Request for Proposals
Secondary Multilingual Literacy Primary Curriculum for Grades 6-12
RFP 21-007

General Information

A. Purpose

Ogden City School District (the "District") (OSD) is seeking to adopt a comprehensive Multilingual Literacy curriculum (formally called ESL) for our English Language Learners (ELLs) in 6th through 12th grade for our 12 elementary schools (Grade 6), 3 junior high schools (Grades 7-9), 2 comprehensive high schools (Grades 10-12), and 1 alternative high school. The district's goal in this adoption cycle is to provide up-to-date, research-based, relevant, and appropriate materials that will effectively support teaching and learning practices in our 6th- through 12th-grade Multilingual Literacy classrooms that will also offer teachers and all students greater access to relevant digital resources/tools.

Moreover, through the curriculum adoption process, the District aims to advance the Board of Education's mission, vision, and values by improving access to (a) meaningful content specific to the needs of EL language development, (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 with 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. The selection and implementation of a primary curriculum is a complex process as it will serve a broad range of stakeholders. 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 English Language Proficiency Standards aligned to the WIDA Standards, research/evidence base for instructional strategies/resources, quality of supporting texts, 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 curriculum 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 Multilingual Literacy Curriculum Adoption Committee (the "Committee") is composed of highly-qualified teachers, parents, district content specialists, and school administrators. To ensure diverse, representational evaluations, the Committee is made up of members from various schools, grade-levels, and backgrounds. 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 Curriculum Oversight Team will then review all Committee evaluations and submit the final recommendation directly to the Ogden School District Board of Education. This multi-level evaluation process, involving numerous people, guarantees to each publisher 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 6th-12th-grade student enrollment of approximately 6,200 students. The District currently operates twelve (12) elementary schools, three (3) junior high schools, two (2) comprehensive high schools, and one (1) alternative high school.

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

C. Scope of Services
The desired outcome for this adoption cycle is to provide up-to-date, research-based, relevant, and appropriate materials that will effectively support teaching and learning practices in our 6th- through 12th-grade Multilingual Literacy classrooms and will offer all teachers and students greater access to relevant digital resources/tools.

Although we are evaluating primary curricular resources for 6th through 12th grade, the Curriculum Adoption Committee (The "Committee"), through the selection process, may recommend more than one agency to fulfill our requirements if it deems that multiple curricula would best serve our learning community's needs. For example, the Committee may determine that one curriculum is best for our 6th- through 9th-grade classrooms while another is better suited for our 10th- through 12th-grade classrooms. In this situation, the Committee would recommend one agency for 6th-9th grade and another agency for 10th-12th grade 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

1. **Utah English Language Proficiency Standards Alignment**

   - Utah has chosen the WIDA Standards as our English Language Proficiency Standards. Instructional Materials in all formats, including digital and online materials, are required to be accompanied by documentation of alignments to the Utah ELP Standards in your materials by page number, URL or section, and sent in a pdf file as part of the submitted proposal. Documentation of alignments should include the five WIDA Standards and the *Key Criteria for Alignment* as outlined in the second bullet point below. These documents should be formatted in such a way that reviewers may easily scrutinize alignments during the course of the evaluation meetings held at the Ogden School District Professional Development Center (a sample alignment form is included following this document).
     - Printable listings of the [WIDA Standards](#) are available.
     - Printable listings of the [Key Criteria for Alignment](#) are available
     - Publishers are allowed to enlist an independent reviewer to prepare the alignments.
       - Credentials for the aligners must also be included with the submitted alignments.
   - Curriculum materials must have a clear and documented research base.
     - Evidence that the curriculum accelerates student progress toward English language proficiency
     - Evidence that the curriculum accelerates student progress for Long Term English Learners
     - Evidence that the curriculum accelerates student progress for Newcomer and SLIFE students
   - Key Criteria for Alignment needs to include:
     - Functional & integrated approach to content and language
     - Key language uses of narrate, argue, inform, and explain represented in differentiated manners across content areas
     - Interpretive language development skills of reading, listening, and the multimodal literacy skill of viewing
     - Expressive language development skills of speaking, writing, and the multimodal literacy skill of representing
     - Representation of leveled, linguistic dimensions for discourse, sentence, and word usage

2. **Multilingual Literacy Curricula**

Content:

