of approximately 450 students. The number of students who qualify for free and reduced lunch is close to 100 percent.

District offices are located at 1950 Monroe Blvd, Ogden, Utah 84401.

C. Scope of Services

The desired outcome for this program is to reduce the number of students dropping out of school and to ensure that students are on track to graduate when they complete the 9th grade and transition to high school. In order for students to stay in school and graduate with a high school diploma students need to leave junior high school demonstrating a successful mindset in their ability to graduate from high school. If they transition to the high school with their full credit intact, they are more likely to be successful and graduate on time. The services requested is to provide learning experiences for at-risk students in academic classes that make connections to their Career & Technical Education course of study. This integrated approach must utilize authentic PBL that integrates academic concepts with career training. This requires a rigorous course of study that includes producing team projects that solve real world problems and are supported by academic teachers, CTE teachers and industry partners.

Although we are evaluating primary PBL resources for the 8th grade, the Committee, through the selection process, may recommend more than one agency to fulfill our requirements if it deems that multiple curricula and program elements would best serve our learning community's needs. For example, the Committee may determine that one curriculum is best for authentic projects or tasks, and one for integration of the academic core standards. In this situation, the Committee would recommend one agency for the authentic projects or tasks, and another agency for integration of the academic core standards for the Board's consideration.

The following list of requirements, although extensive, is not exhaustive and is intended to provide interested parties with sufficient basic information to submit proposals meeting minimum requirements, but is not intended to limit a proposal's content or exclude any relevant or essential information. Moreover, the Committee members will be expected to introduce their knowledge of Ogden School District's learning communities' needs and classroom requirements as they evaluate the curricular resources in relation to the selection criteria.

Curricular/Design Requirements

The selected design model needs to support students identified as At-Risk of dropping out of school.

- a. The school will identify an initial cohort consisting of approximately 60 - 8th grade students who will be identified and enrolled in the program based on At-Risk factors.
 - b. The design needs to have the capacity to eventually enroll a majority of the students at the school in grades 8 and 9 identified as At-Risk.
 - c. The program will allow support of student learning with AVID instructional strategies and have the ability for students who are selected to enroll in the AVID elective class to participate in the AVID elective class as part of their daily schedule.
 - d. All courses must have the capacity to enroll cohort and non-cohort students.
2. The selected design model needs to provide curricular and activities that support the connection of PBL and academics in the following courses:
 - a. Career Pathway Courses
 - i. Engineering
 - ii. Health Sciences
 - b. Academic core content classes with a teacher trained in PBL Strategies
 - i. Language Arts
 - ii. Math
 - iii. Science
 - iv. History
3. Develop an implementation plan that includes the following:
 - a. A detailed plan, to include equipment and supplies, of the Career Pathway projects to be completed through the year in:
 - i. Engineering
 - ii. Health Science
 - b. Professional development for all core content teachers in the engineering and/or health science projects.
 - c. A plan for how academic core classes will support the Career Pathway Projects.
 - i. Support for core content teachers in developing subject specific PBL tasks integrated with the overarching engineering/health science tasks.

- ii. Support for core content teachers to develop scaffolded lessons/activities that lead to student proficiency in academic curriculum and 21st Century skills needed to successfully complete the Career Pathway projects.
- iii. Support for teachers in facilitating student learning in PBL contexts.
- iv. Support for core content teachers to evaluate (formative and summative) student mastery of academic curriculum.
- d. A plan for ongoing coaching & support.
- e. An assessment tool to determine the success of the program components.
 - i. Program implementation
 - ii. Student mastery

Digital Resources/Tools Requirements

Digital Curricula

- Robust and dynamic selection of relevant digital resources available.
- Engage students in meaningful learning experiences using innovative and exciting online content and visual representations.
- Enhance and/or extend classroom instructional practices.
- Digital Resources/tools promote 21st-Century skills (i.e., critical thinking, problem solving, creativity and innovation, collaboration, communication, self-direction, visual learning, information literacy, and global and cultural awareness) as learning standards for all students across all levels.
- Digital curriculum can be adjusted to provide personalized learning opportunities.

2. Usability

- User-friendly access and navigation for all users.
- Provide reasonably detailed trainings for teachers and administrators.
- Digital resources/tools should be compatible with the Ogden School District's student information system (Aspire), ClassLink and/or Clever.
 - Please include your tech support contact information so the District can determine specific compatibility.
- User friendly access (i.e. Single Sign On) and navigation for all users.

