



Request for Proposals
Supplemental Literacy Intervention Solution
for Kindergarten
RFP24-004

DUE: January 17, 2024 | 2:00 P.M.

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I. Purpose

Ogden City School District (the “District”) (OSD) is seeking a **Supplemental Literacy Intervention Solution** that will bolster our multi-tiered system of support, including our Tier II and Tier III reading supports, **in Kindergarten**. The district’s goal in this adoption is to provide research-based, relevant, and appropriate phonemic awareness and phonics instruction that will effectively support teaching and learning practices for our Kindergarten students.

Through this evaluation and selection process, the District aims to advance the Ogden School District Board of Education’s mission, vision, and values by (a) increasing effectiveness of instructional practices, (b) providing print and/or technological assets that promote data-driven decision-making, and (c) streamlining access to progress-monitoring reporting tools.

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, **phonemic awareness and phonics literacy intervention solutions** for medium to large K-12 public school districts. The selection and implementation of a district-wide Literacy Intervention Solution 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 District’s vision, mission and values; quality of the intervention resources, evidence of positive impact on student outcomes, ease of teacher and student use, 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 award the contract in the best interest of the District, as deemed by the Ogden School Board of Education, 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 evaluation and selection process, Ogden School District will assume ownership of all materials provided as part of the proposal.

The Literacy Intervention Selection Committee (the “Selection Committee”) is composed of highly-qualified teachers, district content specialists, district administrators, and school administrators. To ensure diverse, representational evaluations; the Selection Committee is made up of members of various roles, responsibilities, and backgrounds. To maintain a fair and independent evaluation process, all Selection Committee members serve on a volunteer, non-stipend basis. Each member will personally review all solutions submitted for approval. The Selection Committee will then submit the final recommendation directly

to the Ogden School District Board of Education. This multi-stage evaluation process, involving numerous people, guarantees each Agency equity and fairness in the bidding, evaluation, and selection process.

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

II. Background

Ogden School District has a Kindergarten student enrollment of approximately 800 students, 35 kindergarten teachers, and a total Grade K-6 student enrollment of approximately 5,500. At the elementary-school level, the District currently operates 10 elementary schools.

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

III. Description of Current Technology

Ogden School District digital teaching and learning environment uses a mixture of client/server and web-based technologies for delivery of information services.

Application Description	Vendor/Product
Student Information System	Infinite Campus
Directory Services	Microsoft Active Directory
Roster Sync	Clever
English Language Arts Curriculum	McGraw-Hill Wonders
Early Warning System	Panorama Student Success
Productivity/Communication	Google Workspace for Education
Universal Screener	Acadience Reading
Learning Management System	Canvas LMS (K-12)

IV. Scope of Services

The desired outcome for this evaluation and selection process is to provide our learning communities with a Literacy Intervention Solution that will effectively support our Kindergarten multi-tiered system of support, significantly improve Tier II and Tier III reading intervention in our elementary schools, and offer all teachers and students greater access to evidence of students' literacy performance.

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

Intervention Program Design Requirements

The Literacy Intervention Solution should be designed to:

1. Increase reading achievement throughout the school by improving student access to literacy instruction.
2. Aligned to science of reading pedagogy highlighted in District literacy initiatives.
3. Engage Kindergarten students with authentic, age-appropriate content that matches Kindergarten Utah English Language Arts core standards.
4. Support Kindergarten readers by addressing:
 - a. Phonemic Awareness - recognize and manipulate spoken parts of a word
 - b. Phonics - recognize the relationship between sound and written symbol while also advancing into sight recognition of familiar words
5. Accelerate the development of literacy skills for every Kindergarten reader by providing explicit small group and/or individual direct instruction, practice, and feedback with a high level of teacher-student interaction.
6. Motivate students to take an active role in the learning process while engaging in a variety of learning modalities (listening, speaking, reading, and writing).
7. Support educators to quickly identify which students may need Tier 2 or 3 literacy intervention and determine priority by groups or categories of students who may need additional, preventative support and/or scaffolding.
8. Provide students with access to engaging text, differentiated by skill focus.
9. Optional Value Add: Manipulatives to support students in learning during lessons.

Intervention Program Effectiveness Requirements

1. The Literacy Intervention Solution must meet Utah's SB 127 Requirements for evidence-informed curricular materials and be listed on the Utah State Board of Education's Approved Literacy Curriculum List in the *Supplemental Core Curriculum* or *Intervention Curriculum* sections.
 - o [Utah's Approved Literacy Curriculum List](#)

2. The Literacy Intervention Solution should be supported by evidence that shows the proposed intervention solution has proven effective in substantially raising elementary student achievement in reading, focusing on Kindergarten.

Student Data Privacy and Security Requirements

If the agency's system includes a data management tool (not required), then it must:

1. Allow the District to configure roles and permissions to control access to student data.
2. 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:
 - <https://www.schools.utah.gov/studentdataprivacy/lawpolicy>

Training, Service and Support Requirements

Training and Support

1. Agency has knowledgeable and capable comprehensive literacy intervention solution deployment/implementation specialists to drive a successful implementation.
2. 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.
3. Agency offers initial on-site training, training of trainers, and/or refresher training as necessary.
4. Agency has knowledgeable client support staff who are available to personally take calls and provide immediate assistance.
5. Agency has on-going reporting of client satisfaction and a clear escalation path for issue resolution.
6. Agency maintains a thorough online knowledge base; including training documents, user guides, and administration guides.

Evidence of Performance

1. Agency has a broad client base of districts of various sizes, with different requirements and unique needs.
2. 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.