- Separate curriculum for at least three language proficiency levels
  - An additional level for Newcomer and SLIFE students would be of interest but not part of the three levels requested
- LTEL focus
  - Including enough material for LTELs who remain at the same proficiency level for at least 2 years
  - LTELs will have extensive opportunities to encounter grade-level complex material with accompanying supports to help bridge the academic gap.
- Current socio-cultural topics about culture, race, and language
- Cross curricular representation of grade level content aligned to core standards
- Balanced representation of Interpretive and Expressive Modalities (reading, listening, speaking, and writing)
- All levels of materials contain differentiation of the Interpretive and Expressive Modalities (reading, listening, speaking, and writing)
- Multimodal literacy components (including viewing, creating, and interpreting)
- Balanced representation of key language uses (argue, inform, explain, narrate)
- Materials for each level align with both grade-level rigor and the complexity requirements of the linguistic dimensions: discourse, sentence, and word.
- Scaffolds enable all students to experience rather than avoid the complexity and rigor of the material.
- Opportunities to practice metacognitive strategies for accessing complex materials
- Speaking content that includes collaboration, various content, and opportunities for extended discourse. Preference will be given to programs that include, but are not limited to the following speaking skills:
  - elaborate and clarify
  - support ideas with examples
  - building on and/or challenging a partner's ideas
  - Paraphrasing and synthesizing
- Materials portray writing to sources as a key task
- Writing materials focus on the key language uses (argue, inform, explain, narrate)
- Writing materials make it clear that student writing should be responsive to the needs of the audience and the particulars of the text in question.
- Students are given practice with short, focused projects that include both expressive and interpretive modalities.
- Early literacy and phonics components
- A variety of text structures aligned to the core standards including both literary and informational texts; with preference given to materials predominantly focused on content specific and culturally relevant topics.
- A significant percentage of tasks and questions are text dependent.
- Instructional design cultivates student interest and engagement in reading rich texts carefully.
- Materials provide opportunities for students to build knowledge through close reading of specific texts.
- Specific English Learner reading strategies for comprehension of complex texts, with a focus on metacognitive awareness of how the strategies can be implemented as an independent reader.
- Tier II cross curricular vocabulary activities with in-context, meaningful application
- Manipulatives for Newcomer and SLIFE content

- Materials are free from bias in their portrayal of ethnic groups, gender, age, disabilities, cultures, religion, etc. and contain accommodations for multiple learning styles, students with exceptionalities, English Language Learners, and cultural differences.

Instructional Approaches:

- Approach is based on an asset mindset.
- Inclusion of authentic and/or project-based activities
- Design for whole-group, small-group, and individual instruction includes protocols that allow all students to collaboratively contribute
- Interactive digital elements
  - Provide functional usage for at home/online learning that levels inequitable access to technology
  - Mimic and prepare students for standardized test
  - Include specific engagement components
- Includes the linguistic dimensions of: discourse, sentence, and word
- Scaffolded supports for language development including, but not limited to:
  - graphic and visual supports
  - metacognitive strategies
  - cooperative and interactive activities
  - sensory methods
  - Building background & making connections
- Questions and tasks 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.
- Teacher supports and materials assist students with in-depth, collaborative, critical discourse speaking opportunities
- Metacognitive instruction provided for how to access complex text and a variety of text structures as represented in core standard content areas
- Writing Materials that help teachers scaffold writing skills needed for language development; including but not limited to organization, audience, cohesion, precise and specific word choice, sentence structure, and grammar and language conventions.
- Teacher supports to assist non-Latin based language learners with printing letters

Assessment:

- A variety of digital and print materials that regularly and systematically offer assessment opportunities to genuinely measure progress of language development in the areas of reading, speaking, listening, and writing. Preference will be given to those that also include assessments that measure growth in the language dimensions of discourse, sentence, and word levels.
- Opportunities for interim assessments that mimic or align to the WIDA ACCESS 2.0; preference given to digital assessments that do not require teachers scoring for speaking and writing assessments
- Diagnostic Tests that provide data on needed literacy skills from preK-12 grade, specifically for LTELs, SLIFE, and other newcomer students.