3. Student Data Privacy

- All digital/electronic/online resources and tools must meet all Federal and State student data privacy requirements.
 - Information about Federal and State requirements can be accessed by following the link below:
 - <http://www.uen.org/usbe-datasecurityprivacy/law.shtml>

Professional/Service Requirements

1. Training, Service and Support

- Agency has knowledgeable and capable curriculum deployment/implementation specialists who will guide our district employees through the implementation process.

- Agency's customer support is available via phone, email, or online support portal with a guaranteed response of one business day after receiving notice of issue.
 - Agency offers initial on-site training, training of trainers, and refresher trainings as necessary.
 - Agency has knowledgeable client support staff who are available to personally take calls and provide immediate assistance.
 - Agency offers an online client community that provides collaboration and communication opportunities for sharing ideas, information, templates, best practices, and other resources.
2. Evidence of Performance
- Agency has a broad client base of districts of various sizes, with different requirements and unique needs.
 - Agency exhibits a strong, steady client retention rate within the K-12 public school market that proves its success in providing high levels of value and service to its clients.
 - Service provider can present multiple references from districts of similar size and requirements as Ogden School District.

D. Proposal Response

Each respondent should set forth its most compelling case as to its ability to provide an integrated PBL program for students in grades 8-9, based on the scope of services required. All proposals must be organized and tabbed to comply with the following sections:

1. Transmittal Letter (2 pages Maximum)
 - The letter of transmittal should include: a) an introduction of the agency, including name, address, telephone number and email address of primary contact and others authorized to deal with this proposal response; b) A general statement of interest and what sets your agency apart from other potential respondents.
2. Executive Summary (2 pages Maximum)
 - The executive summary should briefly describe the agency's philosophical approach to PBL Curricula in 8-9 public education classrooms and its summarized approach to completing the scope of services outlined. Clearly indicate any options or alternatives being proposed and clearly disclose any major requirements included in the scope of services the agency cannot address.
3. Detailed Discussion (6 pages Maximum)
 - This section constitutes the major portion of the proposal and must contain at least the following information:
 - Provide a brief narrative of the PBL program that makes connections between the identified core content academics and Career and Technical Education. Describe the agency organization and list of the agencies personnel available to the District.
 - Briefly summarize your agency experience and overall qualifications as a PBL educational provider. Provide three (3) to five (5) references of existing clients.

- Provide summary resumes and credentials for the professionals anticipated to be assigned to work with the District. (Professional resumes will not count toward six page maximum).
 - Provide a statement regarding your agency's ability to provide the scope of services requested.
4. Samples of Instructional Materials
- Samples of instructional materials and digital resources/software/tools will be submitted for review and are due to Ogden School District by the posted dates and times on the RFP timeline.
 - Samples must be clearly labeled as "OFFICIAL ADOPTION SAMPLES," and marked with the content area/grade levels for which they have been submitted.
 - Samples will not be returned to the publisher and must be sent free of charge.
 - The SHIPPING ADDRESS for UPS, FEDEX, etc. is: Ogden School District
% CTE Department
1950 Monroe Blvd
Ogden, UT 84401
 - Software, CD-ROMS, Multimedia & Online Curriculum
 - One copy of main software title or multimedia program along with any available ancillary materials. For online programs you must send instructions, usernames, and passwords for accessing your program.
 - Agency must provide 5 sample/demo accounts
 - [Requirements for Access to Digital Resources/Instructional Materials](#)
 - Committee members reserve the right to request sample copies of material from publishers.
5. Protected / Proprietary Information
- Protected information should be clearly identifiable and included in the *Detailed Discussion* section of the proposal. Do not incorporate protected information throughout the proposal. Rather, provide a reference in the proposal response directing readers to the specific area of this Protected Information Section. **Must submit and sign Claim of Business Confidentiality Form if you are claiming Protected/Proprietary Information.**
6. Fee Proposal (5 page Maximum --- **Separately Sealed**)
- The District is interested in a Fee for Services arrangement under this agreement. All respondents must include a fee for services proposal.
 - a. Fee proposals should enumerate any costs the District can expect to be charged and specify the types of equipment, supplies, materials and services that would generate any additional charges; including ongoing costs, maintenance fees, technical support costs, and professional development costs.