3. Agency can present multiple references from districts of similar size and requirements as Ogden School District.
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V. Technical Proposal Response

Each respondent should set forth its most compelling case as to its ability to provide a Literacy Intervention Solution for Kindergarten. All proposals must have page numbers and be organized in the following order 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 Literacy Intervention Solutions in K-12 public education systems 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 Literacy Intervention Solution and any ancillary resources. Describe the agency organization and list of the agency's personnel available to the District.
 - Briefly summarize your agency experience and overall qualifications as a Literacy Intervention Solution provider for K-12 public school districts. 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 documentation of system/technical requirements.
 - Provide a statement regarding your agency's ability to provide the scope of services requested.

4. Samples of Instructional Materials

- Physical Materials:
 - Samples of physical instructional materials, manipulatives and/or digital resources/software/tools submitted for review are due to Ogden School District by the posted dates on the RFP timeline.
 - Samples must be clearly labeled as "RFP24-004 REVIEW 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
% Curriculum Department
956 20th Street
Ogden, UT 84401
- Text Materials
 - Individual Titles - One (1) copy of any student edition(s) and one (1) of any teacher edition(s), along with one copy of the listed ancillary materials.
 - Series - One (1) copy of each main title and related ancillary materials.
- Software, Multimedia & Online Curriculum
 - For online/digital programs, agencies must send instructions, usernames, and passwords for accessing your program.
 - Agency must provide access for, at minimum, twenty (20) reviewers
 - Software or online material publishers are requested to send at least one (1) copy, physical or digital, of the informational resources or catalogs about the software or multimedia program for the Selection Committee to reference. 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.

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.

VI. Fee Proposal Response

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 single year and longitudinal costs for at least a five-year period.

- c. Respondents are welcome to submit alternative fee proposals for consideration.
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VII. Multi-Stage Evaluation Process and Criteria

The Selection Committee shall develop specific criteria and a rating and/or scoring methodology by which the general criteria will be evaluated. Evaluation shall be by individual rating/scoring or by group consensus or another method as deemed in the District's best interests. Based on the results of the initial evaluation, two to five respondents may be required to meet (face-to-face or online) with the Selection Committee for an oral presentation and comprehensive product demonstration.

Proposals, however, may be accepted without oral presentation and the District reserves the right to accept or reject any proposal. It is also the right of the District to waive any formality or technicality if determined to be in the best interest of the school district.

1. **Stage 1:** The Selection Committee will evaluate each agency's proposal based on the listed requirements and select two to five respondents to continue to stage 2.
2. **Stage 2:** Based on the Selection Committee's evaluation, **two to five respondents** will be selected to meet (face-to-face or online) with the Selection Committee for an oral presentation and comprehensive product demonstration. Proposals, however, may be selected without an oral presentation.
 - **Oral Presentations and Product Demonstration:** During stage 2, committee members will have the opportunity to engage with agency representatives during an oral presentation and product demonstration. This stage will provide the agency to showcase their Literacy Intervention Solution and respond to committee members' questions. Other educators who serve as kindergarten teachers, elementary administrators, or instructional coaches may also view the presentation and provide feedback for the committee members' consideration.
 - **School/Classroom Pilots:** Prior to the final evaluation, committee members will pilot Literacy Intervention Solution lessons/experiences in select classrooms to document experiential knowledge and provide detailed reports to all other committee members.
4. **Stage 3:** The Selection Committee will convene to discuss all aspects of the evaluation process, (including system/technical requirements, professional/service requirements, fee proposals, and perception of agency's ability to accomplish scope of service) and select the Literacy Intervention Solution to be presented for the Board's consideration.

Evaluation Weighting

Stage 1

Category	Weight
Intervention Program Design and Effectiveness Requirements	80%
Student Data Privacy and Security Requirements	10%
Agency Qualifications, Experience, and Support	10%

Stage 2 - Committee

Category	Weight
Agency Presentation - Informational Only	N/A
Limited Pilot - Information Only	N/A

Stage 3 - Committee

Category	Weight
Fee Proposal and Fee Schedule	30%
Agency's Ability to Accomplish Scope of Service <ul style="list-style-type: none">● <i>Presentation Notes</i>● <i>Limited Pilot Feedback</i>● <i>Committee Member's Perceptions</i>	70%

Fee Proposal will not be the sole determinant for the award. 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.

VIII. 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 **April 18, 2024**.

Effective date of contract will be **July 1, 2024**.

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

IX. Due Date

To qualify as a responsive proposal; samples of instructional materials sent to the district address listed above as well as 1 electronic copy of the technical proposal (a redacted electronic copy of the technical proposal may also be submitted) and 1 electronic copy of the fee proposal ([as a separate attachment](#)) must be submitted through SciQuest

<https://solutions.sciquest.com/apps/Router/SupplierLogin?CustOrg=StateOfUtah>, no later than **2:00 pm on January 17, 2024**.

X. Tentative Timeline (Subject to modification)

RFP Advertised: December 5, 2023

Deadline for Questions: December 19, 2023

RFP Response Deadline: January 17, 2024

Stage 1 Evaluation: January 24, 2024

Product Demonstrations: February 9, 2024

Stage 3 (Final) Evaluation: March 5, 2024

Public Comment: March 21, 2024 & April 18, 2024

Board Action: April 18, 2024

Contract Effective Date: July 1, 2024

XI. Questions and Contact Information

Questions, interpretations, clarifications or communication regarding **RFP24-004** must be submitted through Sciquest and must be submitted by noon on **December 19, 2023**.

Responses to any postings shall be the responsibility of:

Ken Crawford - Director of Support Services

Contact made with any other Ogden School District personnel during the RFP process concerning the RFP may be considered grounds for disqualification.

RFP24-004 will be posted on Sciquest

<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 the details of the solicitation in its entirety.