- Diagnostic instructional recommendations based on data from digital assessments. Preference given to programs that offer additional data disaggregation reports and recommended instructional groupings.
- Inclusion of writing and speaking rubrics. Preference given to rubrics aligned to language development dimensions
- Inclusion of self-assessment opportunities for students

Digital Resources/Tools Requirements

1. **MLL and Digital Curricula**

- Print materials use multimedia and technology resources to provide needed contextual background information and/or language supports
- All print materials for students must be available in an interactive digital format
- Digital materials are consistent with ELP standards and requirements.
- Visual representation of student, class, and program progress that is easily accessible and informative to all parties.
- Robust and dynamic selection of additional, 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.
- Provide access to individualized, applicable, and cost-effective curricular materials using vast stores of available digital content.
- 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 students across all English proficiency levels.
- DIgital tools regularly and systematically offer assessment opportunities that genuinely measure progress in language development of reading, speaking, listening, and writing. Preference will be given to those that also include assessments that measure growth in the language dimensions of discourse, sentence, and word levels.
- Digital curriculum can be adjusted to provide personalized learning opportunities.
- Digital materials are presented in a manner that aide students in accessing technology and content. Preference will be given to programs that include scaffolded elements for language learners. Scaffolded elements could include, but are not limited to:
    - embedded tutorials
    - skill level chunking and or pacing
    - modeling

2. **Usability**

- User-friendly access and navigation for all users. Preference will be given to systems that include multiple language functions.
- Ability for the district digital administrator and/or building administrator and class teacher to manipulate the curriculum offered.
- Provide reasonably detailed trainings for teachers and administrators.

- Digital resources/tools should be compatible with the Ogden School District's student information systems (Aspire) and One Roster.
  - Please include your tech support contact information so the District can determine specific compatibility.
- Digital resources/tools must be web-based and device agnostic.
- Single Sign On navigation for all users is required.
- Preference given to systems with Canvas integration

3. Student Data Privacy

- All digital/electronic/online resources and tools 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 24/7 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 makes the following information available:
  - Digital resources/tools guaranteed uptime
  - Digital resources/tools minimal performance expectations
  - Digital resources/tools guaranteed uptime bug fixing policy
- 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 a primary Multilingual Literacy Curriculum for 6th through 12th Grade. Based on the scope of services required. All proposals must be organized 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 Multilingual Literacy Curricula in 6-12 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** (5 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 comprehensive 6-12 Multilingual Literacy Curriculum and ancillary resources. Describe the agency organization and list of the agencies personnel available to the District.
     - Briefly summarize your agency experience and overall qualifications as a 6-12 Multilingual Literacy Curriculum publisher. 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 five page maximum).
     - Provide documentation of alignments to the Utah Core Multilingual Literacy Standards. (Alignment documentation will not count toward five 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 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

% Office of Student Achievement
                        956 20th Street
                        Bldg 11
                        Ogden, UT 84401
- Text Materials
    - Individual Titles - Five (5) copies of the student edition and five (5) copies of the teacher edition, along with one copy of the listed ancillary materials.
    - Series - One copy of each main title and related ancillary materials.
- Software, Multimedia & Online Curriculum
    - For online programs, agency must send instructions, usernames, and passwords for accessing your program.
        - Agency must provide at least 10 sample/demo accounts

5. **Protected / Proprietary Information (optional)**

   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.

   The Government Records Access and Management Act (GRAMA), UCA § 63G-2-305, provides in part that:
   The following records are protected if properly classified by a government entity:
   (1) trade secrets as defined in Section 13-24-2, the Utah Uniform Trade Secrets Act, if the person submitting the trade secret has provided the governmental entity with the information specified in UCA § 63G-2-309 (Business Confidentiality Claims);
   (2) commercial information or non-individual financial information obtained from a person if: (a) disclosure of the information could reasonably be expected to result in unfair competitive injury to the person submitting the information or would impair the ability of the governmental entity to obtain necessary information in the future; (b) the person submitting the information has a greater interest in prohibiting access than the public in obtaining access; and (c) the person submitting the information has provided the governmental entity with the information specified in UCA § 63G-2-309;
    And
    (6) records, the disclosure of which would impair governmental procurement proceedings or give an unfair advantage to any person proposing to enter into a contract or agreement with a governmental entity, except, subject to Subsections (1) and (2), that this Subsection (6) does not restrict the right of a person to have access to, after the contract or grant has been awarded and signed by all parties.

   Pricing may not be classified as confidential or protected and will be considered public information after award of the contract.

   Process for Requesting Non-Disclosure: Any Offeror requesting that a record be protected shall include with the proposal a Claim of Business Confidentiality. To protect information under a Claim of Business Confidentiality, the Offeror must complete the Claim of Business Confidentiality form with the following information:

1. Provide a written Claim of Business Confidentiality at the time the information (proposal) is provided to the state, and
2. Include a concise statement of reasons supporting the claim of business confidentiality (UCA § 63G-2-309(1)).
3. Submit an electronic "redacted" (excluding protected information) copy of the proposal. Copy must clearly be marked "Redacted Version."