- b. Fee proposal should include longitudinal costs for five-year period.
- c. Respondents are welcome to submit alternative fee proposals for consideration.

E. Multi-Step Evaluation Process and Criteria

1. The Committee will evaluate the curricular/design and digital resources/tools sections, but will not consider fee proposals at this stage (Stage 1).
2. Following the curricular/design and digital resources/tools proposals, the Committee will open and evaluate the fee proposals.
3. Based on the Committee’s evaluation (Stage 2), two to five respondents may be selected to meet (face-to-face or online) with the Committee for an oral presentation and comprehensive product demonstration (Stage 3 if necessary).
 - o Proposals, however, may be selected without oral presentation.
4. Prior to the final evaluation, the Committee will host a PBL Model Adoption Open House during which all Mound Fort teachers will be invited to view the provided samples and leave feedback for the Committee’s consideration.
5. The Committee will convene to discuss all aspects of the evaluation process, (including Curricular/Design requirements, digital resources/tools requirements, teacher feedback from the open house, fee proposals, and perception of agency’s ability to accomplish scope of service) and select the primary curriculum to be presented for the Board’s consideration.

The District reserves the right to:

- Accept or reject any proposal, *and/or*
- Waive any formality or technicality if determined to be in the best interest of the school district.

Stage 1

Category	Weight
Curricular/Design Requirements	80%
Digital Resources/Tools	15%
Agency Qualifications, Experience, and Support	5%

Stage 2

Category	Weight
Curricular/Design Requirements	50%

Digital Resources/Tools	15%
Agency Qualifications, Experience, and Support	5%
Fee Proposal and Fee Schedule	30%

Stage 3 (if necessary)

Category	Weight
Demonstration of Services	30%
Perception of Agency's Ability to Accomplish Scope of Service <ul style="list-style-type: none"> • <i>Committee Member's Perceptions</i> • <i>Open House Feedback</i> 	70%

Award shall be made to the respondent deemed most capable of accomplishing the Scope of Services required, taking into account the proposals and evaluation factors here outlined.

F. Terms of Agreement:

The Contract resulting from this RFP shall be renewable annually for up to three (3) years.

Tentative date for formal approval by the Board is February 15, 2018.

Tentative effective date of contract will be February 16, 2018.

Annual renewal is contingent upon the District's satisfaction with the services provided and overall performance of the agency.

G. Standard Contract Terms and Conditions

Any contract resulting from this RFP will include, but not be limited to, Ogden School District's Standard Contract Terms and Conditions attached. Offerors requesting exceptions and/or additions to the Standard Terms and Conditions, as set forth in this RFP, must include the exceptions and/or additions with the proposal response. Exceptions and/or additions submitted after the date and time for receipt of proposals will not be considered. Ogden School District reserves the right to negotiate or refuse any exceptions and/or additions.

H. Due Date

To qualify as a responsive proposal, five (5) hard copies of the proposals and 1 electronic copy (you may also submit 1 redacted copy but it is not required) must be sealed and received by Ken Crawford, Director of Purchasing (1950 Monroe Blvd. Room 210, Ogden, Utah 84401) not later than 2:00 PM on January 9, 2018. Outside of submission must be marked RFP 8-009.

I. Tentative Timeline (Subject to modification)

RFP Advertised: December 4, 2017

Deadline for Questions: December 19, 2017

RFP Response Deadline: January 9, 2018 at 2:00 PM MDT

Service Provider Demonstrations if Necessary: January 22 - 26, 2018

Final Proposal Evaluation: February 6, 2018

Board Action: February 15, 2018

Contract Effective Date: February 16, 2018

J. Questions and Contact Info.

Questions, interpretations, clarifications or communication regarding RFP 8-009 must be submitted through Scquest and must be submitted by December 19, 2017. Responses to any postings shall be the responsibility of:

Ken Crawford- Director of Support Services

Contact made with any other Ogden City School District personnel may be considered grounds for disqualification.

RFP 8-009 will be posted on Scquest

<https://solutions.scquest.com/apps/Router/SupplierLogin?CustOrg=StateOfUtah>, which is where any addenda to this solicitation will be posted, up to 24 hours prior to the closing of the bid. It is the sole responsibility of all interested offerors to ensure submittals reflect all details of the solicitation in its entirety.

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801-737-7300

www.ogdensd.org

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