An entire proposal cannot be identified as "PROTECTED", "CONFIDENTIAL" or "PROPRIETARY", and if so identified, shall be considered non-responsive unless the Offeror removes the designation.

Redacted Copy: If an Offeror submits a proposal that contains information claimed to be business confidential or protected information, the Offeror must submit two separate proposals: one redacted version for public release, with all protected business confidential information either blacked-out or removed, clearly marked as "Redacted Version"; and a non-redacted version for evaluation purposes, clearly marked as "Protected Business Confidential."

All materials submitted become the property of Ogden School District. Materials may be evaluated by anyone designated by the District as part of the proposal evaluation committee. Materials submitted may be returned only at the District's option.

6. **Fee Proposal** (5 page Maximum)
Must be in a separate attachment from the technical proposal

   ○ 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 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 district curriculum adoption **Oversight Team** will evaluate the curricular/design and professional/service sections, but will not consider fee proposals at this stage.
   ○ The district curriculum adoption oversight team will also simultaneously evaluate high-quality Open Educational Resources (no associated agency), using the same Curricular/Design criteria, for the Committee's consideration.

2. Based on the results of the initial evaluation by the **Oversight Team**, two to five respondents will be brought before the full **Curriculum Adoption Committee** (the

"**Committee**") for evaluation (Stage 2). The Committee will then evaluate the curricular/design and professional/service sections.

3. Following the curricular/design and professional/service proposals, the **Committee** will open and evaluate the fee proposals.

4. Based on the Committee's evaluation (Stage 2), two to five respondents may be selected to meet (face-to-face or online) with the **Multilingual Literacy Curriculum Adoption Committee** for an oral presentation and comprehensive product demonstration (Stage 3 if necessary).
   ○ Proposals, however, may be selected without oral presentation.

5. Prior to the final evaluation, committee members will pilot instructional materials and digital resources/tools in the classroom, with the expectation to document experiential knowledge and provide detailed reports to all committee members.

6. Prior to the final evaluation, the Committee will host a Multilingual Literacy Curriculum Adoption Open House during which all 6-12th grade Multilingual Literacy teachers will be invited to view the provided samples and leave feedback for the Committee's consideration.

7. The Committee will convene to discuss all aspects of the evaluation process, (including Curricular/Design requirements, professional/service requirements, classroom pilots, community 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*
● Accept or reject more than one agency to fulfill our requirements if it deems that multiple curricula would best serve our learning community's needs.
● Waive any formality or technicality if determined to be in the best interest of the school district, *and/or*
● Select a high-quality Open Educational Resource (no agency association) as the recommended primary Secondary Multilingual Literacy curriculum.

Stage 1

Category	Weight
Curricular/Design Requirements	60%
Digital Resources/Tools	35%
Agency Qualifications, Experience, and Support	5%

Stage 2

Category	Weight
Curricular/Design Requirements	35%
Digital Resources/Tools	30%
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 • *Committee Member's Perceptions* • *Classroom Pilot Feedback* • *Open House Feedback*	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. Term of Agreement:
The Contract resulting from this RFP shall be renewable annually for up to five (5) years.
Tentative date for formal approval by the Board is **March 18, 2020**.
Effective date of contract will be **March 19, 2020**.
Annual renewal is contingent upon the District's satisfaction with the services provided and overall performance of the agency.

G. Due Date
To qualify as a responsive proposal, vendors must submit their technical proposal and cost proposal *(**separate attachments**)* electronically through the Utah Public Procurement Place (UP3)website:
https://solutions.sciquest.com/apps/Router/SupplierLogin?CustOrg=StateOfUtah .
Proposals must be submitted and received not later than **2:00 PM** MST on **December 11, 2020**. Vendor must also have all sample materials delivered to the designated address no later than **2:00 PM** MST on **December 11, 2020** to qualify as a responsive proposal.

H. Tentative Timeline (Subject to modification)

RFP Advertised: November 18, 2020

Deadline for Questions: December 4, 2020

RFP Response Deadline: December 11, 2020 at 2:00 PM MDT

Service Provider Demonstrations: February 1 - 5, 2020

Final Proposal Evaluation: March 12, 2018

Board Action: March 18, 2020

Contract effective date: March 19, 2020

I. Questions and Contact Info.

Questions, interpretations, clarifications or communication regarding RFP 21-007 must be submitted through UP3 and must be submitted by Noon MST on **December 4, 2020**. 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 21-007 will be posted on UP3
https://solutions.sciquest.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.